

CSE
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	Large percentage of students reading below grade level.
#2	Student attendance (missing instruction)
#3	Students performing below grade level on Math benchmark tests and GA Milestones
#4	School Improvement goal in Social Studies was not met in 5th grade

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
Root Cause # 1	Core program fidelity, teachers not understanding how to teach the five components of reading, no extended learning time
Root Cause # 2	Some teachers are just learning the core program for implementation
Root Cause # 3	Large transient population
Root Cause # 4	Special Education percentage is disproportionate
Root Cause # 5	Students' attendance
S.M.A.R.T GOAL	A 5% increase of third, fourth, and fifth grade students will be reading on or above grade level based on GA Milestones lexile scores.

1.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL

A 5% increase of third, fourth, and fifth grade students will be reading on or above grade level based on GA Milestones lexile scores.

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 Begin implementation of PLC (Professional Learning Communities) by incorporating ELT (Extended Learning Time) into every grade level (interventions include Lexia and Max Scholar).	Title I, Special Education funds	a. Aug. 2017-May 2018	All staff	Review Data from mid-year benchmarks STAR, Easy CBM,
		b. Academic coach/admin will monitor ELT times and ensure each teacher has an allotted slot for intervention/extension. Lesson plans will be monitored to ensure students' needs are being met.		
2. Implement a core reading program schoolwide.	State money, Title I	a. Aug. 2017-May 2018	teachers academic coach	Review data from mid-year benchmarks STAR, Easy CBM, h
		b. Academic coach will provide training and admin will monitor teacher.s		
3. Teachers will have common planning time to collaborate and discuss data and intervention adjustments. (another part of PLC)	none	a. Aug. 2017- May 2018	teachers academic coach	Review progress monitoring data and mid-year benchmarks
		b. Academic coach will provide sign-in sheets/agendas/schedules of meetings.		
4. Benchmarks will be given 3 times a year to assess the current level of understanding in reading. Progress monitoring will occur in between benchmarks.	school district/title I	a. Aug. 2017- May 2018	teachers administration academic coach	Easy CBM, STAR
		b. Academic coach and admin will monitor to ensure ALL students take benchmarks during testing windows.		
5. A teacher from each grade level will attend the <i>Effective Reading Instruction</i> , a PL opportunity, provided by RESA.	Title I	a. Aug. 2017- May 2018	teachers	TKES
		b. Teachers will show proof of attendance		
6. Teachers will participate in Professional Learning opportunities: ½ day conferences, book study (Learning by Doing).	Title I	a. Aug. 2017- May 2018	academic coach teachers	TKES
		b. Academic coach will provide sign-in sheets.		

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

Economically Disadvantaged

Foster and Homeless

Tutoring will be offered to struggling students. Mentors will be provided as needed. Snack Packs will be sent home on Friday. GA Hope counselors offered to qualifying students. Attendance will be monitored weekly.	Tutoring will be offered to struggling students. Mentors will be provided as needed. Snack Packs will be sent home on Friday. GA Hope counselors offered to qualifying students. Attendance will be monitored weekly.
English Learners	Migrant
Translation services will be offered. Eligible students will receive ESOL instruction daily.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Tutoring will be offered to struggling students. Mentors will be provided as needed. Snack Packs will be sent home on Friday. GA Hope counselors offered to qualifying students. Attendance will be monitored weekly.	Strengthen Tier 4 intervention resources. Monitor benchmark data closely to determine appropriate intervention adjustments.

SCHOOL IMPROVEMENT PLAN

2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
Root Cause # 1	Transportation (students missing bus do not come to school)
Root Cause # 2	Parents don't have an awareness or understanding of the importance of attending school on time every day.
Root Cause # 3	Students attending out of zone do not have transportation (school is unaware of residence change).
Root Cause # 4	Early dismissals and tardies

Root Cause # 5	Parents lack of awareness of what constitutes a reason for being absent-not utilizing school nurse
S.M.A.R.T GOAL	Decrease number of students who miss 6 days or more.

2.2 Identified Trend/Pattern #2

S.M.A.R.T GOAL	Decrease the number of students who miss 6 days or more.			
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 enter attendance by 9am so absent children can be contacted.		a.Aug. 2017-May 2018	Classroom Teachers	Infinite campus data
2. Teachers contact absent students by phone or class dojo.		a.Aug. 2017-May 2018	Classroom Teachers/ Registrar	Teacher documentation
3. Classroom/school-wide incentives will be implemented for perfect attendance.	Renaissance/Partners	a.Aug. 2017-May 2018	all staff	Infinite Campus data
4. Incorporate community/business partners/employers to discuss importance of attendance with parents.	Partners	a.Aug. 2017-May 2018	Counselor PIC admin	Infinite Campus data
5. A daily attendance/tardy chart will be posted at the front of the school to show parents entering the building the daily attendance/tardy rates.		a.Aug. 2017-May 2018	counselor Admin	Infinite Campus data
6. Send home information showing research/data on academics of students with poor attendance.		a.Aug. 2017-May 2018	PIC	Dates information goes home
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Tutoring will be offered to struggling students. Mentors will be provided as needed. Snack Packs will be sent home on Friday. GA Hope counselors offered to qualifying students. Attendance will be monitored weekly.		Tutoring will be offered to struggling students. Mentors will be provided as needed. Snack Packs will be sent home on Friday. GA Hope counselors offered to qualifying students. Attendance will be monitored weekly.		

