

RINGGOLD SD

400 Main St

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Ringgold School District is to provide a world-class, student-centered education that maintains high expectations and ensures successful outcomes for every student through participation in an academically intensive environment that develops and prepares the whole child for entry into an ever-changing global workforce.

VISION STATEMENT

To prepare the leaders of tomorrow, one student at a time.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe that ALL students have value and the ability to learn.

STAFF

We believe that innovative, differentiated instructional strategies bolster students' innate desire to learn.

ADMINISTRATION

We believe that every student deserves to be educated in a learning environment that is safe and comprised of honest, passionate, compassionate, loyal team members.

PARENTS

We believe that all students deserve the opportunity to receive a high-quality education.

COMMUNITY

We believe that we can produce a high-quality education in a fiscally responsible manner.

OTHER (OPTIONAL)

We believe data must be used to drive instruction and that students learn best in a safe, nurturing, and respectful environment.

STEERING COMMITTEE

Name	Position	Building/Group
Randall Skrinjorich	Administrator	Ringgold School District
Thomas W. Grierson	Administrator	Ringgold School District
Shannon Crombie	Administrator	Ringgold School District
Maureen Ott	Board Member	Ringgold School District
Kimberly Leasure	Staff Member	Ringgold School District
Sherry Black	Administrator	Ringgold School District
Heather Roman	Staff Member	Ringgold School District
Tara Schmidt	Staff Member	Ringgold School District
Josh Nicklow	Staff Member	Ringgold School District
Melissa Trilli	Staff Member	Ringgold School District
Shelly Fine	Staff Member	Ringgold School District
Lisa Mauro	Administrator	Ringgold School District
Jason Minitti	Administrator	Ringgold School District

Name	Position	Building/Group
Rick Lawson	Community Member	Ringgold School District
Ken Barner	Community Member	Ringgold School District
Tiffany Stotka	Parent	Ringgold School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students in the Ringgold School District will read at grade level and demonstrate the mathematical skills necessary for academic achievement.	English Language Growth and Attainment Mathematics
We will create and implement a system that continuously assesses the learning progress of all students and uses that data to drive academic programming.	English Language Growth and Attainment
We will create a climate that: encourages student, staff, and faculty engagement; and promotes a sense of belonging for all students, staff, and parents.	School climate and culture STEM

ACTION PLAN AND STEPS

Evidence-based Strategy	
Eureka Math	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Eureka Math	Meet or exceed the Pennsylvania State Average Achievement Score in Mathematics within three years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the Eureka Math program with a minimum of a 60 minute block for math instruction in grade K-8	2022-08-29 - 2025-06-06	Shannon Crombie/Curriculum Director and all Building Principals	Eureka Math materials

Anticipated Outcome

Improvement in student math scores.

Monitoring/Evaluation

Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.

Evidence-based Strategy

Reading Interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Project Read the Way (Part 1) - Classroom Instruction	Meet or exceed the Pennsylvania State Average Growth Score in ELA/Literature within three years.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Project Read the Way
(Part 2) - Intervention

Meet or exceed the Statewide Average Growth Score in ELA/Literature/Reading.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Implement a 30-minute daily Reading Intervention program block for grades K-6; a reading support plan for 7-12th; a Close Reading/Text-Dependant Analysis

2022-08-29 -
2025-06-06

Shannon
Crombie/Curriculum
Director and all Building
Principals

Textbooks

Anticipated Outcome

Improvement in student reading scores.

Monitoring/Evaluation

Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.

Evidence-based Strategy

The Leader in Me

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

The Leader in Me

A 30% reduction in discipline referrals in three years.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Implement a district-wide character education/SEL program.

2022-08-29 -
2025-06-06

Sherry Black/ Pupil Services Director and all Building Principals

Leader in Me

Professional Development on Trauma Informed Care.

2022-08-22 -
2025-06-26

Director of Pupil Services

Training Materials

Anticipated Outcome

Decrease in discipline referrals.

Monitoring/Evaluation

Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.

Evidence-based Strategy

Project-based Learning

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

"Genius Hour" Project-based Learning

Meet or exceed the Pennsylvania State Average Achievement Score in Science within three years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement a project-based learning program.	2022-08-29 - 2025-06-06	Shannon Crombie/Curriculum Director and all Building Principals	Project Lead the Way

Anticipated Outcome

Improvement in student science scores.

