

**Ringgold El Sch North**

Schoolwide Title 1 School Plan | 2023 - 2024

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Ringgold Elementary School North		101637002/4268
<b>Address 1</b>		
3685 Finley-Elrama Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Finleyville	PA	15332
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Randall Skrinjorich <rskrinjorich@ringgold.org>		rskrinjorich@ringgold.org
<b>Principal Name</b>		
Ross Ference		
<b>Principal Email</b>		
rference@ringgold.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
724-348-7205		4112
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ross Ference	Principal	RESN	rference@ringgold.org
Randall Skrinjorich	Chief School Administrator	RSD	rskrinjorich@ringgold.org
Shannon Crombie	District Level Leaders	RSD	scrombie@ringgold.org
Tanya Hodge	Counselor	RESN	thodge@ringgold.org
Kelli Smeltz	Teacher	RESN	ksmeltz@ringgold.org
Earl Gilpin	Teacher	RESN	egilpin@ringgold.org
Ashley Wilson	Teacher	RESN	awilson@ringgold.org
Susan Toth	Teacher	RESN	stoth@ringgold.org
Brandon Wyratt	Paraprofessional	RESN	bwyratt@ringgold.org
Chrissy Yates	Education Specialist	RESN	cyates@ringgold.org
Ken Barner	Community Member	RESN	pastorken@crsmin.com
Nicole Brindle	Parent	RESN	nbrindle623@gmail.com
Jaymi Moody	Parent	RESN	shawnandjaymi@verizon.net

## **Vision for Learning**

### **Vision for Learning**

Ringgold School District Vision: Preparing the leaders of tomorrow, one student at a time. Ringgold School District Mission: 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.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

## Review of the School Level Performance

### Review of Grade Level(s) and Individual Student Group(s)

#### Strengths

<p><b>Indicator</b> Mathematics Achievement</p> <p><b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> In 2022, the all student group and white student group achieved 43% proficiency.</p>
<p><b>Indicator</b> Math Growth</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> For 2022, the economically disadvantaged students met the statewide standard of 70.</p>
<p><b>Indicator</b> Science Achievement</p> <p><b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> For 2022, all students group achieved a 73% in Science which is above the statewide average of 54%.</p>

#### Challenges

<p><b>Indicator</b> Reading Achievement</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> In 2022, all students scored 52% and did not meet the statewide average of 54%, including all subgroups.</p>
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<p>African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	
<p><b>Indicator</b> Math Achievement <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> In 2022, the percentage of all students scored 43%, which is above the statewide average, but failed to meet an interim goal or improvement targets.</p>
<p><b>Indicator</b> Math - Growth <b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> In 2022, the academic growth score for white students was 63, while the statewide growth target was 70.</p>
<p><b>Indicator</b> Reading - Growth <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> For 2022, students in all groups did not meet the statewide growth standard of 70.</p>
<p><b>Indicator</b> Science Growth <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> All student groups did not meet the statewide growth standard of 70.</p>

**Summary**

**Strengths**

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>For 2022, the economically disadvantaged students met the statewide standard of 70 for math growth.</p>
<p>In 2022, 2 student groups achieved growth of 43%, within their subgroups and exceeded the statewide average of 36%. for math achievement.</p>

For 2022, all students group achieved a 73% in Science which is above the statewide average of 54%.

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

In 2022, all students scored 52% and did not meet the statewide average of 54%, including all subgroups in reading achievement.

In 2022, the academic growth score for white students was 63, while the statewide growth target was 70 for math achievement.

For 2022, students in all groups did not meet the statewide growth standard of 70 for reading growth.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Reading PSSA -52% of All Students scored proficient or advanced	This is a decrease in advanced and proficient scores for all groups and below the statewide average of 54%.
Reading PSSA -Students did meet the growth standard of 70.	All students did not meet the growth standard. Students who are economically disadvantaged did demonstrate improvement in their growth standards.
Students in grade three achieved 59% in Reading on PSSA scores.	Students in grade three achieved a score for on-track measures as compared to the statewide average.

