

Ringgold SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type	AUN	
School District	101637002	
Address 1		
400 Main Street		
Address 2		
City	State	Zip Code
New Eagle	Pennsylvania	15067
Chief School Administrator		Chief School Administrator Email
Randall Skrinjorich		rskrinjorich@ringgold.org
Single Point of Contact Name		
Dr. Gregory M. Saraceni		
Single Point of Contact Email		
gsaraceni@ringgold.org		
Single Point of Contact Phone Number		
724-258-9329		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Randall Skrinjorich	Administrator	Ringgold School District	rskrinjorich@ringgold.org
Dr. Gregory M. Saraceni	Administrator	Ringgold School District	gsaraceni@ringgold.org
Shannon Crombie	Administrator	Ringgold School District	scrombie@ringgold.org
Kimberly Leasure	Staff Member	Ringgold School District	kleasure@ringgold.org
Sherry Black	Administrator	Ringgold School District	sblack@ringgold.org
Jude Urso	Community Member	Ringgold School District	revurso@yahoo.com
Francine Smith	Parent	Ringgold School District	frannygebis@hotmail.com
Justin Amodeo	Parent	Ringgold School District	dustin.amodeo@yahoo.com
Mary Grace Stutzman	Administrator	Ringgold School District	mstutzman@ringgold.org
Autumn Harrison	Staff Member	Ringgold School District	aharrison@ringgold.org
Kenny Patterson	Administrator	Ringgold School District	kpatterson@ringgold.org
Ross Ference	Administrator	Ringgold School District	rference@ringgold.org
Ashli Gilbert	Staff Member	Ringgold School District	agilbert@ringgold.org
Kim Moore	Administrator	Ringgold School District	kmoore@ringgold.org
Paul Mountain	Board Member	Ringgold School District	pmountain@ringgold.org
Jason Briscoe	Board Member	Ringgold School District	jbriscoe@ringgold.org
Maureen Ott	Board Member	Ringgold School District	mott@ringgold.org
Sarah Fine	Board Member	Ringgold School District	sfine@ringgold.org

LEA Profile

The Ringgold School District is a learning community that aspires to excellence. The District, is comprised of seven municipalities which are primarily rural in nature and is the District is situated in an area rich with a rich and celebrated history, natural resources, and scenic beauty. The District is home to three school campuses which include Ringgold Elementary School North, Ringgold Elementary School South, and a third and shared campus which is home to Ringgold Middle and High Schools. The District Administration building is situated in New Eagle on a separate campus. Residents of the Ringgold School District enjoy the small towns and beautiful countryside that is characteristic of the Monongahela Valley. The economy in the District is currently in boasts a rich history of traditional industries and continues in the transition to technology and advanced manufacturing, with further professional opportunities provided by the school district, hospital, gas industry, and local businesses. The District is located just 28 miles south of Pittsburgh at the juncture of two major interstates (I-79 and I-70). This location makes Ringgold School District an ideal suburban community for many homeowners who enjoy boating, fishing, swimming, golfing, and sports and who thrive on the strong neighborly spirit that characterizes our communities.

The educational community of the Ringgold School District is comprised of dedicated teachers, administrators and support staff, all who care very much about their students and are supported by family and community members who share that same dedication to ensuring that each Ringgold student has the educational opportunity and support to be a contributor in the ever changing global society in which we live. Teachers, Administrators and Support Staff not only provide daily academic instruction, but also provide a rich array of athletic and after school activities that keep students connected to their school. During this comprehensive planning cycle the District carefully reviewed student performance data and committed to levying educational and community resources in a way that will create student outcome data that situates Ringgold School District as an academic leader in Washington County and beyond.

Mission and Vision

Mission

The Ringgold School District will provide a student-centered, well-rounded and academically rigorous education that supports every student where they are and grows them to where they need to be in order that they may follow their chosen career pathway and become leaders in an ever-changing world.

Vision

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

Educational Values

Students

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

Staff

We believe that it is our responsibility to build positive relationships with our students, to ensure that they feel valued, to create lessons that are innovative, engaging, authentic, and relevant to their lives, and to provide them with the critical thinking skills necessary to ensure that they have every opportunity to succeed.

