

Every child, every day, without exception!



Elementary Improvement Plan Profile

School: CSE

School Year: 2017-18

Part 1: Demographic Data

A. School Data Review

	Enrollment												
School Year	Total	Gender		SWD		SES/ED		EL		Race			
		M	F	#	%	#	%	#	%	White	Black	Hispanic	Other
	2016-2017	393	207	186	101	25.7%	165	42.0%	3	0.8%	341	16	5
2015-2016	415	216	199	102	24.6%	314	75.7%	4	1.0%	372	7	9	27
2014-2015	410	205	205	73	17.8%	319	77.8%	7	1.7%	362	10	16	22

B. Attendance: Missing more than 6 days

	Attendance									
School Year	Total	Gender		SWD	SES/ED	EL	Race			
		M	F	#	#	#	White	Black	Hispanic	Other
2016-2017	191	95	96	56	156	2	173	7	3	8
2015-2016	197	95	102	56	166	2	178	5	2	12
2014-2015	140	58	82	28	120	1	130	1	2	7

Part 2: Academic Profile

A. Retention Rates: Elementary

Percent should reflect the number of the retained students compared to the total number of students in each category/grade. The percent report should reflect the information PRIOR to retesting.

Elementary School:

Retention Rates	Total Number	% in K	% in 1st	% in 2nd	% in 3rd	% in 4th	% in 5th
2016-2017	0	0	0	0	0	0	0
2015-2016	1	0	0	0	0	0	1.5
2014-2015	2	1.3	0	1.4	0	0	0.5

B. ESOL AMAO

% of EL students	2014-2015	2015-2016	2016-2017
Demonstrating progress towards proficiency in English	0.0%	0.0%	0.0%
Attaining proficiency in English	0.0%	0.0%	0.0%
Meeting Georgia Milestones performance targets in math	0.0%	0.0%	0.0%
Meeting Georgia Performance targets in reading	0.0%	0.0%	0.0%

C. COMPLETE AND ATTACH THE CCRPI PROFILE PAGE (Attach at the end of this report)

Students	ProgramStatus	SchoolYear	School	%
3	Exited LEP	2015	Cloud Springs Elementary School	50.0%
2	Exited LEP	2016	Cloud Springs Elementary School	50.0%
0	Exited LEP	2017	Cloud Springs Elementary School	0.0%
Students	ProgramStatus	SchoolYear	School	%
0	Monitored	2015	Cloud Springs Elementary School	0.0%
0	Monitored	2016	Cloud Springs Elementary School	0.0%
0	Monitored	2017	Cloud Springs Elementary School	0.0%
Students	ProgramStatus	SchoolYear	School	%
3	LEP	2015	Cloud Springs Elementary School	50.0%
2	LEP	2016	Cloud Springs Elementary School	50.0%
3	LEP	2017	Cloud Springs Elementary School	100.0%
ESOL STUDENTS	YEAR			
6	2015			
4	2016			
3	2017			

D. Analysis of State Assessment Data for the Past Year

D.1. Comparisons

Check any area that was below the state average OR if score (% of level 3 & 4) declined from the previous year.

Elementary School

Grade 3:

Grade 4:

Grade 5:

Subject	Below State	% at level 3 & 4 Declined	Subject	Below State	% at level 3 & 4 Declined	Subject	Below State	% at level 3 & 4 Declined
ELA	X	X	ELA	X	X	ELA	X	X
Math	X	X	Math	X	X	Math	X	X
Science	X	X	Science	X	X	Science	X	X
Social St.	X	X	Social St.	X	X	Social St.	X	X

D.2. In-Depth Analysis

For all areas below the state average OR if score (% of level 3 & 4)declined from previous year, complete an "In-Depth Analysis" Sheet and include it with your SIP. If areas are at or above the state average or if score (% of level 3 & 4) did not decline from previous year, further analysis is not required for this plan.

E. Other Data

E 1. High School Only

E.2. Survey Data (All Schools): See Stakeholder Feedback section of the Accreditation Report.

Which area(s) indicate the overall highest level of satisfaction or approval?

