

Cloud Springs Elementary
Catoosa County Public Schools
School Improvement Plan
2018-2019



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> |
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| #1 | A large percentage of 3rd, 4th, and 5th grade student's Lexile scores, are below grade level or at the minimum on grade level at the end of the year. These students begin the next school year below grade level. |
| #2 | In ELA, our 3rd, 4th, and 5th grade students, scored below the state average for level 3 & 4 learners. Our 4th & 5th grade students scored below the state in ELA for level 2, 3, & 4 learners. (ELA 3rd grade scored 73% level 2, 3, & 4 learners compared to 67% of the state) |
| #3 | In Math, our 3rd, 4th, and 5th grade, were below the state average for level 3 & 4 learners and level 2, 3, & 4 learners. |

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

| Identified Trend/Pattern | |
|--|---|
| A large percentage of 3rd, 4th, and 5th grade student's lexile scores, are below grade level or at the minimum on grade level at the end of the year. These students begin the next school year below grade level. | |
| Root Cause # 1 | Students are entering the next grade level reading significantly below grade level. |
| Root Cause # 2 | Students lack basic reading foundational skills to address grade level standards. |
| Root Cause # 3 | Entering year two using Reading Wonders as our core reading program with fidelity. |
| Root Cause # 4 | Weak multi-tiered process for re-teaching (Tier 2) and extending learning. |
| Root Cause # 5 | Lack of incentives/encouragement to read independently and for pleasure. |
| S.M.A.R.T GOAL | Using the 2019 GA Milestones lexile scores, students in 3 rd , 4 th , & 5 th grade will have a 3% increase in reading on or above grade level as compared to the data from the 2018 GA Milestones lexile scores. |

1.2 Identified Trend/Pattern #1

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|-----------------------|---|
| S.M.A.R.T GOAL | Using the 2019 GA Milestones lexile scores, students in 3 rd , 4 th , & 5 th grade will have a 3% increase in reading on or above grade level as compared to the data from the 2018 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. Continue the implementation of PLC, with a focus on essential standards and common assessments. Teacher teams will collaborate weekly to determine remediation/extension within the core. | Title I, Special Education Funds | a. Aug. 2018 - May 2019 | all staff | Review Data from mid-year benchmarks, STAR, EAsy CBM |
| | | b. Academic coach/admin will monitor and ensure each teacher team is collaborating to teach essentials and administer/analyze CFA's. | | |
| 2. Continue with school wide intervention/extension time. | Title I, District | a. Aug. 2018- 2019 | all staff | Review Data from mid-year benchmarks, STAR, Easy CBM |
| | | b. Academic coach/admin will monitor the data of each intervention/extension group | | |
| 3. Continue to implement core reading program with fidelity, with a focus on essentials and using online platform to aid in identifying remediation/extension. | State | a. Aug. 2018 - May 2019 | all staff | Review progress monitoring data and mid-year benchmarks |
| | | b. Academic coach will continue to provide training and admin will monitor teachers and lesson plans. | | |
| 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. 2018 - May 2019 | all staff | Easy CBM. STAR |
| | | b. Academic coach and admin will monitor to ensure ALL students take benchmarks during testing windows. | | |
| 5. Continue PL on foundations of reading. Bi-monthly PL opportunities offered at CSE by teacher leaders (FUNdamental Forums) | Title I | a. Aug. 2018 - May 2019 | teachers | TKES |
| | | b. Teachers will show proof of attendance. | | |
| 6. AR committee established to develop a plan of school wide implementation to encourage reading stamina and reading for pleasure. | State | a. Aug. 2018 - May 2019 | teachers | Benchmark data, AR reports, school goal reports |
| | | b. Teachers setting AR goals with students. | | |

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

| Economically Disadvantaged | Foster and Homeless |
|---|---|
| Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, | Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, |

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| determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students. | determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students. |
| English Learners | Migrant |
| Translation services offered. Eligible students will receive ESOL instruction daily. ELL teacher will work with students using the LEXIA program and AR. | N/A |
| Race/Ethnicity/Minority | Students with Disabilities |
| Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students. | Strengthen Tier 4 intervention resources. Monitor benchmark data closely to determine intervention adjustments. Special Education teachers will collaborate with regular education teachers weekly and then meet with their team to analyze data and develop a plan of action. When students are not making progress, determine skill vs. will and develop a plan. |