Administration

We believe that every student deserves to be educated in a learning environment that is safe, healthy, engaging, supportive and comprised of honest, compassionate, and 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.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
RESN exceeded the 2033 target in science	85.3%
99.5% of students demonstrated meaningful engagement in career exploration	
RHS exceeded the statewide average for the 4-year graduation cohort rate	88.8% / 87.6%
RHS exceeded the statewide average for the 5-year graduation cohort rate	93% / 90%
87.8% of students scored advanced on industry standards-based competency exams	
All schools achievement percentages are trending upwards in all tested subject areas.	
RHS and RMS PVAAS growth indicator shows RHS met or exceeded growth for all tested subject areas.	

Challenges

Indicator	Comments/Notable Observations
No school met the achievement target for ELA	
Only RESN met the achievement target for Math	
Not meeting the achievement target for science / Biology across all buildings except RESN	
Low attendance rates across the district	
Below the statewide average for students scoring advanced across all tested areas	

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

Strengths

Indicator Economically Disadvantaged students at RHS increased their performance in ELA and Biology Grade Level(s) and/or Student Group(s) Grades 9 and 10	Comments/Notable Observations ELA - Up to 36.9% from 30.5% Biology - Up to 46.4% from 31.7%
Indicator Economically Disadvantaged (ED) students and Students with Disabilities (SwD), at RMS increased their performance in ELA and	Comments/Notable Observations

<p>Math. Students of Combined Ethnicity (CE) at RMS increased their performance in Math.</p> <p>Grade Level(s) and/or Student Group(s) Grades 5-8</p>	<p>ELA (ED) - Up to 29.5% from 27.1% Math (ED) - Up to 14.6% from 9.1% ELA (SwD) - Up to 6.8% from 5.2% Math (SwD) - Up to 2,7% from 2.2% Math (CE) - Up to 9.0% from 7.89%</p>
<p>Indicator At RESS, all student subgroups increased in their performance across all tested subjects whenever there was enough participation for an N count.</p> <p>Grade Level(s) and/or Student Group(s) K-4</p>	<p>Comments/Notable Observations</p>
<p>Indicator At RESN, the Economically Disadvantaged student subgroup increased performance across all three tested areas and Student with Disabilities student subgroup increased in performance in ELA and Math.</p> <p>Grade Level(s) and/or Student Group(s) K-4</p>	<p>Comments/Notable Observations ELA (ED) - Up to 41.8% from 36.4% Math (ED) - Up to 43.6% from 37.0% Science (ED) - Up to 66.7% from 63.9% ELA (SwD) - Up to 23.1% from 16.1% Math (SwD) - Up to 26.9% from 20.0%</p>

Challenges

<p>Indicator At RHS, no subgroup met the achievement targets for ELA, Algebra I or Biology.</p> <p>Grade Level(s) and/or Student Group(s) Grades 9 - 11</p>	<p>Comments/Notable Observations</p>
<p>Indicator At RMS, no subgroup met the achievement targets for ELA, Math or Science.</p> <p>Grade Level(s) and/or Student Group(s) Grades 5-8</p>	<p>Comments/Notable Observations</p>
<p>Indicator At RESS, no subgroup met the achievement targets for ELA or Math and only the Economically Disadvantaged subgroup met the achievement target for Biology.</p> <p>Grade Level(s) and/or Student Group(s) Grades K-4</p>	<p>Comments/Notable Observations</p>
<p>Indicator At RESN, no subgroup met the achievement targets for ELA, Math or Science.</p> <p>Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</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.

All schools achievement percentages are trending upwards in all tested subject areas.

RHS and RMS PVAAS growth indicator shows RHS met or exceeded growth for all tested subject areas.

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.

At RESN, no subgroup met the achievement targets for ELA, Math or Science.
--

At RESS, no subgroup met the achievement targets for ELA or Math.

At RMS, no subgroup met the achievement targets fro ELA, Math or Science.

At RHS, no subgroup met the achievement targets for ELA, Algebra I or Biology.
--

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Beginning (BOY), Middle (MOY), and End (EOY) of Year assessments.	Benchmarking students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.
NWEA Map Growth (K-8)	Benchmarking students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.
Use of Keystone Exam released items (9-12)	A way to intermittently assess students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.