### English Language Arts Summary

#### Strengths

59% of all third-grade students achieved proficiency or advanced on the PSSA's, which is above the statewide average.
All students are demonstrating growth through the use of BOY, MOY DIBELS testing in conjunction with progress monitoring.
Economically Disadvantaged: In 2022, students did demonstrate an improvement in their academic growth for reading.
Teachers are working consistently to analyze data and plan for small-group instruction.

#### Challenges

We have incorporated an "All Hands-on Deck" approach to reading interventions. Daily, students are receiving a 30-minute intervention block in small target groups using skill specific instruction.
Teachers are providing an extra intervention block of intensive intervention based on student data.
Teachers are demonstrating fidelity to the current reading program and use of data to guide their instruction.

### Mathematics

Data	Comments/Notable Observations
Math PSSA - 43% of All Students scored proficient or advanced	This percentage is above the statewide average for the 21-22 school year. This is an increase from previous years that includes 2 subgroups.
Math PSSA - In 2022 students achieved a 63 academic growth score which is an increase from the previous year.	Although students still failed to meet the academic growth score of 70, students are showing growth.
The standard for academic growth for students economically disadvantaged is 70.	The data demonstrate that student growth in this subgroup did meet the academic growth score of 70.



## Mathematics Summary

### Strengths

Math assessments provide data for where students are progressing and where re-teaching is needed. Assessments are completed quarterly and as units are completed following the math curriculum.

Through teacher fidelity to the math curriculum, K-4, students will have a rich math background. Students are demonstrating and applying a variety of math strategies and concepts to problem-solving.

Teaching teams meet weekly to discuss math growth and interventions.

### Challenges

Math Growth -Students are demonstrating growth in math, but are not meeting the growth standard of 70.

Fidelity to the curriculum and consistent data analysis to provide all students the opportunities for continued growth.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science Achievement - In 2022, 73% of all students scored proficient or advanced on the 4th grade Science PSSA.	This exceeds the statewide average of 54%
Science Growth - The Standard for Growth for All Students was 50.	4th-grade students are not demonstrating growth in science.

## Science, Technology, and Engineering Education Summary

### Strengths

In 2022, 73% of all students scored proficient or advanced on the 4th grade Science PSSA, exceeding the state's average.

### Challenges

All student groups are not showing evidence of growth in science.

Teachers are adapting to project based learning that provides students with opportunities to explore science as real-world experiences.

Teachers are being serviced on the new science standards and student expectations.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
The guidance counselor creates opportunities for students to achieve the career standards in grades K-4.	Even though the school is not evaluated for Career Readiness, students will complete career readiness standards and projects at the elementary level in building their portfolios.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Summary

#### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The guidance counselor creates opportunities for students to achieve the career standards in grades K-4.
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## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Even though the school is not evaluated for Career Readiness, students will complete career readiness standards and projects at the elementary level in building their portfolios.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Students with disabilities did not meet the Statewide Goal or interim target for ELA.	Data demonstrates students with disabilities' performance was 15.8% in 21-22 and 16.1% in 22-23 for ELA. Performance was the same as in previous years.
Math data shows an increase in performance in Math from 21-22 to 22-23.	Students demonstrated a 9.5% performance increase in Math. Although this was an increase, the increase did not meet the statewide Target.
Attendance for this subgroup showed a dramatic decline from 21-22 to 22-23.	Attendance in 21-22 was 83.1% which is significantly higher than 22-23 attendance of 60.5%
Data was collected from the Future Ready Index, comparing school years 21-22 to 22-23.	

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

59% of all third-grade students achieved proficiency or advanced on the PSSA's, which is above the statewide average.
All students are demonstrating growth through the use of Amplify BOY, MOY Dibble testing in conjunction with progress monitoring.
In 2022, 73% of all students scored proficient or advanced on the 4th grade Science PSSA, exceeding the state's average.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