English Learners	Migrant
Translation services will be offered. Eligible students will receive ESOL instruction daily.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Tutoring will be offered to struggling students. Mentors will be provided as needed. Snack Packs will be sent home on Friday. GA Hope counselors offered to qualifying students. Attendance will be monitored weekly.	Strengthen Tier 4 intervention resources. Monitor benchmark data closely to determine appropriate intervention adjustments.

SCHOOL IMPROVEMENT PLAN

3.1 Identified Trend/Pattern #3

Identified Trend/Pattern	
Root Cause # 1	Students reading below grade level affects math performance (constructed response/word problems).
Root Cause # 2	Teachers not having an understanding of the rigor of the standard (different expectations).
Root Cause # 3	Parents not supportive of common core (don't understand how to help at home).

Root Cause # 4	Inconsistent use of a core program, no extended learning time.
Root Cause # 5	Limited access to approved tier 2 and tier 3 intervention programs.
S.M.A.R.T GOAL	70% of K-5 students will score at or above benchmark at the end of the year as measured by Symphony Math.

3.2 Identified Trend/Pattern #3

S.M.A.R.T GOAL	70% of K-5 students will score at or above benchmark at the end of the year as measured by Symphony Math.			
<i>Evidence-based Action Steps:</i> 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. Begin implementation of PLC by incorporating ELT time into every grade level. Piloting Symphony Math during ELT time for intervention & Ascend math for enrichment.	Title I, Special Education funds	a. Aug. 2017-May 2018 b. Academic coach/admin will monitor ELT times and ensure each teacher has an allotted slot for intervention/extension. Lesson plans will be monitored to ensure students' needs are being met.	All staff	Review Data from mid-year Symphony benchmark
2. Implement a core math program schoolwide (My Math).	State money, Title I	a. Aug. 2017-May 2018 b. Academic coach and admin will monitor.	teachers academic coach	Review data from mid-year benchmark
3. Teachers will have common planning time to collaborate and discuss data and intervention adjustments (another part of PLC).	none	a. Aug. 2017- May 2018 b. Academic coach will provide sign-in sheets/agendas/schedules of meetings.	teachers academic coach	Review progress monitoring data and mid-year benchmarks
4. Benchmarks will be given 3 times a year to assess the current level of understanding in math. Progress monitoring will occur in between benchmarks.	school district/ Title I	a. Aug. 2017- May 2018 Academic coach will ensure ALL students have taken benchmark during testing window.	teachers administration academic coach	Symphony Math
Economically Disadvantaged		Foster and Homeless		
Tutoring will be offered to struggling students. Mentors will be provided as needed. Snack Packs will be sent home on Friday. GA Hope counselors offered to qualifying students. Attendance will be monitored weekly.		Tutoring will be offered to struggling students. Mentors will be provided as needed. Snack Packs will be sent home on Friday. GA Hope counselors offered to qualifying students. Attendance will be monitored weekly.		
English Learners		Migrant		
Translation services will be offered. Eligible students will receive ESOL instruction daily.		N/A		
Race/Ethnicity/Minority		Students with Disabilities		
Tutoring will be offered to struggling students. Mentors will be provided		Strengthen Tier 4 intervention resources. Monitor benchmark data		

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closely to determine appropriate intervention adjustments.

SCHOOL IMPROVEMENT PLAN

4.1 Identified Trend/Pattern #4

Identified Trend/Pattern	
Root Cause # 1	Lack of time to teach effectively.
Root Cause # 2	Students being pulled out for interventions.
Root Cause # 3	Curriculum's reading level is too difficult for the current students.
Root Cause # 4	Not a priority in lower grade levels.
Root Cause # 5	Teachers interpret standards differently (expectations vary).
S.M.A.R.T GOAL	25% of fifth grade students will demonstrate a proficiency in Social Studies as measured by GA Milestones 5th grade EOG assessment in Social Studies.

4.2 Identified Trend/Pattern #4

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

25% of fifth grade students will demonstrate a proficiency in Social Studies as measured by GA Milestones 5th grade EOG assessment in Social Studies.

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. All Grade levels have a set Social Studies time incorporated into the day.	None	a. August 2017-May 2018 b. Admin and academic coach will monitor Social Studies in the classrooms.	all staff	Mid-term report cards and collaboration meeting with academic coach to evaluate effectiveness.
2. Using ELT (Extended Learning Time) to reinforce Social Studies standards through enrichment/extension and guided reading.	None	a. August 2017-May 2018 b. Admin and academic coach will monitor.	teachers, admin, academic coach	Mid-term report cards and collaboration meeting with academic coach to evaluate effectiveness.
3. Teachers will use E-Studies Weekly once a week to teach standards.	Title I, State money	a. August 2017-May 2018 b. Teachers will document in lesson plans and admin will monitor.	teachers	Mid-term report cards and collaboration meeting with academic coach to evaluate effectiveness.
4. Teachers will use GADOE standards to guide and teach/interpret Social Studies standard.	None	a. August 2017-May 2018 b. Teachers will provide documentation.	teachers	Mid-term report cards and collaboration meeting with academic coach to evaluate effectiveness.
5.		a. b.		
6.		a. b.		

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