

Catoosa County Schools



Every child, every day, without exception!

Improvement Plan Profile

School: Cloud Springs School Year: 2016-17

Part 1: Demographic Data

A. School Data Review

	Enrollment												
School Year	Total	Gender		SWD		SES/ED		EL		Race			
		M	F	#	%	#	%	#	%	White	Black	Hispanic	Other
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
2013-2014	398	191	207	62	15.6%	318	79.9%	6	1.5%	356	10	12	20

B. Attendance: Missing more than 6 days

	Attendance									
School Year	Total	Gender		SWD	SES/ED	EL	Race			
		M	F	#	#	#	White	Black	Hispanic	Other
2015-2016	197	95	102	56	166	2	178	5	2	12
2014-2015	140	58	82	28	120	1	130	1	2	7
2013-2014	159	73	86	29	133	0	150	3	2	4

Part 2: Academic Profile

A. Retention Rates: Elementary & Middle School

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
2015-2016	1	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%
2014-2015	2	1.3%	0.0%	1.4%	0.0%	0.0%	0.5%
2013-2014	21	4.5%	0.0%	0.0%	2.9%	0.0%	29.1%

B. ESOL AMAO

% of EL students	2013-2014	2014-2015	2015-2016
Demonstrating progress towards proficiency in English	16.7%	0.0%	0.0%
Attaining proficiency in English	16.7%	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

Year: 2016-2017

CCRPI COMPONENT					
CCRPI COMPONENT		2013-2014	2014-2015	2016-2017	3-yr Avg
District	CCRPI Score	77.1	77.5	TBA	
State	CCRPI Score	74.5	77.8	TBA	
School	CCRPI Score	59.1	69.1	TBA	
Ind #	1. ACHIEVEMENT Pts (50)				
1	ELA (%)	86.4	63.2		
2	Mathematics (%)	76.4	47.9		
3	Science (%)	74.6	52.5		
4	Social Studies (%)	74.6	45.3		
Ach: Content Mastery Category Performance		40.6	20.9		
Content Mastery Points Earned (out of 20)					
Content Mastery Weighted Performance		.3248	.2092		
5	Positive Movement for ELL's	Too few	Too few		
6	SWD in Gen Ed ≥ 80%	72.5	67.3		
7	3rd graders with Lexile ≥ 650	72.7	57.4		
8	5th graders with Lexile ≥ 850	60.4	73		
9	Career Assessment Lessons Completed (%)	99.4	100		
10	Student Attendance Rate (fewer than 6 days)	n/a	56.85		
Ach: Post ES Readiness Category Performance		49.2	41.37		
Post ES Readiness Points Earned (out of 15)					
Post ES Readiness Weighted Performance		.246	.248		
11	EOC Proficient or Distinguished Learner (%)				
Ach: Predictor for HS Category Performance		0.0000	0.0000	0.0000	0.0000
Predictor for HS Grad Points Earned (out of 15)		8.7	2.71	0	0.0000
Predictor for HS Grad Weighted Performance		.1305	.0816	0	0.0000
2. PROGRESS Pts (40)					

Progress Pts Component Performance		% Meeting Typical/High	% Meeting Typical/High	% Meeting Typical/High	
P	ELA (%)	57	75		
P	Mathematics (%)	33	74		
P	Science (%)	50	89		
P	Social Studies (%)	56	86		
3. ACHIEVEMENT GAP Pts (10)					
Achievement Gap Component Performance		Highest of Gap Size or Gap Progress	Highest of Gap Size or Gap Progress	Highest of Gap Size or Gap Progress	
A	ELA (%)	2	2		
A	Mathematics (%)	2	1		
A	Science (%)	0	2		
A	Social Studies (%)	0	2		
Total Gap Points out of 12		4	7	0	
4. CHALLENGE Pts (ED/EL/SWD + ETB (up to 10))					
ED/EL/SWD		.8	2.1		
Exceeding The Bar		1	.5		
5. School Climate Rating (up to 5 stars)					
		2013-2014	2015-2016	2016-2017	2-yr Avg
Number of Stars		4	3		3.5