English Language Arts Summary

Strengths

High school English teachers were trained in the Reading Apprenticeship Framework.
Common BOY, MOY, and EOY assessments are in place.

Challenges

Written, taught and assessed curricula do not always align.
Instruction is not always driven by the standards.

Mathematics

Data	Comments/Notable Observations
Beginning (BOY), Middle (MOY), and End (EOY) of Year assessments.	Benchmarking students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.
NWEA Map Growth (K-8)	Benchmarking students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.
Use of Keystone Exam released items (9-12)	A way to intermittently assess students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.

Mathematics Summary

Strengths

Revised mathematical sequence to support a deeper dive into the standards.
--

The use of Eureka squared for mathematics instruction.

Challenges

Written, taught and assessed curricula do not always align.

Instruction is not always driven by the standards.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Beginning (BOY), Middle (MOY), and End (EOY) of Year assessments.	Benchmarking students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.
NWEA Map Growth (K-8)	Benchmarking students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.
Use of Keystone Exam released items (9-12)	A way to intermittently assess students' progress towards meeting the standards is necessary so that teachers can adjust instruction based upon what the data is showing.

Science, Technology, and Engineering Education Summary

Strengths

Alignment to the STEELS standards.

Cross grade level discussions about curriculum.

Challenges

Written, taught and assessed curricula do not always align.

Instruction is not always driven by the standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Exceeded the Career Standards Benchmark	99.5%

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Carlow University

Agreement Type

Dual Credit

Program/Course Area

Anatomy & Physiology and Psychology

Uploaded Files

Carlow University 2023-2026.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Website Design & Development, Analytic Geometry and Calculus I & II, Chemistry, U.S. History

Uploaded Files

University of Pittsburgh Agreement 08.01.2023-06.30-2026.pdf

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.

Defined career education program in place with established targets outlined throughout.

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.

No identifiable challenges for meeting the Career Standards Benchmark.

Equity Considerations

English Learners

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

Students with Disabilities

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

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.

None. Our subgroups are not performing up to standard.

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.

Need to improve instruction to ensure students from all subgroups have access to the learning that meets their needs.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The special education plan will focus on individual goal attainment as related to individual needs while working toward the overall comprehensive planning goals of reading and SEL development.
Title 1 Program	Student achievement in reading remains the priority for the district and continues to serve as the purpose of the school wide Title I program, which will operate in grades K-4 moving forward.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Foster a vision and culture of high expectations for success for all students, educators, and families
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Ensure effective, standards-aligned curriculum and assessment
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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
All schools achievement percentages are trending upwards in all tested subject areas.	True
RHS and RMS PVAAS growth indicator shows RHS met or exceeded growth for all tested subject areas.	True
High school English teachers were trained in the Reading Apprenticeship Framework.	True
Common BOY, MOY, and EOY assessments are in place.	True
Revised mathematical sequence to support a deeper dive into the standards.	False
The use of Eureka squared for mathematics instruction.	False
Alignment to the STEELS standards.	False
Cross grade level discussions about curriculum.	False
Defined career education program in place with established targets outlined throughout.	False
None. Our subgroups are not performing up to standard.	False
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
At RESN, no subgroup met the achievement targets for ELA, Math or Science.	False
At RESS, no subgroup met the achievement targets for ELA or Math.	False
At RMS, no subgroup met the achievement targets fro ELA, Math or Science.	False

At RHS, no subgroup met the achievement targets for ELA, Algebra I or Biology.	False
Written, taught and assessed curricula do not always align.	True
Instruction is not always driven by the standards.	True
Written, taught and assessed curricula do not always align.	False
Instruction is not always driven by the standards.	False
Written, taught and assessed curricula do not always align.	False
Instruction is not always driven by the standards.	False
No identifiable challenges for meeting the Career Standards Benchmark.	False
Need to improve instruction to ensure students from all subgroups have access to the learning that meets their needs.	False
Ensure effective, standards-aligned curriculum and assessment	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	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.

