

**Battlefield Elementary
Catoosa County Public Schools
School Improvement Plan
2017-2018**



SCHOOL IMPROVEMENT PLAN

Trends and Patterns

After reviewing and analyzing your Needs Assessment (Accreditation Report & Profile), identify 3 or 4 *priority* trends and patterns. These are areas which, if improved, could have a positive impact on student achievement. These will drive the Goals and Action Steps of the Improvement Plan.

	<i>Identify and Summarize the major (priority) trends and patterns observed by your School Improvement Team when analyzing the Profile data.</i>
#1	The percentage of students who performed at levels 3 and 4 on the ELA section of the Georgia Milestones declined from the 2015-2016 school year to the 2016-2017 school year.
#2	The percentage of students who performed at levels 3 and 4 on the math section of the Georgia Milestones declined from the 2015-2016 school year to the 2016-2017 school year.
#3	The percentage of students who performed at levels 3 and 4 on the science section of the Georgia Milestones declined from the 2015-2016 school year to the 2016-2017 school year.
#4	

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
Root Cause # 1	Battlefield Elementary School did not utilize the use of Professional Learning Communities or common planning time to allow teachers collaboration time to focus on similar instructional strategies and common assessments for English/Language Arts.
Root Cause # 2	A separate time for reading intervention was not set aside to focus on the individualized needs of students.
Root Cause # 3	75% of students were found to be "On or Above Grade Level".
Root Cause # 4	38% of Lexile distributions were found to be "Within the Stretch Band" and 37% of students were found to be "Above the Stretch Band".
Root Cause # 5	
S.M.A.R.T GOAL	The percentage of students performing at a level 3 or 4 in in English / Language Arts on the Georgia Milestones will increase from 27% to 32% during the 2017-2018 school year.

1.2 Identified Trend/Pattern #1

**S.M.A.R.T
GOAL**

The percentage of students performing at a level 3 or 4 in in English / Language Arts on the Georgia Milestones will increase from 27% to 32% during the 2017-2018 school year.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1. Teachers will work in Professional Learning Communities (PLs) to decide on essential standards, plan instruction, create common assessments, and compare student data.		a. Aug. 2017 - May 2018	Administrators/ Academic Coach/ Teachers	The teacher mid-year conference will be used to discuss the goals that have been met during PL meetings.
		b. Observing PL meetings, Data Comparison		
2. A 45 minute reading intervention segment will be added to the school's daily schedule.		a. Aug. 2017 - May 2018	Administrators / Reading Interventionist / Academic Coach	Benchmark Testing
		b. Walk-through data, benchmark data		
3. A part-time reading interventionist will be utilized to work with improving students' reading skills.	Charter funds	a. Aug. 2017 - May 2018	Reading Interventionist	Benchmark Testing
		b. Walk-through data, benchmark data		
4. The Lexia reading program will be used by students based on STAR and Georgia Milestones data.	Title I funds State funds	a. Aug. 2017 – May 2018	Teachers	Benchmark Testing
		b. progress reports, benchmark data		
5. IXL, a computer -based program, will be used to improve the reading skills of students at all levels.	Title I funds State funds	a. Aug. 2017 – May 2018	Teachers	Benchmark Testing
		b. progress reports, benchmark data		
6. The Easy CBM program will be used to progress monitor students in English / Language Arts	Title 1 funds State funds	a. Aug. 2017 – May 2018	Teachers	Ongoing Progress Monitoring
		b. progress reports, benchmark data		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Title I funds (determined by the school's number of free and reduced lunch numbers) are used to purchase supplemental materials for economically disadvantaged students. All students have access during the day to receive extra instruction.	All students have access during the day to receive extra instruction.
English Learners	Migrant
English Language Learners will receive supplemental services provided by the ELL teacher.	All students have access during the day to receive extra instruction.
Race/Ethnicity/Minority	Students with Disabilities
All students have access during the day to receive extra instruction.	Each student's IEP will be used to determine the most appropriate resources for the students with disabilities

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2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
Root Cause # 1	Battlefield Elementary School did not utilize the use of Professional Learning Communities or common planning time to allow teachers collaboration time to focus on similar instructional strategies and common assessments.
Root Cause # 2	A specialized math intervention time was not a part of Battlefield Elementary School's daily schedule.
Root Cause # 3	Student data from the Georgia Milestones math assessment reflects a decline in the areas of "numbers and operations" and "measurement and data".
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	The percentage of students performing at a level 3 or 4 in math on the Georgia Milestones will increase from 26% to 31% during the 2017-2018 school year.