SCHOOL IMPROVEMENT PLAN

2.1 Identified Trend/Pattern #2

| Identified/Trend Pattern | |
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| In ELA, our 3rd, 4th, and 5th grade students, scored below the state average for level 3 & 4 learners. Our 4th & 5th grade students scored below the state in ELA for level 2, 3, & 4 learners. (ELA 3rd grade scored 73% level 2, 3, & 4 learners compared to 67% of the state) | |
| Root Cause # 1 | Teachers are learning how to align Reading core program (Reading Wonders) with essential Reading standards and learning targets. |
| Root Cause # 2 | Lack of consistency in how we teach writing along with grade level expectations. |
| Root Cause # 3 | Lack of exposure to academic vocabulary. |
| Root Cause # 4 | Weak multi-tiered process for re-teaching and extending learning due to lack of data analysis on the student level to diagnose weak areas. |
| Root Cause # 5 | Entering year two using Reading Wonders as our core reading program with fidelity. |
| S.M.A.R.T GOAL | Using the 2019 GA Milestones ELA scores, students in 3 rd , 4 th , & 5 th grade will have a 3% increase in level 2, 3, and 4 learners as well as a 3% increase in level 3 and 4 learners as compared to the data from the 2018 GA Milestones ELA scores. |

2.2 Identified Trend/Pattern #2

S.M.A.R.T GOAL Using the 2019 GA Milestones ELA scores, students in 3rd, 4th, & 5th grade will have a 3% increase in level 2, 3, and 4 learners as well as a 3% increase in level 3 and 4 learners as compared to the data from the 2018 GA Milestones ELA 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. Continue the implementation of PLC, with a focus on essential standards and common assessments. Teacher teams will collaborate weekly to determine remediation/extension within the core. | Title I, Special Education Funds | a. Aug. 2018 - May 2019 | all staff | Review Data from mid-year benchmarks, STAR, Easy CBM |
| | | b. Academic coach/admin will monitor and ensure each teacher team is collaborating to teach essentials and administer/analyze CFA's. | | |
| 2. Continue with school wide intervention/extension time. | Title I, district | a. Aug. 2018- 2019 | all staff | Review Data from mid-year benchmarks, STAR, Easy CBM |
| | | b. Academic coach/admin will monitor the data of each intervention/extension group | | |
| 3. Continue to implement core reading program with fidelity, with a focus on essentials and using online platform to aid in identifying remediation/extension. | State | a. Aug. 2018 - May 2019 | all staff | Review progress monitoring data and mid-year benchmarks |
| | | b. Academic coach will continue to provide training and admin will monitor teachers and lesson plans. | | |
| 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. Teachers will use STAR bullets to drill down to specific student needs. | School district/title I | a. Aug. 2018 - May 2019 | all staff | Easy CBM. STAR |
| | | b. Academic coach and admin will monitor to ensure ALL students take benchmarks during testing windows. | | |
| 5. Continue PL on foundations of reading. Bi-monthly PL opportunities offered at CSE by teacher leaders (FUNdamental Forums) | Title I | a. Aug. 2018 - May 2019 | teachers | TKES |
| | | b. Teachers will show proof of attendance. | | |
| 6. Vertical planning to develop consistency in the writing process and expectations. Identify common organizational strategy to use school wide. Grades 3-5 will use the R.A.C.E strategy. | State | a. Aug. 2018 - May 2019 | teachers | Rubrics, exemplars, lesson plans |
| | | b. Academic coach will facilitate the vertical planning. Admin will monitor implementation during observations and lesson plan documentation. | | |
| 7. All teachers will use Science/SS time to | Title and State | a. Aug. 2018 - May 2019 | teachers | Profile sheets, |

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| <p>incorporate writing. 3 days each week 5th grade teachers will use Coach resources and 2 days they will integrate writing pertaining to the skill being taught. K-4 teachers will use grade level standards to teach Science/SS 3 days and 2 days of writing integration.</p> | | <p>b. Academic coach will provide resource as needed and admin will monitor implementation during observations and lesson plans.</p> | | <p>lesson plans, assessment data</p> |
| <p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p> | | | | |
| <p>Economically Disadvantaged</p> | | <p>Foster and Homeless</p> | | |
| <p>Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students.</p> | | <p>Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students.</p> | | |
| <p>English Learners</p> | | <p>Migrant</p> | | |
| <p>Translation services offered. Eligible students will receive ESOL instruction daily. ELL teacher will work with students using the LEXIA program and AR.</p> | | <p>N/A</p> | | |
| <p>Race/Ethnicity/Minority</p> | | <p>Students with Disabilities</p> | | |
| <p>Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students.</p> | | <p>Strengthen Tier 4 intervention resources. Monitor benchmark data closely to determine intervention adjustments. Special Education teachers will collaborate with regular education teachers weekly and then meet with their team to analyze data and develop a plan of action. When students are not making progress, determine skill vs. will and develop a plan.</p> | | |