There is a need to align curriculum to the standards and then align the curriculum to the instruction and the assessment.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Written, taught and assessed curricula do not always align.		False
Instruction is not always driven by the standards.		True
Ensure effective, standards-aligned curriculum and assessment		True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All schools achievement percentages are trending upwards in all tested subject areas.	
RHS and RMS PVAAS growth indicator shows RHS met or exceeded growth for all tested subject areas.	
High school English teachers were trained in the Reading Apprenticeship Framework.	
Common BOY, MOY, and EOY assessments are in place.	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Build a culture that values academic success, supporting students where they are and growing them to where they need to be by combining standards-based teaching practices that are innovative and engaging and a rigorous curricula that challenges students to reach their potential.
	Utilizing systems, standards and curriculum for identifying student needs and addressing them through standards-based instruction and assessment to meet the needs of learners.
	Commit to relevant, enriching staff development that fosters a culture of excellence for all.
	We will create a climate that encourages student, staff and faculty engagement while promoting a sense of belonging for all students, staff and parents.

Goal Setting

Priority: Build a culture that values academic success, supporting students where they are and growing them to where they need to be by combining standards-based teaching practices that are innovative and engaging and a rigorous curricula that challenges students to reach their potential.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Using PSSA longitudinal data, each cohort will demonstrate an increase in student achievement (2-3% per year) on the ELA, Math and Science PSSA exams combine each year, as well as the Keystone Exams when given.		
Measurable Goal Nickname (35 Character Max)		
Data for Achievement		
Target Year 1	Target Year 2	Target Year 3
Each cohort will demonstrate a 2-3% increase in achievement in the overall combined tested areas of ELA, Math and Science.	Each cohort will demonstrate a 2-3% increase in achievement in the overall combined tested areas of ELA, Math and Science.	Using PSSA longitudinal data, each cohort will demonstrate an increase in student achievement (2-3% per year) on the ELA, Math and Science PSSA exams combine each year, as well as the Keystone Exams when given.

Priority: Utilizing systems, standards and curriculum for identifying student needs and addressing them through standards-based instruction and assessment to meet the needs of learners.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The Ringgold School District will utilize benchmark assessments in Mathematics/Algebra I, ELA and Science/Biology to monitor student growth throughout the school year. These benchmark assessments will utilize the NWEA Map program and/or released Keystone Exam and PSSA item samplers. The benchmark assessments will identify the areas of focus in Mathematics/Algebra I, ELA and Science/Biology for students needing enrichment or remediation in particular content areas or standards and drive the development of the individual student instructional response plans.		
Measurable Goal Nickname (35 Character Max)		
Benchmarking for Growth		
Target Year 1	Target Year 2	Target Year 3

<p>Further the development of the district's benchmarking system to allow all teachers and staff to analyze data and begin to have discussions on the development of instructional response plans.</p>	<p>The Ringgold School District will utilize benchmark assessments in Mathematics/Algebra I, ELA and Science/Biology to monitor student growth throughout the school year. These benchmark assessments will utilize the NWEA Map program and/or released Keystone Exam and PSSA item samplers. The benchmark assessments will identify the areas of focus in Mathematics/Algebra I, ELA and Science/Biology for students needing enrichment or remediation in particular content areas or standards and drive the development of the individual student instructional response plans.</p>	<p>The Ringgold School District will utilize benchmark assessments in Mathematics/Algebra I, ELA and Science/Biology to monitor student growth throughout the school year. These benchmark assessments will utilize the NWEA Map program and/or released Keystone Exam and PSSA item samplers. The benchmark assessments will identify the areas of focus in Mathematics/Algebra I, ELA and Science/Biology for students needing enrichment or remediation in particular content areas or standards and drive the development of the individual student instructional response plans.</p>
--	---	---

Priority: Commit to relevant, enriching staff development that fosters a culture of excellence for all.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Provide targeted coaching and learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare students for an ever-changing world.		
Measurable Goal Nickname (35 Character Max)		
Professional Development		
Target Year 1	Target Year 2	Target Year 3
The district will identify areas for targeted professional development for each building and create an action plan.	The district will implement the action plan for each building and track all trainings.	Provide targeted coaching and learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare students for an ever-changing world.

Priority: We will create a climate that encourages student, staff and faculty engagement while promoting a sense of belonging for all students, staff and parents.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)

Through the use of multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS), we will see a reduction in the number of students receiving disciplinary referrals in three years.