DISCIPLINE PROFILE					
Student Discipline Profile		2014-2015	2015-2016	2016-2017	3-yr Avg
	# Discipline Incidences	36	11	TBA	
	# In-School Suspension	7	1	TBA	
	# Out of School Suspension	10	5	TBA	
	# of Tribunal Hearings	0	0	TBA	

STAFF DATA PROFILE					
Staff Data Profile		1 to 3 Years	4-10 Years	11-20 Years	21+ Years
	Current Principal's # of Years in Position		2		
	Teaching Staff # of Years in Current School	11	8	11	6
	Teaching Staff # of Years in Profession	6	7	11	12
		2014-2015	2015-2016	2016-2017	3-yr Avg
	Administrator Attendance Rate		10		
	Teacher Attendance Rate		329.625		

This form is based on the Georgia Department of Education, Comprehensive Needs Assessment, 3-Yr Academic Profile.

D. Analysis of State Assessment Data for the Past Year

D.1. Comparisons

Check any area that was below the state average OR below the system average.

Elementary School

Grade 3:			Grade 4:			Grade 5:		
Subject	Below State	Below System	Subject	Below State	Below System	Subject	Below State	Below System
ELA	X	X	ELA	X	X	ELA	X	X
Math	X	X	Math	X	X	Math	X	X
Science	X	X	Science	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 OR system average, complete an "In-Depth Analysis" Sheet and include it with your SIP. (High Schools: In-Depth Analysis is only required if the Combined column indicates scores are below system or state average.) If areas are at or above the state or system average, further analysis is not required for this plan.

E. Other Data

E.2. Survey Data (All Schools)

Review each survey. Surveys include: Georgia School Climate Survey, Pulse Check Survey, Title 1 Parent Survey, and any other survey you have available. Identify the areas where your stakeholders are the most satisfied and those where they are not as satisfied.

	Area(s) of Greatest Satisfaction	Area(s) of Least Satisfaction
Staff	<ul style="list-style-type: none"> • Our school's purpose statement is clearly focused on student success. 	<ul style="list-style-type: none"> • All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
Student	<ul style="list-style-type: none"> • 88% of students say that CSE wants them to do well. • 78% of students say the school has clear rules for behavior 	<ul style="list-style-type: none"> • 56% of students say that sometimes or never students behave in the classroom so that teachers can teach
Parent	<ul style="list-style-type: none"> • 90% of parents feel that CSE provides opportunities for them to share feedback and ideas based on Title I survey • 75% of parents feel that CSE encourages parents to play a role in the school improvement process based on Title I survey 	<ul style="list-style-type: none"> • Only 60% say that their child's teachers communicate with them regarding child progress based on Title I survey.

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

Standard	Were any indicators scored at a level 1 or level 2?	If so, identify the indicator(s) and explain your plan to move the indicator to a level 3 or 4.
1: Purpose & Direction	No	
2: Governance & Leadership	No	
3: Teaching & Learning	No	
4: Resources & Support	No	
5: Continuous Improvement	No	

Part 3: Innovative Practice

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

School Year: 2016-2017

<i>Practice</i>	<i>How will the practice be measured in order to determine success?(What data will be used?)</i>	<i>Results (What does your data say? *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.		
Provide additional	Increase percentage of students at proficiency or		

tier 3 intervention using Lexia Core5 with tier 3 students	above on STAR reading and on ELA EOG assessment.		
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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 system or state average.

Elementary Schools

Which areas are below the system average?	ELA in 3,4,5 Math 3,4,5 Science 3,5 Social Studies 3,4,5
Which areas are below the state average?	ELA, Math, Science, Social Studies in ALL grade levels

Complete Sections 1, 2 and 3 for **EACH** area listed above. (If more than one area is identified as below the state or system area, copy and paste Sections 1, 2, and 3 for each identified areas).