Parent and Staff surveys indicate that Standard 1, Purpose and Direction, shows the highest level of satisfaction. Over 95% of the staff agreed or strongly agreed that our purpose statement is focused on student success while 100% of our parents agree or strongly agree with this statement. 96.5% of our staff agreed/strongly agreed that our school has established goals and a plan for improving student achievement. 94% of our parents agree/strongly agree that our school has a continuous improvement plan based on data, goals, actions and measures for student growth. Student surveys also confirms a high level of satisfaction on standards 1. Almost 91% of our elementary students feel that the principal and staff want every student to learn while 97% of our students say that they learn new things that help them. When compared to system averages, Cloud Springs has an overall higher rating on standard 1 based on all stakeholder feedback (CSE-14.67 compared to county-14.53). Standard 5, Using Results for Continuous Improvements, was another area that had a high level of satisfaction based on staff surveys. Over 93% of our staff feels that our school leaders monitor data related to student achievement while

90% agreed or strongly agreed that data is monitored and is related to school continuous improvement goals. Parents also scored this standard high based on surveys. 94% of parents feel that Cloud Springs ensures that all staff members monitor and report the achievement of school goals. Over 95% of parents surveyed say that teachers and administrators monitor and inform parents of student progress. Early Elementary surveys (Advanced Ed) also supports a high rating of satisfaction on standard 5. Over 95% of these students feels that their teacher tells them when they do good work.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Based on 2013-14 Milestones scores, Cloud Springs had the lowest CCRPI (59.1) score in the county and was in danger of becoming a failing school based on Georgia Standards. A strong commitment by the staff to increase student growth created a need to look closely at a systematic approach to analyzing school level and student data for the purpose of increasing student achievement. A process was put into place to develop data teams in all grade levels with training provided throughout the year to support this implementation. This year, we have increased this process by developing a data wall and professional learning days to review and analyze data with the staff, administration, and the academic coach. Because of this effort to use data to improve instruction and meet individual student needs, Standard 5, using results for continuous improvement, is showing a trend towards parent and staff satisfaction based on surveys.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Georgia Milestones scores during 2014-15 and College and Career Ready Performance Index data show an increase in student growth on the reading, math, and science sections. Because of student growth, The CCRPI score increased 10 points (69.1). Student Climate survey data supports this increase of stakeholder satisfaction. (91% of students states that the school wants them to do well) Title I parent surveys show increase satisfaction with teacher communication and sharing student progress with parents as well as ways they can help their child at home.

Which area(s) indicate the overall lowest level of satisfaction or approval?

The staff rated standard 3, Teaching and assessing for learning, as our lowest level of satisfaction. 22% of our teachers disagreed or strongly disagreed that all teachers participate in collaborative learning communities that meet across grade levels and content areas. Only 75% of our staff agreed or strongly agreed that challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills. One of the highest levels of dissatisfaction with staff is providing a formal structure so that each student is well known by at least one adult advocate who supports that student's educational experience. Only 68% of our staff felt that

this structure was in place at our school. Parents also rated this standard lower with an average score ranging from 4.51 to 4.69. The lowest score on this standard is consistent with staff surveys, 93% felt that their child had at least advocate in the school.

There is a consistency with students and parents that standard 2, Governance and leadership, could also be an area of need. 70% of our elementary students felt that they are treated fairly in our school. Only 56% of our elementary students thought that students treat adults with respect. With an average score of 4.34, only 86% of our parents agreed that our school's governing body does not interfere with the operation or leadership of our school. Another area of need with an average of 4.47 is shared responsibility for student learning with its stakeholders.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Based on past self-assessments and surveys, Standard 3, teaching and assessing for learning seems to be decreasing. Although our school mentoring program has been successful through Partnership 2000, Parents and staff would like a more formal structure put into place to connect all students in our school with one staff member to support the student's educational experience. Student surveys also confirm this concern with only 69% feeling they are treated fairly by the staff.

What are the implications for these stakeholder perceptions?

A more positive learning environment is needed with a systematic process put into place to have students paired up with school staff to support student needs and learning. A PBIS program needs to be considered to provide students a support system to treat others fairly in our school through teaching appropriate behaviors, looking at data to determine when and where these behaviors occur, and motivational tools to improve discipline at the school. We might also want to consider establishing an advisor/advisee program in the school where ALL staff connects with several students every week developing a relationship, checking in on them throughout the year, and assist in their learning to improve their overall school experience.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Student Climate and TKES surveys support the needs improvement on standard 3 (Teaching and assessing for learning). Based on the student climate surveys, only 60% said that they often or always like school. 44% of our students indicated that students in class behave so that teachers can teach. Based on Principal TKES surveys, only 76% of staff says that administration supports a positive academic learning environment. Discipline data in Infinite Campus also shows a high percentage of students showing disrespect and disrupt the learning environment.