2.2 Identified Trend/Pattern #2

S.M.A.R.T GOAL	The percentage of students performing at a level 3 or 4 in math on the Georgia Milestones will increase from 26% to 31% during the 2017-2018 school year.			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1. Teachers will work in Professional Learning Committees (PLs) to plan instruction, create common assessments, and compare student data.		a. August 2017-May 2018 b. Observing PL meetings, Data Comparison	Administrators / Academic Coach/ Teachers	The teacher mid-year conference will be used to discuss the goals that have been met during PL meetings.
2. A 30-minute math intervention segment will be added to the school's daily schedule.		a. August 2017-May 2018 b. Walk-through data, benchmark data	Administrators / Reading Interventionist / Academic Coach	Benchmark Testing
3. The Symphony math program will be used with lower level students to increase math skills based on STAR and Georgia Milestones data.	Title I funds State funds	a. August 2017-May 2018 b. Progress reports, benchmark data	Classroom Teachers	Benchmark Testing
4. The Ascend math program will be used to help improve math skills during math intervention time. Students will be determined through STAR and Georgia Milestones data.	Title I funds State funds	a. August 2017 – May 2018 b. Progress reports, benchmark data	Classroom Teachers	Benchmark Testing
5. The computer-based program, IXL, will be used to improve math skills of students at all ability levels.	Title I funds State funds	a. August 2017 – May 2018 b. Progress reports, benchmark data	Classroom Teachers	Benchmark Testing
6. The Easy CBM program will be used to progress monitor students in math.	Title I funds State funds	a. . Aug. 2017 – May 2018 b. progress reports, benchmark data	Classroom Teachers	Ongoing Progress Monitoring
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Title I funds (determined by the school's number of free and reduced lunch numbers) are used to purchase supplemental materials for economically disadvantaged students. All students have access during the day to receive extra instruction.		All students have access during the day to receive extra instruction.		
English Learners		Migrant		
English Language Learners will receive supplemental services provided by the ELL teacher.		All students have access during the day to receive extra instruction.		
Race/Ethnicity/Minority		Students with Disabilities		

All students have access during the day to receive extra instruction.

Each student's IEP will be used to determine the most appropriate resources for the students with disabilities

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3.1 Identified Trend/Pattern #3

Identified Trend/Pattern	
Root Cause # 1	Battlefield Elementary School did not utilize the use of Professional Learning Communities or common planning time to allow teachers collaboration time to focus on similar instructional strategies and common assessments.
Root Cause # 2	Battlefield Elementary School's previous master schedule, did not allot a specified time for science.
Root Cause # 3	Student data from the Georgia Milestones science assessment reflects a decline in the areas of "earth science" and "life science".
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	The percentage of students performing at a level 3 or 4 in 5 th grade science on the Georgia Milestones, will increase from 27% to 32% during the 2017-2018 school year.

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Identified Trend/Pattern #3

S.M.A.R.T GOAL	The percentage of students performing at a level 3 or 4 in 5 th grade science on the Georgia Milestones, will increase from 27% to 32% during the 2017-2018 school year.
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1. Teachers will work in Professional Learning Committees (PLs) to plan instruction, create common assessments, and compare student data.		a. Aug 2018 – May 2018 b. Observing PL meetings, Data Comparison	Administrators / Academic Coach / Teachers	The teacher mid-year conference will be used to discuss the goals that have been met during PL meetings.
2. The master schedule will consist of a 45-minute science or social studies segment to be held every day.		a. Aug 2018 – May 2018 b. Formative classroom assessments, progress reports	Administrators / Classroom Teachers	Benchmark assessments / Summative Assessments
3. The computer-based program, IXL, will be used to improve science skills of students at all ability levels.	Title I Funds State funds	a. Aug 2018 – May 2018 b. Progress reports, benchmark data	Classroom Teachers	Benchmark Testing
4.		a. b.		
5.		a. b.		
6.		a. b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Title I funds (determined by the school's number of free and reduced lunch numbers) are used to purchase supplemental materials for economically disadvantaged students. All students have access during the day to receive extra instruction.	All students have access during the day to receive extra instruction.
English Learners	Migrant
English Language Learners will receive supplemental services provided by the ELL teacher.	All students have access during the day to receive extra instruction.

Race/Ethnicity/Minority	Students with Disabilities
All students have access during the day to receive extra instruction.	Each student's IEP will be used to determine the most appropriate resources for the students with disabilities.

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4.1 Identified Trend/Pattern #4

Identified Trend/Pattern	
Root Cause # 1	
Root Cause # 2	
Root Cause # 3	
Root Cause # 4	
Root Cause # 5	

S.M.A.R.T GOAL	
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4.2 Identified Trend/Pattern #4

S.M.A.R.T GOAL				
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
English Learners		Migrant		
Race/Ethnicity/Minority		Students with Disabilities		