Section 1

Grade: 3				
Subject Area: ELA				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	42	33	23	2
All Special Ed Students	93	7	0	0
Ethnic Group	42	33	23	2
Female	41	34	24	0
Male	43	31	23	3

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"?	63 % of students in 3 rd 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?	63 % 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 in idea development, organization, and coherence was one area of concern. 49% of our students received a score point of 1 in this area. Another area of concern is the Narrative writing response with 59% of our students receiving a score point of 1. Approximately 10% of our students' writing was non-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. The special Ed. population in third grade consist of almost 24% of our 3 rd grade students.
Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> • Data will be used 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. • Increase the number of after-school tutoring sessions using a remediation program. • 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"> • Data teams will be implemented with all grade levels. 6 ½ day PL sessions will be used for data analysis, RTI/Interventions, • DIBELS will be used to progress monitor tier 2 and 3 students. • STAR benchmarks will be given 5 times throughout the year. • Utilize the Write-Score assessment and lesson plans to identify individual student weaknesses and directly teach deficient areas.

Section 1

Grade: 4				
Subject Area: ELA				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	31	27	33	9
All Special Ed Students				
Ethnic Group	31	27	33	9
Female	29	37	31	3
Male	34	14	34	17

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"?	46% of students in 4 th 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?	46 % of students had Lexile distributions within or above the stretch band
If Language Arts is identified as an area, review the	66% of our school population had a score point of level 1 or below on the narrative

Writing results and identify areas of concern.	portion of the writing section with no one receiving a score above level 2.
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Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	<ul style="list-style-type: none"> • Data will be used 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. • Increase the number of after-school tutoring sessions using a remediation program. • 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 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> • Data teams will be implemented with all grade levels. 6 ½ day PL sessions will be used for data analysis, RTI/Interventions, • DIBELS will be used to progress monitor tier 2 and 3 students. • STAR benchmarks will be given 5 times throughout the year. • Utilize the Write-Score assessment and lesson plans to identify individual student weaknesses and directly teach deficient areas.
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Data will be used 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.

		<ul style="list-style-type: none"> • Increase the number of after-school tutoring sessions using a remediation program. • 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.
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Section 1

Grade: 5				
Subject Area: ELA				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	32	32	34	3
All Special Ed Students	92	8	0	0
Ethnic Group	32	32	34	3
Female	16	37	44	3
Male	52	24	21	3

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"?	67 % of students in 3 rd 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?	66 % 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.	5 th Writing results shows a strength based on comparisons to the system and state. Narrative writing scores shows our 5 th grade students scored higher than both the system and state. Both extended writing task were comparable to state and system. Areas of concern are minimal.

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	<ul style="list-style-type: none"> • Data will be used 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. • Increase the number of after-school tutoring sessions using a remediation program. • 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 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> • Data teams will be implemented with all grade levels. 6 ½ day PL sessions will be used for data analysis, RTI/Interventions, • DIBELS will be used to progress monitor tier 2 and 3 students. • STAR benchmarks will be given 5 times throughout the year. • Utilize the Write-Score assessment and lesson plans to identify individual student weaknesses and directly teach deficient areas.
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Data will be used 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

		<p>wonders to provide differentiated instruction and support for those students.</p> <ul style="list-style-type: none"> • Increase the number of after-school tutoring sessions using a remediation program. • 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.
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Section 1

Grade: 3				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	28	48	20	3
All Special Ed Students	73	27	0	0
Ethnic Group	28	48	20	3
Female	31	55	14	0
Male	26	43	26	6

Section 2

Complete this chart for all subjects EXCEPT Language Arts:

Domain <small>(list the Domains across the top)</small>	<i>Operations & Algebraic Thinking</i>	Numbers and Operations	Measurement and Data	Geometry	
% of Students in #1: Remediate Learning Stage	72	82	73	53	
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		
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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 at 82% 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"> • Increase the number of after-school tutoring sessions using a remediation program. • Provide more opportunities with hands on math lessons through a science/math lab • Will implement STEM lesson into the instruction to enhance the learning while providing the students the opportunity to explore and discover ideas through problem solving and engagement. • Purchase New math exemplars, Moby Max. • Data teams will be implemented with all grade levels. 6 ½ day 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"> • PL training with 3-5 math instructors (RESA Math Endorsement) • Provide after-school tutoring services for students scoring below 60% on STAR math • Hire a teacher to support the instruction of science/math through a lab experience for the students • PL opportunities in the area of STEM. Staff to attend Georgia STEM Conference. • Data will be used to monitor, group, and differentiate instruction