E.3. AdvancED Standards Self-Assessment (All Schools)

	Improvement Priority	Steps Your School Will Take to Address the Improvement Priority during the 2017-2018 School Year
I.	<i>Establish, implement, and monitor a systematic process to analyze data and examine professional practice to ensure alignment of curriculum, instruction, and assessment.</i>	Professional Learning Communities (PLC) will begin to be implemented this school year. Academic coach and system representatives will meet with teams of teachers. Teachers will use the PLC time to determine essential standards, determine specific instructional strategies that will be used in the classroom, and create common formative assessments. The PLC will use data from various sources (STAR, Lexia, Easy CBM, Symphony and Ascend Math) to determine remediation/enrichment strategies for each student. The data will be monitored frequently to determine progress or what actions are needed if no progress is being made using research based interventions.
2.	<i>Provide targeted opportunities for all students to enhance thinking and life skills to ensure student success.</i>	Enrichment/remediation activities will be offered during an extended learning time set for each grade level five days each week. Some students will be getting remediation using Lexia, Reading Wonderworks, Reading Wonders guided reading, Symphony Math, and Ascend Math. Students who do not need remediation will be getting enrichment opportunities provided by gifted teacher or classroom teacher. Some of the activities will include computer coding and STEM activities. This year one 2 nd grade classroom is following the Advanced Content model for gifted services. A gifted endorsed teacher is serving the students six segments of gifted subjects each day.

Part 3: Innovative Practice

Complete the chart for each innovative practice being implemented during the upcoming school year. The impact of the innovation must be measured and data maintained at the school level. The data will be used in the Charter Renewal Application.

NOTE: These practices represent innovations that your school is implementing due to the flexibility of being a Charter System.

School Year: 2017-2018

<i>Practice</i>	<i>How will the practice be measured in order to determine success? (What data will be used?)</i>	<i>Results</i> <i>(What does your data say?)</i> <i>*This will be submitted at the end of the year.)</i>	<i>Will this practice be continued? Explain the yes or no or any changes that will be made. (This will be submitted at the end of the year.)</i>
Math Endorsement PL for all math instructors 3-5	Increase growth on STAR math benchmark and 3-5 math EOG assessment	Star Math-(Pretest SS 469 Posttest SS 578) SS average score increased +109 Math EOG-Level 2's, 3's & 4's increased from	Yes Increased growth on Symphony math and 3-5 math EOG assessment

		61% (15-16) to 69% (16-17) 8% growth	
Provide additional tier 3 intervention using Lexia Core5 with tier 3 students	Increase percentage of students at proficiency or above on STAR reading and on ELA EOG assessment	Star Reading-0% of Tier 3 students were proficient or above ELA EOG-8% of Tier 3 students were proficient or above	Yes Increase percentage of students at proficiency or above on STAR reading (2-5) and on 3-5 ELA EOG assessment K-1 Easy CBM meet Benchmark

Part 4: In-Depth Analysis (optional unless required as a part of Part D.2.)

*** You are only required to complete this area if Section D, Part 2 indicates that the scores for your school are below the state average OR if score (% of level 3 & 4) declined from the previous year.

Elementary Schools

Which areas declined from previous year?	4th and 5th reading 3rd, 4th, 5th math
Which areas are below the state average?	All academic areas

Complete Sections 1, 2 and 3 for ***EACH*** area listed above. (If more than one area is identified as below the state average or if score (% of level 3 & 4) declined from the previous year, copy and paste Sections 1, 2, and 3 for each identified areas).

Section 1 Do not report subgroup information for groups less than 15 students.*

Grade: Third				
Subject Area: ELA				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	34	38	23	5
All Special Ed Students	47	47	5	0
Asian/Pacific Islander				
Black/Non-Hispanic				
Hispanic				
White/Non-Hispanic	33	36	25	5
Multiracial				
Female	52	26	22	0
Male	21	47	24	9

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	69% of students in third grade were on or above grade level.
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	69% of students had Lexile distributions within or above the stretch band.
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	Extended writing task for idea development, organization, and coherence are areas of concern. 26% of our students received a score point of 1. Another area of concern was narrative writing response with 57% of our students receiving a score of 1. Approximately 18% of our students' writing was not scorable due to writing condition codes.

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Special Ed students and female students are an area of greatest concern for ELA.
Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> ● PLC will be implemented to monitor, group, and differentiate instruction ● Reading Wonders will be implemented in all grade levels using all components of the program with fidelity. Components include a variety of learning styles, teaching styles, differentiation, etc. ● Special Ed population will use the wonderworks component of reading wonders to provide differentiated instruction and support. ● Max Scholar will be used with Special Ed students who are served in the resource setting for Reading & Language Arts.. ● Lexia will be used as a reading intervention ● Increase the use of academic vocabulary within grade levels/subject areas identifying critical vocabulary and direct instructions on specific words leading to better student understanding.
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> ● PLC will be implemented with all grade levels. PL sessions will be used for data analysis, RTI/Interventions, ● Easy CBM will be used to progress monitor students. ● STAR benchmarks will be given 3 times throughout the year. ● Utilize the Write-Score assessment and lesson plans to identify individual student weaknesses and directly teach deficient areas.

