Ringgold Middle School
2023-24 Schoolwide Improvement Plan

Comprehensive Needs Assessment-
Data Sources: CCPS Data Dashboard & RESA Data Warehouse

Using the data sources provided for your school, have your school improvement team conduct a full analysis of data. Here are some suggestions for discussion:

- Do you see clear areas for improvement based on a review of Milestones data?
- Do you see discrepancies between in grade level data for the same subject?
- Does your benchmark data demonstrate growth patterns throughout the year?
- How does your benchmark data compare to EOG/EOC data?
- Review other achievement data and compare to the above. Can you identify overall trends?
- Does your profile data support that your Tier 2 (reteach) instructional methods are proving to be effective?
- Can you observe measurable growth in Tier 3 student data?
- Does your master schedule support dedicated time for Tier 1, Tier 2, and Tier 3 instruction?

Trends and Patterns

After reviewing and analyzing your Needs Assessment (data from sources provided), identify 2-3 *priority* trends and patterns. These are areas which, if improved, could have a positive impact on student achievement. These will become your SIP goals and drive the action steps of the School Improvement Plan.

#1	Percentages of students scoring Level 3s and 4s on the 2023 ELA Georgia Milestones increased at each grade level. 39.70% of 6th grade students scored a Level 3 or 4. 48.1% of 7th grade students scored a Level 3 or 4. 57.89% of 8th grade students scored a Level 3 or 4.
#2	Percentages of students scoring Level 3s and 4s on the 2023 mathematics Georgia Milestones increased at each grade level. 43.40% of 6th grade students scored a Level 3 or 4. 51% of 7th grade students scored a Level 3 or 4. 68.30% of 8th grade students scored a Level 3 or 4.
#3*	Students' absences were high. The absences have an adverse effect on student achievement.

*optional if a third area of improvement is identified

Identified Trend/Pattern #1 (copy from pg 2)

Percentages of students scoring Level 3s and 4s on the 2023 ELA Georgia Milestones increased at each grade level. 39.70% of 6th grade students scored a Level 3 or 4. 48.1% of 7th grade students scored a Level 3 or 4. 57.89% of 8th grade students scored a Level 3 or 4.

Root Cause Analysis for Trend 1

The team should conduct a Root Cause Analysis to determine the causes for identified trend/pattern #1.

Root Cause #1	Students do not have the necessary prerequisite skills due to missed reading and writing instruction (i.e. sickness, Covid-19, behavior issues).
Root Cause #2	The ELA Milestones requires students to read high level nonfiction and fiction texts which requires significant stamina and understanding of context. This is difficult for many of our students with specific learning needs.

Action Step #1

Describe Action Step #1: Collaboration	**Through school wide collaboration, we will increase student performance by 2% on ELA Milestones in grades 6, 7 and 8. We will do this by fostering an environment of collaboration. This includes:** ● **PLC language arts teams will effectively plan their curriculum map for the benefit of student learning and spiral review.** ● **PLCs will plan, create and administer rigorous common assessments to monitor progress.** ● **Use common assessment data to plan enrichment and remediation opportunities.** ● **Plan vertically to identify opportunities to provide support in language arts.** ● **ELA teachers will participate in a collaboration with Kevin Raczynski & Associates to specifically target Writing Standards**

	1, 2, and 3 of the Georgia Standards of Excellence. Practice GA Milestones test will be given and scored to gauge student progress and provide feedback. ● All content area teachers will include rich nonfiction texts in their curriculums to support reading and writing skills.
Funding Source	**Charter, Special Education, Title 1 and Instructional Funds**
Targeted Subgroup(s)	**Teachers, all students**
Timeline for Implementation	**August 2023-August 2024**
Process for Monitoring	**PLC data reflection forms will be utilized to monitor teacher and student progress. Benchmark and common formative assessment data will be reviewed. Academic coach and administrators will attend PLC meetings to offer support.**
Position/Role Responsible	**Classroom teachers, academic coach, reading interventionists, administrators**