SCHOOL IMPROVEMENT PLAN

3.1 Identified Trend/Pattern #3

| Identified Trend/Pattern | |
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| In Math, our 3rd, 4th, and 5th grade students, were below the state average for level 3 & 4 learners and level 2, 3, & 4 learners. | |
| Root Cause # 1 | Weak core math program |
| Root Cause # 2 | Teachers are learning how to align a math core program (My Math) with essential math standards and learning targets. |
| Root Cause # 3 | Lack of consistency in how we teach math along with the grade level expectations. |
| Root Cause # 4 | Weak multi-tiered process for re-teaching and extending learning due to lack of data analysis on the student level to diagnose weak areas. |
| Root Cause # 5 | |
| S.M.A.R.T GOAL | Using the 2019 GA Milestones Math scores, students in 3rd, 4th, & 5th grade will have a 3% increase in level 2, 3, and 4 learners as well as a 3% increase in level 3 and 4 learners as compared to the data from the Spring 2018 GA Milestones Math scores. |

3.2 Identified Trend/Pattern #3

| S.M.A.R.T GOAL | Using the Spring 2019 GA Milestones Math scores, students in 3rd, 4th, & 5th grade will have a 3% increase in level 2, 3, and 4 learners as well as a 3% increase in level 3 and 4 learners as compared to the data from the 2018 GA Milestones Math scores. | | | |
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| <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. Continue the implementation of PLC, with a focus on essential standards and CFA's. Teacher teams will collaborate weekly to determine remediation/extension within the core. | Title I, Special Education Funds | a. Aug. 2018 - May 2019 | all staff | Review Data from mid-year benchmarks, STAR, Easy CBM |
| | | b. Academic coach/admin will monitor and ensure each teacher team is collaborating to teach essentials and administer/analyze CFA's. | | |
| 2. Continue with school wide intervention/extension time. | Title I, District | a. Aug. 2018- 2019 | all staff | Review Data from mid-year benchmarks, STAR, Easy CBM |
| | | b. Academic coach/admin will monitor the data of each intervention/extension group | | |
| 3. Benchmarks will be given 3 times a year to assess the current level of understanding in reading. Progress monitoring will occur in between benchmarks. Teachers will use STAR bullets to drill down to specific student needs. | School District/Title I | a. Aug. 2018 - May 2019 | all staff | Easy CBM. STAR |
| | | b. Academic coach will hold meetings to look at growth and progress. Admin will monitor data. | | |
| 4. Teachers will attend Math Rigor Redefined training. Bi-monthly PL opportunities offered at CSE by teacher leaders (FUNDamental Forums) | Title I | a. Aug. 2018 - May 2019 | teachers | TKES |
| | | b. Teachers show proof they attended | | |
| 5. K and 1st teachers will implement Eureka to facilitate higher level vocabulary and increase the level of rigor. They will identify and use the essential standards within this program. | | a. Aug. 2018 - May 2019 | teachers | Observations, Benchmarks, Easy CBM, STAR |
| | | b. Admin will monitor using observations and lesson plans. | | |
| 6. Strengthen Tier 1 supports and using data from CFA's, implement a Tier 2 support system. | Title I | a. Aug. 2018- 2019 | teacher | Profile sheets, Benchmarks, STAR, Easy CBM |
| | | b. Admin. will monitor using observations and lesson plans. | | |
| 7. ½ time STEAM teacher added to our specials rotations for extension lessons focusing on 21st century skills. | Charter funds | a. Aug. 2018 - 2019 b. Teacher will provide lesson plans to Admin c. Academic coach offer | teacher | Benchmark data, lesson plans |

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| | | support and provide resources | | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | | |
| Economically Disadvantaged | | Foster and Homeless | | |
| Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students. | | Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students. | | |
| English Learners | | Migrant | | |
| Translation services offered. Eligible students will receive ESOL instruction daily. ELL teacher will work with students using the LEXIA program and AR. | | N/A | | |
| Race/Ethnicity/Minority | | Students with Disabilities | | |
| Implement tutoring program that is a balance of academics and social/emotional skills. When students are not making progress, determine skill vs. will and develop a plan. Mentors will be provided. Snack packs will be sent home on Fridays. GA Hope services offered to qualifying students. | | Strengthen Tier 4 intervention resources. Monitor benchmark data closely to determine intervention adjustments. Special Education teachers will collaborate with regular education teachers weekly and then meet with their team to analyze data and develop a plan of action. When students are not making progress, determine skill vs. will and develop a plan. | | |