Section 1 Do not report subgroup information for groups less than 15 students.*

Grade: Fourth

Subject Area: ELA				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	51	32	12	5
All Special Ed Students	93	7	0	0
Asian/Pacific Islander				
Black/Non-Hispanic				
Hispanic				
White/Non-Hispanic	52	30	11	6
Multiracial				
Female	44	33	17	6
Male	57	21	7	5

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	36% of students in fourth grade were on or above grade level.
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	36% of students had Lexile distributions within or above the stretch band.
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	81% of our fourth grade had a score point of level 1 or below on the narrative portion of the writing section.

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Special Ed students are a major area of concern with ELA.
Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> ● PLC will be implemented to monitor, group, and differentiate instruction ● Reading Wonders will be implemented in all grade levels using all components of the program with fidelity. Components include a variety of learning styles, teaching styles, differentiation, etc. ● For Sped population, use the wonderworks component of reading wonders to provide differentiated instruction and support for those students. ● Max Scholar will be used with SPED students who are served in the resource setting. ● Lexia will be used as a reading intervention ● Increase the use of academic vocabulary within grade levels/subject areas identifying critical vocabulary and direct instructions on specific words leading to better student understanding.
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> ● PLC will be implemented with all grade levels. PL sessions will be used for data analysis, RTI/Interventions, ● Easy CBM will be used to progress monitor students. ● STAR benchmarks will be given 3 times throughout the year. ● Utilize the Write-Score assessment and lesson plans to identify individual student weaknesses and directly teach deficient areas.

Section 1 Do not report subgroup information for groups less than 15 students.*

Grade: Fifth				
Subject Area: ELA				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	34	31	31	4
All Special Ed Students	67	29	5	0
Asian/Pacific Islander				
Black/Non-Hispanic				
Hispanic				
White/Non-Hispanic	30	32	33	5
Multiracial				
Female	32	32	32	3
Male	35	30	30	5

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	54 % of students in fifth grade were on or above grade level.
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	53% of students had Lexile distributions within or above the stretch band.
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	Narrative writing response was an area of concern with 71% of our students receiving a score of level 1 or below. Approximately 17% of our students' writing was not scorable due to writing condition codes.

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Special Ed students is a major area of concern with ELA.
Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none">● PLC will be implemented to monitor, group, and differentiate instruction● Reading Wonders will be implemented in all grade levels using all components of the program with fidelity. Components include a variety of learning styles, teaching styles, differentiation, etc.● For Sped population, use the wonderworks component of reading wonders to provide differentiated instruction and support for those students.● Max Scholar will be used with SPED students who are served in the resource setting.● Lexia will be used as a reading intervention● Increase the use of academic vocabulary within grade levels/subject areas identifying critical vocabulary and direct instructions on specific words leading to better student understanding.
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none">● PLC will be implemented with all grade levels. PL sessions will be used for data analysis, RTI/Interventions,● Easy CBM will be used to progress monitor students.● STAR benchmarks will be given 3 times throughout the year.● Utilize the Write-Score assessment and lesson plans to identify individual student weaknesses and directly teach deficient areas.

Section 1 Do not report subgroup information for groups less than 15 students.*

Grade: Third				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	26	54	20	0
All Special Ed Students	58	32	11	0
Asian/Pacific Islander				
Black/Non-Hispanic				
Hispanic				
White/Non-Hispanic	24	55	22	0
Multiracial				
Female	41	52	7	0
Male	15	56	29	0

Domain (list the Domains across the top)	<i>Operations & Algebraic Thinking</i>	Numbers and Operations	Measurement and Data	Geometry	Numbers and operations fractions
% of Students in #1: Remediate Learning Stage	72	70	64	72	
Check the Domain areas that are below the system average?	X	X	X	X	

Check the Domain areas that are below the state average?	X	X	X	X	
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Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Numbers and Operations and fractions at 81% in level 1 is the greatest area of concern
Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> • PLC will be implemented with all grade levels. PL sessions will be used for data analysis & RTI/Interventions.
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Continued training of math endorsed teachers • Hire extra teachers to provide intervention • Students will receive ELT time for enrichment or intervention using Ascend/Symphony math • Data will be used to monitor, group, and differentiate instruction

Section 1* Do not report subgroup information for groups less than 15 students.