Monitoring/Evaluation

Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Meet or exceed the Pennsylvania State Average Achievement Score in Mathematics within three years. (Eureka Math)	Eureka Math	Implement the Eureka Math program with a minimum of a 60 minute block for math instruction in grade K-8	08/29/2022 - 06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Meet or exceed the Pennsylvania State Average Growth Score in ELA/Literature within three years. (Project Read the Way (Part 1) - Classroom Instruction)	Reading Interventions	Implement a 30-minute daily	08/29/2022 -
Meet or exceed the Statewide Average Growth Score in ELA/Literature/Reading. (Project Read the Way (Part 2) - Intervention)		Reading Intervention program block for grades K-6; a reading support plan for 7-12th; a Close Reading/Text-Dependant Analysis	06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A 30% reduction in discipline referrals in three years. (The Leader in Me)	The Leader in Me	Implement a district-wide character education/SEL program.	08/29/2022 - 06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A 30% reduction in discipline referrals in three years. (The Leader in Me)	The Leader in Me	Professional Development on Trauma Informed Care.	08/22/2022 - 06/26/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Meet or exceed the Pennsylvania State Average Achievement Score in Science within three years. ("Genius Hour" Project-based Learning)	Project-based Learning	Implement a project-based learning program.	08/29/2022 - 06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
A 30% reduction in discipline referrals in three years. (The Leader in Me)	The Leader in Me	Implement a district-wide character education/SEL program.	08/29/2022 - 06/06/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Randall Skrinjorich

2022-09-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Elementary School progress in Science exceeds the State average at Ringgold Elementary School North and is approaching at South.

Elementary School progress in Language Arts exceeds the State average at Ringgold Elementary School North and is approaching at Ringgold South.

High School student performance in Mathematics exceeded the State average.

Elementary School progress in Language Arts exceeds the State average at Ringgold Elementary School North and is approaching at Ringgold South.

The District strongly desires to be an academic leader in the county and beyond. To that end, the District has carefully chosen resources that are research based and standards aligned.

The District has invested in research based curricular support materials for students.

The District has invested in professional learning for staff to ensure that staff have been trained in the use of the curricular resources available.

Challenges

Elementary and Middle School students did not meet the State average performance standards.

Middle School students did not meet the State average performance standards.

High School students did not meet the growth performance standards in Language Arts, Math or Science

Middle School students did not meet the growth performance standards in Language Arts, Math or Science

Ensuring that all students are prepared in middle school for 9th grade participation in Biology would provide high school students additional opportunities to prepare for the Biology assessment.

The Math and Language Arts curricula K-12 are standards based, research based, and standards aligned. However, the lack of added small group (tier 1 and tier 2 instruction) instruction within the general education classrooms, has created a pace that does not allow students to matriculate through the standards assessed on the State Standardized testing.

Students with disabilities do not routinely receive access to the

Strengths

The District has used the administration of benchmarks to continue and expand instructional conversations.

Tiered intervention time for student-specific identified needs in reading.

Reorganizing staffing to better meet the highlighted needs in special education, Title 1, and guidance.

The District created the role of Director of Pupil Services whose primary focus is to restructure programming to meet the needs of students with disabilities.

The Director of Pupil Services is collaborating with an expert consultant to implement necessary changes in student programming.

The district now employed a career readiness tool (Smart Futures) to organize and compile career readiness artifacts and evicted, and analyze data.

All professional staff have been trained in the use of - and will take responsibility for - generating career artifacts according to their discipline.

The district hosts annual career fairs or actives at all buildings for all grade levels.

Challenges

general education curriculum with support and scaffolding. Removal from the general education classroom sometimes results in separate and different instruction that prohibits students from accessing the information needed to meet the performance and growth standards on the PSSA and Keystone.

While the District has purchased research based, standards aligned resources, those rsources are not yet being used with fidelity K-12. If that were to happen and if the instructional pacing improves, the District will achieve it's mission.

The current engagement of community and business is limited. The community has much to offer and could become a strong resource in improving student outcomes.

The District has worked to recruit highly qualified principals and assistant principals who will embrace the academic mission of the District and who will support teachers and students in achieving academic excellence.

Professional development in the science of reading for all teachers to assist in intervention with struggling readers K-12 in specific content areas.

Implementing meaningful changes in practice to accompany the reorganization of staff.