We have incorporated an "All Hands-on Deck" approach to reading interventions. Daily, students receive a 30-minute intervention block in small target groups using Amplify instruction.
Teachers are providing an extra intervention block of intensive intervention provided by Amplify data.
Students with disabilities are not demonstrating performance or growth statewide in ELA.
Attendance for students with disabilities has significantly decreased from 83.1% to 60.5% comparing 21-22 to 22-23 academic years.
Students with disabilities are demonstrating positive growth in math, gaining 9.5% percentage points, but are still underachieving the statewide performance goals.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Not Yet Evident
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically *
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Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
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### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Identify and address individual student learning needs.
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Additional training to fully implement PBIS to further support social and emotional needs. Students who are fully supported in a safe and nurturing environment and in knowing their expectations. are ready to learn and participate in the class.
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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
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## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
For 2022, the economically disadvantaged students met the statewide standard of 70 for math growth.	False
In 2022, 2 student groups achieved growth of 43%, within their subgroups and exceeded the statewide average of 36%. for math achievement.	False
For 2022, all students group achieved a 73% in Science which is above the statewide average of 54%.	False
59% of all third-grade students achieved proficiency or advanced on the PSSA's, which is above the statewide average.	False
All students are demonstrating growth through the use of BOY, MOY DIBELS testing in conjunction with progress monitoring.	True
Math assessments provide data for where students are progressing and where re-teaching is needed. Assessments are completed quarterly and as units are completed following the math curriculum.	False
The guidance counselor creates opportunities for students to achieve the career standards in grades K-4.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically *	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
In 2022, 73% of all students scored proficient or advanced on the 4th grade Science PSSA, exceeding the state's average.	False
Teachers are working consistently to analyze data and plan for small-group instruction.	False
Through teacher fidelity to the math curriculum, K-4, students will have a rich math background. Students are demonstrating and applying a variety of math strategies and concepts to problem-solving.	False
Teaching teams meet weekly to discuss math growth and interventions.	False
59% of all third-grade students achieved proficiency or advanced on the PSSA's, which is above the statewide average.	False
In 2022, 73% of all students scored proficient or advanced on the 4th grade Science PSSA, exceeding the state's average.	False
Economically Disadvantaged: In 2022, students did demonstrate an improvement in their academic growth for reading.	False

All students are demonstrating growth through the use of Amplify BOY, MOY Dibble testing in conjunction with progress monitoring.	False
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## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
In 2022, all students scored 52% and did not meet the statewide average of 54%, including all subgroups in reading achievement.	True
In 2022, the academic growth score for white students was 63, while the statewide growth target was 70 for math achievement.	False
For 2022, students in all groups did not meet the statewide growth standard of 70 for reading growth.	True
Math Growth -Students are demonstrating growth in math, but are not meeting the growth standard of 70.	False
We have incorporated an "All Hands-on Deck" approach to reading interventions. Daily, students are receiving a 30-minute intervention block in small target groups using skill specific instruction.	True
All student groups are not showing evidence of growth in science.	False
Additional training to fully implement PBIS to further support social and emotional needs. Students who are fully supported in a safe and nurturing environment and in knowing their expectations. are ready to learn and participate in the class.	True
Identify and address individual student learning needs.	True
Even though the school is not evaluated for Career Readiness, students will complete career readiness standards and projects at the elementary level in building their portfolios.	False
Teachers are providing an extra intervention block of intensive intervention based on student data.	False
Teachers are demonstrating fidelity to the current reading program and use of data to guide their instruction.	False
Fidelity to the curriculum and consistent data analysis to provide all students the opportunities for continued growth.	False
Teachers are adapting to project based learning that provides students with opportunities to explore science as real-world experiences.	False
Teachers are being serviced on the new science standards and student expectations.	False
We have incorporated an "All Hands-on Deck" approach to reading interventions. Daily, students receive a 30-minute intervention block in small target groups using Amplify instruction.	False
Teachers are providing an extra intervention block of intensive intervention provided by Amplify data.	False

Students with disabilities are not demonstrating performance or growth statewide in ELA.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	False
Attendance for students with disabilities has significantly decreased from 83.1% to 60.5% comparing 21-22 to 22-23 academic years.	True
Students with disabilities are demonstrating positive growth in math, gaining 9.5% percentage points, but are still underachieving the statewide performance goals.	True