Measurable Goal Nickname (35 Character Max)

MTSS / PBIS

Target Year 1	Target Year 2	Target Year 3
The district will identify school-wide expectations and supports for all students and educators across all settings with a goal of decreasing the number of escalating behavioral issues that require additional interventions by 2-3%.	The district will develop more targeted supports to prevent serious behavior challenges before they start for those students who require additional supports with the goal of decreasing the number of escalating behaviors for this group of students by 2-3%.	Through the use of multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS), we will see a reduction in the number of students receiving disciplinary referrals in three years.

Action Plan

Measurable Goals

Data for Achievement	Benchmarking for Growth
Professional Development	MTSS / PBIS

Action Plan For: Data for Achievement

Measurable Goals:
<ul style="list-style-type: none"> Using PSSA longitudinal data, each cohort will demonstrate an increase in student achievement (2-3% per year) on the ELA, Math and Science PSSA exams combine each year, as well as the Keystone Exams when given.

Action Step		Anticipated Start/Completion Date	
Review curriculum frameworks for horizontal and vertical alignment.		2025-07-01	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Greg Saraceni / Asst. Superintendent; Mrs. Shannon Crombie / Director of Curriculum & Instruction	K-12 Curriculum Frameworks	No	No
Action Step		Anticipated Start/Completion Date	
Write / Revise curriculum frameworks to align to the standards (if not already in place)		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Greg Saraceni / Asst. Superintendent; Mrs. Shannon Crombie / Director of Curriculum & Instruction	Understanding by Design template and training materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Align units and lessons to the written curriculum to ensure alignment with the standards.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals will oversee teachers lesson & unit planning	None	Yes	No
Action Step		Anticipated Start/Completion Date	
Align assessment to the taught curriculum		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Building principals will oversee assessment alignment	None	Yes	No
---	------	-----	----

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement in students' reading and mathematics scores.	Building principals, Director of Curriculum & Instruction and the Asst. Superintendent through weekly monitoring of lesson plans, through monitoring of BOY, MOY and EOY benchmark data, and through formative and summative assessment data.

Action Plan For: Benchmarking for Growth

Measurable Goals:
<ul style="list-style-type: none"> The Ringgold School District will utilize benchmark assessments in Mathematics/Algebra I, ELA and Science/Biology to monitor student growth throughout the school year. These benchmark assessments will utilize the NWEA Map program and/or released Keystone Exam and PSSA item samplers. The benchmark assessments will identify the areas of focus in Mathematics/Algebra I, ELA and Science/Biology for students needing enrichment or remediation in particular content areas or standards and drive the development of the individual student instructional response plans.

Action Step		Anticipated Start/Completion Date	
Further the development of the district's benchmarking system to allow all teachers and staff to analyze data and begin to have discussions on the development of instructional response plans.		2025-07-01	2025-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Greg Saraceni / Asst. Superintendent; Mrs. Shannon Crombie / Director of Curriculum & Instruction; Mr. Tim McKay / Administrative Instructional Coach	Copies of our current BOY, MOY, EOY assessments; access to NWEA Map Growth	No	No
Action Step		Anticipated Start/Completion Date	
The Ringgold School District will utilize benchmark assessments in Mathematics/Algebra I, ELA and Science/Biology to monitor student growth throughout the school year. These benchmark assessments will		2025-07-01	2028-06-30

utilize the NWEA Map program and/or released Keystone Exam and PSSA item samplers. The benchmark assessments will identify the areas of focus in Mathematics/Algebra I, ELA and Science/Biology for students needing enrichment or remediation in particular content areas or standards and drive the development of the individual student instructional response plans.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals will oversee the benchmark testing in their buildings. Data will be reported to the Asst. Superintendent and Director of Curriculum & Instruction.	Access to the NWEA Map Growth reports; Access to teacher created spreadsheets for the released item tests.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will continue to grow in the areas of ELA, Math, and Science.	Building principals / using benchmark data / BOY, MOY and EOY assessments.

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> Provide targeted coaching and learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare students for an ever-changing world.

Action Step	Anticipated Start/Completion Date		
Provide targeted coaching and learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare students for an ever-changing world.	2025-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Shannon Crombie / Director of Curriculum & Instruction; Mr. Tim McKay / Administrative Instructional Coach	Research-based PD opportunities Survey results from teachers	Yes	No
Action Step	Anticipated Start/Completion Date		

The district will identify areas for targeted professional development for each building, create a professional development calendar showing the offerings, and track all of the teacher trainings.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Shannon Crombie / Director of Curriculum & Instruction	None	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will be able to select professional learning opportunities that they identify, with the guidance from building level administration, as areas they would like to improve upon or learn more about.	The director of curriculum and instruction will examine the teacher attendance data from each of the professional development days in order to see if there is an increase in the number of teachers attending.

