

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>
#1	We have seen a slight decline in proficiency levels of 3 and 4 in ELA on the GA Milestones.
#2	Math scores continue to show a positive trend, but we would like to see an increased proficiency in math.
#3	

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
We have seen a slight decline in proficiency levels of 3 and 4 in ELA on the GA Milestones.	
Root Cause # 1	Lack of consistent Tier 1 ELA curriculum.
Root Cause # 2	Although class sizes are at a good number now, we experienced larger class sizes in recent years.
Root Cause # 3	We lacked a dedicated intervention time until last year.
Root Cause # 4	Lack of tier 2, 3, and 4 intervention resources in the recent past.
Root Cause # 5	Increased transiency among our student population.

S.M.A.R.T GOAL	We will increase the percentage of students who score in the proficient learner or better categories in ELA by four percentage points on the GA Milestones.
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1.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL	We will increase the percentage of students who score in the proficient learner or better categories in ELA by four percentage points on the GA Milestones.
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
1. Invest in Tier 1 ELA materials for grades 4 and 5	State Money	a. Aug. 2018	Administration	
2. Continue to designate additional time for intervention support	None needed	a. Aug. 2018-May 2019	Administration	
3. Increase technology usage to differentiate instruction	Title I money	a. Aug. 2018- May 2019	Academic Coach	
4. Continue to monitor student lexile levels and reward progress	Local Money	a. Aug. 2018- May 2019	Classroom teachers	
5. Continue to meet in Professional Learning Communities to identify priority standards, create common assessments, examine student work, and implement best practices.	None needed	a. Aug. 2018- May 2019	All staff	

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 Fridays.	Tutoring will be offered to struggling students. Mentors will be provided, as needed. Snack Packs will be sent home on Fridays.
English Learners	Migrant
Translation services will be offered. Eligible students will receive ESOL instruction daily.	NA
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 Fridays.	Strengthen Tier 4 intervention resources

SCHOOL IMPROVEMENT PLAN

2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
Math scores show a positive trend, but we would like to see an increased proficiency in math.	
Root Cause # 1	As our ELA scores have declined, our students' ability to read word problems have been negatively affected.
Root Cause # 2	Students are entering kindergarten with fewer foundational math skills.

Root Cause # 3	As our socio-economic make-up has decreased, family support is limited due to their own math weaknesses. Parents are just not able to assist their child with homework.
Root Cause # 4	Students seem to lack the attention to focus on memorizing basic math facts.
Root Cause # 5	
S.M.A.R.T GOAL	We will increase the percentage of students who score in the proficient learner or better categories in Math by two percentage points on the GA Milestones.

2.2 Identified Trend/Pattern #2

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

We will increase the percentage of students who score in the developing learner or better categories in Math by two percentage points on the GA Milestones.

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. Plan instruction based on benchmark data and use that data to prescribe lessons in IXL Math.	None Needed	a. August 2018-May 2019	Classroom teachers	
		b.		
2. Provide research based interventions based on benchmark data and progress monitoring.	State and Local Money	a. August 2018-May 2019	Classroom teachers, interventionist, and academic coach	
		b.		
3. Continue using Symphony Math online to provide students extensive opportunities to develop a deeper understanding of numbers and operations and multistep problems.	State and Local Money	a. August 2018-May 2019	Academic coach and teachers	
		b.		
4. Meet in Professional Learning Communities to identify priority standards, create common assessments, examine student work, and implement best practices.	None Needed	a. August 2018-May 2019	All staff	
		b.		
		a.		
		b.		

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

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