Implementation of SEL and PBIS approaches for the development

Strengths

The review and organization of Elementary and Secondary resources and the work to align those resources to MTSS and tiered Instructional model is a strength for the District and continued leverage and focus on use of the resources in a methodical manner will continue to move the Elementary LA programming forward.

Use of the District benchmarking system has allowed the District to pinpoint the differences in instruction and instructional materials being used with students with disabilities. Leveraging the use of tier 1 and tier 2 instructional materials, within the general education classroom with additional scaffolding and support would improve performance of students with disabilities in Language Arts.

The District has developed Benchmark Assessments have informed that adherence to the curricular and standard aligned resources are not uniformly used in mathematics at the elementary, middle and high school. If standards aligned, research based, District approved curricular resources, were uniformly used, with appropriate pacing, re-teaching and scaffolding in the Elementary, Middle and High School (7-12), student progress in Mathematics will improve.

If students with disabilities (special education students) were provided access, direct instruction, and additional scaffolding through the use of District approved Tier 1 curricular materials,

Challenges

of executive functioning skills in students K-12 were significantly disrupted during the pandemic.

Teachers require additional support and professional development to meet the needs of diverse learners.

The district is experiencing a statistically significant increase in the number of students who require substantial supports.

Generating career pathways and providing vocation opportunities at the high school level.

Connecting coursework with career goals at the middle school and elementary levels.

Ensuring that both teachers and administrators understand and are able to utilize the formative assessment data from mCLASS/Amplify (DIBELS) to inform and improve classroom instruction is being addressed through ongoing professional development and monitoring at all levels.

The continued development of MTSS, and the continued use of data tracking logs in Language Arts K-12 would ensure that students who are still developing their skills in Language Arts, receive more instructional opportunities and more instructional time.

If students with disabilities (special education students) were

Strengths

student achievement in Mathematics would improve.

The continued development of MTSS, and the continued use of data tracking logs in Mathematics, K-12 would ensure that students who are still developing their skills in Mathematics, will receive more instructional opportunities and more instructional time.

The District continues to bolster science programming and curricular opportunities by adding additional instruction in Science, technology and engineering. The addition of these modules K-8 and the plan for addition additional programming at the high school is a strength of the District.

Additional time in science has been a strength at the Elementary level. Elementary students participate in regular science programming and have additional opportunities during the related arts/specials programming.

Challenges

provided access, direct instruction, and additional scaffolding through the use of District approved Tier 1 curricular materials, student achievement in Mathematics would improve.

The continued development of MTSS, and the continued use of data tracking logs in Mathematics, K-12 would ensure that students who are still developing their skills in Mathematics, receive more instructional opportunities and more instructional time.

The transition to the new Pennsylvania science standards will require review and revision of curricular frameworks.

Ensuring that Middle School students have a strong base in life sciences and sciences that lead to the Biology course prior to high school, will ensure that students are successful in the 9th grade biology course.

Most Notable Observations/Patterns

Challenges

**Discussion
Point**

Priority for Planning

Elementary and Middle School students did not meet the State average performance standards.

Middle School students did not meet the State average performance standards.

High School students did not meet the growth performance standards in Language Arts, Math or Science

Middle School students did not meet the growth performance standards in Language Arts, Math or Science

Ensuring that both teachers and administrators understand and are able to utilize the formative assessment data from mCLASS/Amplify (DIBELS) to inform and improve classroom instruction is being addressed through ongoing professional development and monitoring at all levels.

Professional development in the science of reading for all teachers to assist in intervention with struggling readers K-12 in specific content areas.

The transition to the new Pennsylvania science standards will require review and revision of curricular frameworks.

Implementation of SEL and PBIS approaches for the development of executive functioning skills in students K-12 were significantly disrupted during the pandemic.

ADDENDUM B: ACTION PLAN

Action Plan: Eureka Math

Action Steps	Anticipated Start/Completion Date
Implement the Eureka Math program with a minimum of a 60 minute block for math instruction in grade K-8	08/29/2022 - 06/06/2025

Monitoring/Evaluation	Anticipated Output
Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.	Improvement in student math scores.

Material/Resources/Supports Needed	PD Step	Comm Step
Eureka Math materials	yes	no

Action Plan: Reading Interventions

Action Steps

Anticipated Start/Completion Date

Implement a 30-minute daily Reading Intervention program block for grades K-6; a reading support plan for 7-12th; a Close Reading/Text-Dependant Analysis

08/29/2022 - 06/06/2025

Monitoring/Evaluation

Anticipated Output

Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.