Grade: Fourth

Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	35	49	15	1
All Special Ed Students	77	23	0	0
Asian/Pacific Islander				
Black/Non-Hispanic				
Hispanic				
White/Non-Hispanic	38	44	16	2
Multiracial				
Female	28	53	19	0
Male	40	45	12	2

Domain (list the Domains across the top)	<i>Operations & Algebraic Thinking</i>	Numbers and Operations	Measurement and Data	Geometry	Numbers and Operations fractions
% of Students in #1: Remediate Learning Stage	71	64	81	64	76
Check the Domain areas that are below the system average?	X	X	X	X	X
Check the Domain areas that are below the state average?	X	X	X	X	X

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Operations & Algebraic Thinking and Geometry at 72% in level 1 is the greatest area of concern
Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> • PLC will be implemented with all grade levels. PL sessions will be used for data analysis & RTI/Interventions.
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Continued training of math endorsed teachers • Hire extra teachers to provide intervention • Students will receive ELT time for enrichment or intervention using Ascend/Symphony math • Data will be used to monitor, group, and differentiate instruction

Grade: Fifth				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students	39	45	13	3
All Special Ed Students	67	29	5	0
Asian/Pacific Islander				
Black/Non-Hispanic				
Hispanic				
White/Non-Hispanic	30	32	33	5
Multiracial				
Female	32	32	32	3

Male	35	30	30	5
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Domain (list the Domains across the top)	<i>Operations & Algebraic Thinking</i>	Numbers and Operations	Measurement and Data	Geometry	Numbers and operations fractions
% of Students in #1: Remediate Learning Stage	52	70	83	73	73
Check the Domain areas that are below the system average?	X	X	X	X	X
Check the Domain areas that are below the state average?	X	X	X	X	X

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Numbers and Operations and fractions at 83% in level 1 is the greatest area of concern
Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> PLC will be implemented with all grade levels. PL sessions will be used for data analysis & RTI/Interventions.
Question 3:		<ul style="list-style-type: none"> Continued training of math endorsed teachers Hire extra teachers to provide intervention

	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Students will receive ELT time for enrichment or intervention using Ascend/Symphony math • Data will be used to monitor, group, and differentiate instruction
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Grade: Fifth				
Subject Area: Science				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	36	34	26	4
All Special Ed Students	65	25	10	0
Asian/Pacific Islander				
Black/Non-Hispanic				
Hispanic				
White/Non-Hispanic	32	35	27	5
Multiracial				
Female	42	39	19	0
Male	31	31	31	8

Domain (list the Domains across the top)	Earth Science	Physical Science	Life Science		
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% of Students in #1: Remediate Learning Stage	64	73	60		
Check the Domain areas that are below the system average?	X	X	X		
Check the Domain areas that are below the state average?	X	X	X		

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Physical Science at 74% at level 1 is the greatest area of concern
Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> • Teachers will incorporate Reading Wonders guided reading sets that cover grade level science standards into their Science time, because comprehension is a great concern for all subject areas. • Weekly STEM lessons • Will provide Opportunities to apply technology as a tool to enhance/remediate and extend the learning in Science

Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Purchase instructional Technology: Brain pop, Moby Max
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Grade: Fifth				
Subject Area: Social Studies				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	31	45	17	7
All Special Ed Students	57	38	5	0
Asian/Pacific Islander				
Black/Non-Hispanic				
Hispanic				
White/Non-Hispanic	29	44	19	8
Multiracial				
Female	39	45	16	0
Male	25	45	18	13

Domain (list the Domains across the top)	History	Geography	Government/Civics	Economics	
% of Students in #1: Remediate Learning Stage	70	80	65	54	
Check the Domain areas that are below the system average?	X	X	X	X	
Check the Domain areas that are below the state average?	X	X	X	X	

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Geography at 80%% at level 1 is the greatest area of concern
Question 2:		<ul style="list-style-type: none"> Will implement USA studies Weekly activities in the instruction for remediation/enhance and extend the instruction

	How will the needs of students needing remediation be met?	<ul style="list-style-type: none">● Will Provide technology integration to remediate/enhance and extend the learning in Social Studies● Teachers will integrate social studies vocabulary through reading standards● Teachers will integrate guided reading sets into SS time to increase comprehension skills
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none">● Purchase USA studies weekly for grades 3-5● Purchase Brain pop, Moby Max.● Purchase weekly readers