Action Plan For: MTSS / PBIS

Measurable Goals:
<ul style="list-style-type: none"> Through the use of multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS), we will see a reduction in the number of students receiving disciplinary referrals in three years.

Action Step	Anticipated Start/Completion Date		
Through the use of multi-tiered systems of support (MTSS) and positive behavioral interventions and supports (PBIS), we will see a reduction in the number of students receiving disciplinary referrals in three years.	2025-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Sherry Black / Director of Student Services; Building Principals	SWIS Data EdInsight Focus	No	No
Action Step	Anticipated Start/Completion Date		
Each building will identify school-wide expectations and supports for all students and educators with the goal of decreasing the number of escalating behavioral issues that require additional interventions.	2025-07-01	2028-06-30	

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	PBIS Team SWIS EdInsight Focus	No	No
Action Step		Anticipated Start/Completion Date	
Each building will develop more targeted supports to prevent serious behavior challenges before they start for those students who require additional supports with the goal of decreasing the number of escalating behaviors for this targeted group.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	PBIS Team SWIS EdInsight Focus	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To decrease the number of behaviors that require additional interventions.	Through the examination of discipline data as recorded in SWIS, EdInsight and Focus, building administrators will work with the PBIS team to develop interventions for struggling students and rewards for students who are doing well.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data for Achievement	Write / Revise curriculum frameworks to align to the standards (if not already in place)
Data for Achievement	Align units and lessons to the written curriculum to ensure alignment with the standards.
Data for Achievement	Align assessment to the taught curriculum
Professional Development	Provide targeted coaching and learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare students for an ever-changing world.

Data for Achievement

Action Step		
<ul style="list-style-type: none"> Write / Revise curriculum frameworks to align to the standards (if not already in place) 		
Audience		
K-12 Teachers		
Topics to be Included		
Understanding by Design (UbD) Deconstruction of Standards Vertical and Horizontal Alignment		
Evidence of Learning		
Completed UbD curriculum maps (Stages 1 & 2)		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Greg Saraceni / Asst. Superintendent Mrs. Shannon Crombie / Director of Curriculum & Instruction	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Minimum of 3x per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

--

Data for Achievement

Action Step		
<ul style="list-style-type: none"> Align units and lessons to the written curriculum to ensure alignment with the standards. 		
Audience		
K-12 Teachers		
Topics to be Included		
Depth of Knowledge (DoK) UbD Stage 3: Develop the Learning Plan		
Evidence of Learning		
Completed UbD Stage 3 learning plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mrs. Shannon Crombie / Director of Curriculum & Instruction	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Minimum of 3x per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Data for Achievement

Action Step		
<ul style="list-style-type: none"> Align assessment to the taught curriculum 		
Audience		
K-2 Teachers		
Topics to be Included		
Standards-based grading		
Evidence of Learning		
Standards-based report cards		
Lead Person/Position	Anticipated Start	Anticipated Completion

Dr. Greg Saraceni / Asst. Superintendent Mrs. Shannon Crombie / Director of Curriculum & Instruction	2025-07-01	2026-06-30
--	------------	------------

Learning Format

Type of Activities	Frequency
Other	Bi-weekly administrative meetings to develop the standards-based report cards.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Professional Development

Action Step		
<ul style="list-style-type: none"> Provide targeted coaching and learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare students for an ever-changing world. 		
Audience		
K-12 Teachers		
Topics to be Included		
Literacy Numeracy Classroom Management PBIS / MTSS Instructional Pedagogy		
Evidence of Learning		
Participation in self-selected professional learning opportunities.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mrs. Shannon Crombie / Director of Curriculum	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Minimum of 4x per year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Benchmarking for Growth					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Curriculum Committee	Achievement and Growth Data	Dr. Greg Saraceni / Asst. Superintendent	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Presentation			Minimum of 1x per year, up to 3x per year.		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date