Improvement in student reading scores.

Material/Resources/Supports Needed

PD Step

Comm Step

Textbooks

yes

no

Action Plan: The Leader in Me

Action Steps**Anticipated Start/Completion Date**

Implement a district-wide character education/SEL program.

08/29/2022 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.

Decrease in discipline referrals.

Material/Resources/Supports Needed**PD Step****Comm Step**

Leader in Me

yes

yes



Action Steps**Anticipated Start/Completion Date**

Professional Development on Trauma Informed Care.

08/22/2022 - 06/26/2025

Monitoring/Evaluation**Anticipated Output**

Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.

Decrease in discipline referrals.

Material/Resources/Supports Needed**PD Step****Comm Step**

Training Materials

yes

no



Action Plan: Project-based Learning

Action Steps

Anticipated Start/Completion Date

Implement a project-based learning program.

08/29/2022 - 06/06/2025

Monitoring/Evaluation

Anticipated Output

Weekly walk-throughs, regular (weekly/monthly) grade level and department meetings, data team meetings 5 times/year.

Improvement in student science scores.

Material/Resources/Supports Needed

PD Step

Comm Step

Project Lead the Way

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Meet or exceed the Pennsylvania State Average Achievement Score in Mathematics within three years. (Eureka Math)	Eureka Math	Implement the Eureka Math program with a minimum of a 60 minute block for math instruction in grade K-8	08/29/2022 - 06/06/2025
Meet or exceed the Pennsylvania State Average Growth Score in ELA/Literature within three years. (Project Read the Way (Part 1) - Classroom Instruction)	Reading Interventions	Implement a 30-minute daily Reading Intervention program block for grades K-6; a reading support plan for 7-12th; a Close Reading/Text-Dependant Analysis	08/29/2022 - 06/06/2025
Meet or exceed the Statewide Average Growth Score in ELA/Literature/Reading. (Project Read the Way (Part 2) - Intervention)			
A 30% reduction in discipline referrals in three years. (The Leader in Me)	The Leader	Implement a	08/29/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	in Me	district-wide character education/SEL program.	- 06/06/2025
A 30% reduction in discipline referrals in three years. (The Leader in Me)	The Leader in Me	Professional Development on Trauma Informed Care.	08/22/2022 - 06/26/2025
Meet or exceed the Pennsylvania State Average Achievement Score in Science within three years. ("Genius Hour" Project-based Learning)	Project-based Learning	Implement a project-based learning program.	08/29/2022 - 06/06/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Eureka Math	All 7-12 Grade Teachers	Foundational math instruction and practices.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Unit assessments	08/26/2022 - 06/02/2025	Shannon Crombie / Director of Curriculum

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3c: Engaging Students in Learning

Professional Development Step

Audience

Topics of Prof. Dev

Reading Interventions

K-12 teachers

Intervention strategies and assessment

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Student assessments

08/25/2022 - 06/02/2025

Shannon Crombie / Director of Curriculum

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Project Based Learning

K-5 teachers and 6-12 science teachers

Project based learning and maker spaces

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom observations and student assessments	08/29/2022 - 06/02/2025	Shannon Crombie / Director of Curriculum

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
The Leader in Me	K-12 staff	Developing leadership qualities in students and self

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Leader in Me Measurable Results Assessment (MRA)	08/23/2022 - 06/02/2025	Sherry Black / Director of Pupil Services

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

Trauma Informed Training (Act 18)

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
A 30% reduction in discipline referrals in three years. (The Leader in Me)	The Leader in Me	Implement a district-wide character education/SEL program.	2022-08-29 - 2025-06-06



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Leader in Me Communication	Teachers/Administrators/Community Stakeholders	Seven Habits of Highly Effective Students/Teens
Anticipated Timeframe	Frequency	Delivery Method
08/29/2022 - 06/02/2025	Monthly	Newsletter
Lead Person/Position		
Sherry Black/Pupil Services Director		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting of Plan	Review of Ringgold School District Comprehensive Plan	Print and on District Webpage	District Stakeholders and General Public	30 Days
Discussed during May 11, 2022 Board Meeting	Review of Ringgold School District Comprehensive Plan	Print and public discussion	School Board and General Public	3 Hours