### **Most Notable Observations/Patterns**

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Notables: Students scored lower overall in reading achievement and growth. Additionally, students need a structured and positive learning environment to demonstrate academic growth and meet their social and emotional needs. Providing a structured, positive, and nurturing school environment along with targeted interventions is needed for our students to be successful. Students with disabilities are not gaining in relationships with their peers and growth in ELA or math. Attendance for students with disabilities needs to improve.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 2022, all students scored 52% and did not meet the statewide average of 54%, including all subgroups in reading achievement.	Teachers are demonstrating more fidelity to the math curriculum.	False
For 2022, students in all groups did not meet the statewide growth standard of 70 for reading growth.	We are within the first year of reading being our number one priority. Using an "All Hands-on Deck" approach, students are benchmarked into small groups and provided targeted interventions each day for 30 minutes.	True
Identify and address individual student learning needs.	More emphasis on reviewing the data and targeting individual skills to assist with student learning. interventions are provided daily.	False
Additional training to fully implement PBIS to further support social and emotional needs. Students who are fully supported in a safe and nurturing environment and in knowing their expectations. are ready to learn and participate in the class.	The Leader in Me program staff and students will be instrumental in developing the leadership skills and language needed to be successful at school.	True
We have incorporated an "All Hands-on Deck" approach to reading interventions. Daily, students are receiving a 30-minute intervention block in small target groups using skill specific instruction.	Intervention blocks for 30 minutes are run daily with progress monitoring completed on the tenth day of interventions using Amplify and Dibel's assessments.	False
Students with disabilities are not demonstrating performance or growth statewide in ELA.	Data is the same from the past two years. More intensive instruction and added resources are needed to improve performance.	True
Attendance for students with disabilities has significantly decreased from 83.1% to 60.5% comparing 21-22 to 22-23 academic years.	This seems to be an anomaly as attendance history supports that attendance is higher than what was reported. Still, we must look at the root cause of why this sub-group has decreased so dramatically. Using the PBIS platform and attendance check along with attendance plans will improve attendance for this sub-group.	True
Students with disabilities are demonstrating positive growth in math, gaining 9.5% percentage points, but are still underachieving the statewide performance goals.	We are gaining and need to continue with fidelity to the math program and continue to provide extra support for his subgroup.	False

## Analyzing Strengths

Analyzing Strengths	Discussion Points
All students are demonstrating growth through the use of BOY, MOY DIBELS testing in conjunction with progress monitoring.	We are within the first year of reading being our number one priority. Using an "All Hands-on Deck" approach, students are benchmarked into small groups and provided targeted interventions each day for 30 minutes.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically *	We are implementing our PBIS framework in conjunction with the Leader in Language. Goals include that students are nurtured and feel a sense of belonging within the school community.

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We are within the first year of reading being our number one priority. Using an "All Hands-on Deck" approach, students are benchmarked into small groups and provided targeted interventions each day for 30 minutes.
	In building a school community that takes into consideration the needs of our students' academics as well as their social and emotional needs. By fully implementing PBIS teachers will be more equipped with tools to better assist students and families in supporting the mission and vision of the school and district.
	Data is the same from the past two years. More intensive instruction and added resources are needed to improve performance. This includes two daily intervention periods, push-in and pullout from the special education staff.
	his seems to be an anomaly as attendance history supports that attendance is higher than what was reported. Still, we must look at the root cause of why this sub-group has decreased so dramatically. Using the PBIS platform and attendance check along with attendance plans will improve attendance for this sub-group.

## Goal Setting

**Priority: In building a school community that takes into consideration the needs of our students' academics as well as their social and emotional needs. By fully implementing PBIS teachers will be more equipped with tools to better assist students and families in supporting the mission and vision of the school and district.**