Action Step #2

Describe Action Step #2: Intervention	**Through school wide student intervention, we will increase student performance by 2% on ELA Milestones in grades 6, 7 and 8. We will do this by focusing on quality tier 2 & 3 instruction. This includes:** ● **Students performing two or more grade levels below will participate in Reading Plus or Lexia weekly during Tier 3 time.** ● **Reading Plus level ups will be celebrated at the classroom and school level. Rewards will be given to encourage students to continue improving as readers.** ● **Students requiring remediation on grade level standards will participate in Tier 2 intervention daily.** ● **Tier 2 time will provide time to catch students who are absent or failing.** ● **Reading interventionists will work closely with teachers and be utilized to support Tier 2 and Tier 3 students across content areas.** ● **Teachers and reading interventionists will utilize the data room to monitor and support students who are failing.** ● **Students will be given opportunities to practice reading, analyzing, and responding to a variety of text types in ELA, math, science and social studies.**
Funding Source	**Charter, Special Education, Title 1 and Instructional Funds**
Targeted Subgroup(s)	**Student scoring below grade level on classroom assessments and/or**

	benchmarks
Timeline for Implementation	**August 2023-May 2024**
Process for Monitoring	**Benchmark data, teacher observations, and teacher/class scores. ASIT meetings will target those students exhibiting the greatest deficit.**
Position/Role Responsible	**Teachers, academic coach, reading interventionists, ASIT members, support staff, and administration**

*Add additional action steps as needed.

Strategic S.M.A.R.T. Goal #1

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. <u>This will be your first school-wide strategic goal for the year.</u>

#1	Through schoolwide collaboration and student intervention, we will increase student performance by 2% on ELA Milestones in grade 6, 7 and 8. 6th grade will increase from 39.7% to 41.7%. 7th grade will increase from 48.1% to 50.1%. 8th grade will increase from 57.89% to 59.89%.

Identified Trend/Pattern #2 (copy from pg 2)

Percentages of students scoring Level 3s and 4s on the 2023 mathematics Georgia Milestones increased at each grade level. 43.40% of 6th grade students scored a Level 3 or 4. 51% of 7th grade students scored a Level 3 or 4. 68.30% of 8th grade students scored a Level 3 or 4.

Root Cause Analysis for Trend 2

The team should conduct a Root Cause Analysis to determine the causes for identified trend/pattern #2.

Root Cause #1	Students do not have the necessary prerequisite skills due to missed math instruction (i.e. sickness, Covid-19, behavior issues).

Root Cause #2	Students lack stamina and comprehension skills necessary to solve lengthy, multi-step math tasks when taking high-stakes or summative assessments.
Root Cause #3	Three different feeder schools are converging into one middle school, causing frustration due to different elementary teachers using various instructional strategies, methods and vocabulary.

Action Step #1

Describe Action Step #1: Collaboration	**Through school wide collaboration, we will increase student performance by 2% on mathematics Milestones in grades 6, 7 and 8. We will do this by fostering an environment of collaboration. This includes:** ● **PLC math groups will effectively plan their curriculum map for the benefit of student learning.** ● **PLCs will use rigorous common formative assessments to monitor student progress, followed by remediation during class or Tier 2 extended learning time.** ● **PLCs will utilize Delta Math and Study Island to practice grade level material and to provide challenges to students as they move beyond grade level.** ● **PLCs will create multi-step mathematical problems that require students to analyze, explain, and respond through writing.** ● **Math teachers will vertically plan to identify opportunities to provide support in math.**
Funding Source	**Charter, Special Education, Title 1 and Instructional Funds**
Targeted Subgroup(s)	**Teachers, all students**
Timeline for Implementation	**August 2023-August 2024**
Process for Monitoring	**PLC data reflection forms will be utilized to monitor teacher and student progress. Benchmark and common formative assessment data will be reviewed. Academic coach and administrators will attend PLC meetings to offer support.**
Position/Role	**Classroom teachers, academic coach, reading interventionists, administrators**