Section 1

Grade: 4				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students	27	45	25	3
All Special Ed Students	-	-	-	-
Ethnic Group	27	45	25	3
Female	23	57	17	3
Male	31	31	34	3

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Operations and Algebraic Thinking	Numbers and operations base 10	Numbers and operations fractions	Measurement and data	Geometry
% of Students in #1: Remediate Learning Stage	61	78	75	72	43
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 at 78% 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"> • Increase the number of after-school tutoring sessions using a remediation program. • Provide more opportunities with hands on math lessons through a science/math lab • Will implement STEM lesson into the instruction to enhance the learning while providing the students the opportunity to explore and discover ideas through problem solving and engagement. • Purchase New math exemplars, Moby Max. • Data teams will be implemented with all grade levels. 6 ½ day 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"> • PL training with 3-5 math instructors (RESA Math Endorsement) • Provide after-school tutoring services for students scoring below 60% on STAR math • Hire a teacher to support the instruction of science/math through a lab experience for the students • PL opportunities in the area of STEM. Staff to attend Georgia STEM Conference. • Data will be used to monitor, group, and differentiate instruction

Section 1

Grade: 5				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students	41	43	16	0
All Special Ed Students	100	0	0	0
Ethnic Group	41	43	16	0
Female	26	58	16	0
Male	61	24	15	0

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Operations and Algebraic Thinking	Numbers and operations base 10	Numbers and operations fractions	Measurement and data	Geometry
% of Students in #1: Remediate Learning Stage	73	77	73	56	91
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?	Geometry at 91% in level 1 is the greatest area of concern. 77% of our students scored at level 1 on the Numbers and operations section.
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Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> • Increase the number of after-school tutoring sessions using a remediation program. • Provide more opportunities with hands on math lessons through a science/math lab • Will implement STEM lesson into the instruction to enhance the learning while providing the students the opportunity to explore and discover ideas through problem solving and engagement. • Purchase New math exemplars, Moby Max. • Data teams will be implemented with all grade levels. 6 ½ day 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"> • PL training with 3-5 math instructors (RESA Math Endorsement) • Provide after-school tutoring services for students scoring below 60% on STAR math • Hire a teacher to support the instruction of science/math through a lab experience for the students • PL opportunities in the area of STEM. Staff to attend Georgia STEM Conference. • Data will be used to monitor, group, and differentiate instruction

Section 1

Grade: 3				
Subject Area: Science				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	27	53	16	5
All Special Ed Students	47	47	7	0
Ethnic Group	27	53	16	5

Female	41	48	10	0
Male	14	57	20	9

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Earth Science	Physical Science	Life Science		
% of Students in #1: Remediate Learning Stage	83	79	67		
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?	Earth Science at 83% 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 implement STEM lessons into the instruction to enhance the learning and provide students the opportunity to explore and discover ideas through problem solving and engagement

		<ul style="list-style-type: none"> • Provide more opportunities with hands on math lessons through a science/math lab • Will provide Opportunities to apply technology as a tool to enhance/remediate and extend the learning in Science • Implement Science studies weekly into the curriculum
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Will provide PL on STEM lessons and attend the STEM conference • Hire a teacher to support the instruction of science/math through a lab experience for the students • Purchase instructional Technology: Brain pop, Moby Max • Purchase Science Studies Weekly

Section 1

Grade: 4				
Subject Area: Science				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	27	45	20	8
All Special Ed Students	-	-	-	-
Ethnic Group	27	45	20	8
Female	37	49	11	3
Male	14	41	31	14

Complete this chart for all subjects EXCEPT Language Arts:

Domain	Earth Science	Physical Science	Life Science		
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(list the Domains across the top)					
% of Students in #1: Remediate Learning Stage	78	61	59		
Check the Domain areas that are below the system average?	X		X		
Check the Domain areas that are below the state average?	X	X			

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	Earth Science at 78% 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 implement STEM lessons into the instruction to enhance the learning and provide students the opportunity to explore and discover ideas through problem solving and engagement • Provide more opportunities with hands on math lessons through a science/math lab • Will provide Opportunities to apply technology as a tool to enhance/remediate and extend the learning in Science • Implement Science studies weekly into the curriculum
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Will provide PL on STEM lessons and attend the STEM conference • Hire a teacher to support the instruction of science/math through a lab experience for the students

		<ul style="list-style-type: none"> • Purchase instructional Technology: Brain pop, Moby Max • Purchase Science Studies Weekly
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Section 1

Grade: 5				
Subject Area: Science				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	36	39	21	4
All Special Ed Students	92	0	8	0
Ethnic Group	36	39	21	4
Female	23	44	30	2
Male	52	33	9	6

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Earth Science	Physical Science	Life Science		
% of Students in #1: Remediate Learning Stage	66	74	62		
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
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Question 2:	How will the needs of students needing remediation be met?	<ul style="list-style-type: none"> • Teachers will implement STEM lessons into the instruction to enhance the learning and provide students the opportunity to explore and discover ideas through problem solving and engagement • Provide more opportunities with hands on math lessons through a science/math lab • Will provide Opportunities to apply technology as a tool to enhance/remediate and extend the learning in Science • Implement Science studies weekly into the curriculum
Question 3:	How will this information be incorporated into your Implementation Plan?	<ul style="list-style-type: none"> • Will provide PL on STEM lessons and attend the STEM conference • Hire a teacher to support the instruction of science/math through a lab experience for the students • Purchase instructional Technology: Brain pop, Moby Max • Purchase Science Studies Weekly

Section 1

Grade: 3				
Subject Area: Social Studies				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students	28	56	11	5
All Special Ed Students	60	40	0	0
Ethnic Group	28	56	11	5
Female	31	69	0	0
Male	26	46	20	9

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	History	Geography	Government/Civics	Economics	
% of Students in #1: Remediate Learning Stage	83	77	95	78	

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?	Government/Civics at 95% 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"> • Will implement USA studies Weekly activities in the instruction for remediation/enhance and extend the instruction • Will Provide technology integration to remediate/enhance and extend the learning in Social Studies • Teachers will integrate social studies vocabulary through reading standards
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. • Staff will attend the literacy design collaborative

Section 1

Grade: 4				
Subject Area: Social Studies				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students	39	38	20	3

All Special Ed Students	-	-	-	-
Ethnic Group	39	38	20	3
Female	51	37	11	0
Male	24	38	31	7

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	History	Geography	Government/Civics	Economics	
% of Students in #1: Remediate Learning Stage	67	65	71	57	
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?	Government/Civics at 71% 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"> • Will implement USA studies Weekly activities in the instruction for remediation/enhance and extend the instruction • Will Provide technology integration to remediate/enhance and extend the learning in Social Studies • Teachers will integrate social studies vocabulary through reading standards
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. • Staff will attend the literacy design collaborative

Section 1

Grade: 5				
Subject Area: Social Studies				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	34	55	4	7
All Special Ed Students	83	17	0	0
Ethnic Group	34	55	4	7
Female	21	70	5	5
Male	52	36	3	9

Complete this chart for all subjects EXCEPT Language Arts:

Domain <small>(list the Domains across the top)</small>	History	Geography	Government/Civics	Economics	
% of Students in #1: Remediate Learning Stage	92	72	82	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	

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	History at 92% at level 1 is the greatest area of concern
		<ul style="list-style-type: none"> Will implement USA studies Weekly activities in the instruction for

Question 2:	How will the needs of students needing remediation be met?	remediation/enhance and extend the instruction <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
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.• Staff will attend the literacy design collaborative