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
Beginning the 2023 school year, RESN's staff will have professional development of a PBIS framework that includes the Leader in Me language. The PBIS team and staff will introduce and implement the expectations for students in all areas of the school building including transportation. The several habits of highly effective students will continue as the core expectations for the PBIS framework. Through continued implementation in year 2 of Leader in Me and PBIS, student, staff, parent surveys, and informal assessments, students will identify several habits of "The Leader in Me". Implementation of the program in conjunction with the PBIS framework will result in a 20% reduction in discipline referrals compared to the prior year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
School Culture			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
PBIS kickoff in August for staff as professional development. Establish students expectations through teaching lessons. Establish baseline of discipline referrals.	Student implementation of PBIS expectations and reward system. PBIS team to meet bi-weekly to discuss referrals and target interventions and reward system. From baseline, the goal is to decrease behavioral referrals by 10%.	Continued monitoring of behavioral referrals and targeting interventions with data collection. From baseline, the goal will be to decrease behavioral referrals by 15%.	Review EOY data from baseline. Review of successful interventions and data that supports a 20% decrease in behavioral referrals. Continue update PBIS plan and expectations.

**Priority: We are within the first year of reading being our number one priority. Using an "All Hands-on Deck" approach, students are benchmarked into small groups and provided targeted interventions each day for 30 minutes.**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
80% of students in Kindergarten through fourth grade will be reading at grade level by the end 2023-2024 school year. Students with disabilities will be monitored as to their progress provided their statistical non-growth / performance as provided by the Future Ready Index. The goal for this subgroup will be to increase reading scores by 8% by June 2024.			

<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Students will be assessed using the beginning of the year DIBELS assessment. From that data, small groups for intervention skills will be identified. Baseline will be established. Students with disabilities will be monitored by the special education staff.	Progress monitoring assessments will be completed by students in Kindergarten through fourth grade. The generated data will determine if the school has reached the target goal of 40% reading at grade level. The goal for students with disabilities will be a 3% increase from their baseline score.	MOY DIBELS benchmark assessments will be completed by students in Kindergarten through fourth grade. The generated data will determine if the school has reached the target goal of 60% reading at grade level. The goal for students with disabilities will be a 5% increase from their baseline score.	EOY DIBELS benchmark assessments will be completed by students in Kindergarten through fourth grade. The generated data will determine if the school has reached the target goal of 80% reading at grade level. The goal for students with disabilities will be a 8% increase from their baseline score.

**Priority: Data is the same from the past two years. More intensive instruction and added resources are needed to improve performance. This includes two daily intervention periods, push-in and pullout from the special education staff.**

<b>Outcome Category</b>			
English Language Growth and Attainment			
<b>Measurable Goal Statement (Smart Goal)</b>			
80% of students in Kindergarten through fourth grade will be reading at grade level by the end 2023-2024 school year. Students with disabilities will be monitored as to their progress provided their statistical non-growth / performance as provided by the Future Ready Index. The goal for this subgroup will be to increase reading scores by 8% by June 2024.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Students with Disabilities			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Students will be assessed using the beginning of the year DIBELS assessment. From that data, small groups for intervention skills will be identified. Baseline will be established. Students with disabilities will be monitored by the special education staff.	Progress monitoring assessments will be completed by students in Kindergarten through fourth grade. The generated data will determine if the school has reached the target goal of 40% reading at grade level. The goal for students with disabilities will be a 3% increase from their baseline	MOY DIBELS benchmark assessments will be completed by students in Kindergarten through fourth grade. The generated data will determine if the school has reached the target goal of 60% reading at grade level. The goal for students with disabilities will be a 5% increase	EOY DIBELS benchmark assessments will be completed by students in Kindergarten through fourth grade. The generated data will determine if the school has reached the target goal of 80% reading at grade level. The goal for students with disabilities will be a 8% increase

	score.	from their baseline score.	from their baseline score.
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**Priority: his seems to be an anomaly as attendance history supports that attendance is higher than what was reported. Still, we must look at the root cause of why this sub-group has decreased so dramatically. Using the PBIS platform and attendance check along with attendance plans will improve attendance for this sub-group.**

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 30, 2024, 80% of students will demonstrate regular attendance. Students with disabilities will be especially tracked in improving their attendance in comparison to previous years.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By September 30, 2023, 95% of students will demonstrate regular attendance	By December 30, 2023, 90% of students will demonstrate regular attendance	By March 30, 2024, 85% of students will demonstrate regular attendance	By June 30, 2024, 80% of students will demonstrate regular attendance