Responsible	

Action Step #2

Describe Action Step #2: Intervention	**Through school wide student intervention, we will increase student performance by 2% on mathematics Milestones in grades 6, 7 and 8. We will do this by focusing on quality tier 2 & 3 instruction. This includes:** ● **Tier 2 and Tier 3 instruction will target individual student deficits.** ● **Students will use I-Ready during Tier 3 time if they are 2 or more grade levels below.** ● **Students will take practice Georgia Milestones tests in order for teachers to gauge student progress and provide feedback.** ● **Teachers and interventionists will utilize the data room to monitor students who are failing.** ● **Students will have opportunities for after-school tutoring.**
Funding Source	**Charter, Special Education, Title 1 and Instructional Funds**
Targeted Subgroup(s)	**Student scoring below grade level on classroom assessments and/or benchmarks**
Timeline for Implementation	**August 2023-May 2024**
Process for Monitoring	**Benchmark data, teacher observations, and teacher/class scores. ASIT meetings will target those students exhibiting the greatest deficit.**
Position/Role Responsible	**Teachers, academic coach, interventionists, ASIT members, support staff, and administration**

*Add additional action steps as needed.

Strategic S.M.A.R.T. Goal #2

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your second school-wide strategic goal for the year.

#2	Through schoolwide collaboration and student intervention, we will increase student performance by 2% on the mathematics Milestones in grade 6, 7 and 8. 6th grade will increase from 43.4% to 45.4%. 7th grade students will increase from 51% to 53%. 8th grade will increase from 68.3% to 70.3%.

Identified Trend/Pattern #3 (copy from pg 2)

> RMS student attendance identified the following:
> - ⅓ of our students had 5 or fewer days absent from school
> - ⅔ of our students missed 6 or more days of school.

Root Cause Analysis for Trend 3

The team should conduct a Root Cause Analysis to determine the causes for identified trend/pattern #3.

Root Cause #1	Absences were not counted against them during the Covid-19 pandemic and hybrid learning era, creating the perception that attendance was not critical. (Elementary schools were on regular schedule during Covid. During this time, however, many students chose to do online learning. Class sizes were smaller due to this, and absences were still excused.)
Root Cause #2	Students and parents do not see the importance of attendance as it pertains to their everyday learning. When students were learning virtually or utilizing a hybrid schedule, families became accustomed to not attending school five days a week.

Action Step #1

Describe Action Step #1	**We will increase the attendance rate within our school environment. This includes the following:** - **Utilizing a final exemption model that rewards students who have 3 or fewer unexcused absences** - **Creating an attendance committee to research best practices and develop incentives** - **Recognizing students with perfect attendance each quarter** - **Recognizing students with perfect attendance for the school year** - **Utilizing CART agreements for students with high absences**

	Collaborating with parent volunteers and parent volunteer coordinator to address post-covid impression that attendance does not matter **Collecting data and sharing with parents the correlation between good attendance and higher grades** **** See attached linked graphic on the last three years attendance**** **RMS Attendance**
Funding Source	**Charter, Title 1 and Instructional Funds**
Targeted Subgroup(s)	**All students and parents**
Timeline for Implementation	**August 2023-May 2024**
Process for Monitoring	**Attendance committee tracking student data/CART liaison**
Position/Role Responsible	**Students, parents, teachers, academic coach, interventionists, ASIT members, support staff, parent involvement coordinator, registrar and administration**

Strategic S.M.A.R.T. Goal #3*

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your third (*optional) school-wide strategic goal for the year.

#3	The percentage of students missing 6 or more days of school throughout the school year will decrease by 2%.

Final 2023-2024 School Improvement Strategic Goals

Copy the 2-3 final SIP strategic goals created throughout this document here. <u>These will be your school-wide SIP goals for 2023-2024.</u>

#1	Through schoolwide collaboration and student intervention, we will increase student performance by 2% on ELA Milestones in grade 6, 7 and

	8. 6th grade will increase from 39.7% to 41.7%. 7th grade will increase from 48.1% to 50.1%. 8th grade will increase from 57.89% to 59.89%.
#2	Through schoolwide collaboration and student intervention, we will increase student performance by 2% on the mathematics Milestones in grade 6, 7 and 8. 6th grade will increase from 43.4% to 45.4%. 7th grade students will increase from 51% to 53%. 8th grade will increase from 68.3% to 70.3%.
#3*	The percentage of students missing 6 or more days of school throughout the school year will decrease by 2%.

*optional if a third area of improvement is identified