## Action Plan

### Measurable Goals

School Culture	ELA
ELA Students with Disabilities	Attendance

### Action Plan For: PBIS / Leader in Me

#### Measurable Goals:

- Beginning the 2023 school year, RESN's staff will have professional development of a PBIS framework that includes the Leader in Me language. The PBIS team and staff will introduce and implement the expectations for students in all areas of the school building including transportation. The several habits of highly effective students will continue as the core expectations for the PBIS framework. Through continued implementation in year 2 of Leader in Me and PBIS, student, staff, parent surveys, and informal assessments, students will identify several habits of "The Leader in Me". Implementation of the program in conjunction with the PBIS framework will result in a 20% reduction in discipline referrals compared to the prior year.

Action Step		Anticipated Start/Completion Date	
For the 2023-24 school year, a PBIS framework will be implemented schoolwide. Lessons, behavioral expectations, data collection, and reward systems will be in-service and implemented. Data collection for baseline behavior will be assessed.		2023-08-21	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative Staff / PBIS Team	Lesson plans, posters, rewards, data collection materials, and support are offered through IU 1 at no cost to the district for the kickoff.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
20% reduction in behavioral referrals by the end of the 2024 school year.	PBIS team, bi-weekly meetings to analyze referrals and provide reteaching and interventions.

### Action Plan For: ELA

#### Measurable Goals:

- 80% of students in Kindergarten through fourth grade will be reading at grade level by the end 2023-2024 school year. Students with disabilities will be monitored as to their progress provided their statistical non-growth / performance as provided by the Future Ready Index. The goal for this subgroup will be to increase reading scores by 8% by June 2024.

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-4 teachers will implement administration of DIBELS, related data analysis, and the use of intervention tools.		2023-08-21	2024-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration / Reading Coordinator	Assessment and intervention materials	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
K-4 teachers will have a provided reading intervention and/or enrichment to students for 30 minutes each day.		2023-08-21	2024-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	Amplify and Dibel's materials	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
80% of students will be reading at grade level by the end of the year.	Student assessment results at the beginning, middle, and end of the year, as well as formative results/progress monitoring between such assessments, will be used to monitor this plan.

### Action Plan For: ELA -Students with Disabilities

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>80% of students in Kindergarten through fourth grade will be reading at grade level by the end 2023-2024 school year. Students with disabilities will be monitored as to their progress provided their statistical non-growth / performance as provided by the Future Ready Index. The goal for this subgroup will be to increase reading scores by 8% by June 2024.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Students with disabilities will be provided an additional reading intervention period for 30 minutes each day to	2023-09-02	2024-06-30

improve reading performance supported by the special education staff.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration, Reading Coordinator, Special Education Staff	Amplify and Dibel's materials, Foundations, Heggerty	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students with disabilities will increase their reading performance by 8% by the end of the school year.	Student assessment results at the beginning, middle, and end of the year, as well as formative results/progress monitoring between such assessments, will be used to monitor this plan.

### Action Plan For: Attendance for students with disabilities

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 30, 2024, 80% of students will demonstrate regular attendance. Students with disabilities will be especially tracked in improving their attendance in comparison to previous years.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Students with disabilities will be monitored throughout the school year for regular attendance.	2023-09-04	2024-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
School Counselor, Administrator, PBIS Team, Truancy Officer	Attendance data, Incentives, Attendance plans	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students with disabilities will attend school 80% of the year. This matches the previous year's data.	Attendance will be monitored daily, weekly, and quarterly.



## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

<b>E-grant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>• ELA</li></ul>	Staffing	178,300
<b>Total Expenditures</b>			<b>178</b>

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
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### Assessment & Intervention

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>K-4 teachers will implement administration of DIBELS, related data analysis, and the use of intervention tools.</li> </ul>		
<b>Audience</b>		
K-4 Teachers		
<b>Topics to be Included</b>		
DIBELS administration, data analysis, and intervention tools		
<b>Evidence of Learning</b>		
Student DIBELS and intervention data		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal & Reading Coordinator	2023-09-05	2024-05-01

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Ross Ference	2024-02-14
<b>School Improvement Facilitator Signature</b>	<b>Date</b>