Catoosa County Public Schools
School Improvement Plan
2018-2019

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, <u>if improved, could have a positive impact on student achievement.</u> These will drive the Goals and Action Steps of the Improvement Plan.

	Identify and Summarize the major (priority) trends and patterns observed by your School Improvement Team when analyzing the Profile data.
#1	**There has been a steady decline in attendance K-2 for the past three years according to local and state data.**
#2	**Georgia Milestones ELA/Reading scores of our feeder school were deficient. Only 38% were proficient or above. This directly affects our CCRPI score and public perception of the ability of Ringgold Primary School.**
#3	**While our school climate has increased some, we feel that it is still an area of concern. This affects our CCRPI results, along with communication, parental participation, and student learning. We are also concerned with the high rate of teacher absences.**
#4	

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
Steady decline in attendance over the last three years.	
Root Cause # 1	Lack of interest of parents to make sure students are at school every day.
Root Cause # 2	Illnesses of students due to exposure and/or poor immunity (ages are 8 and under)
Root Cause # 3	Little to no accountability of parents to ensure students are at school.
Root Cause # 4	
Root Cause # 5	

S.M.A.R.T GOAL	**Percentage of students in K-2 missing 6 days or more will decrease by 3% by May 24, 2018.**

1.2 Identified Trend/Pattern #1				

S.M.A.R.T GOAL	Percent of students in K-2 missing 6 days or more will decrease by 3% by May 24, 2018.

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 b. Method for Monitoring	Position/Role Responsible	Mid-Year Monitoring
1.Continue to utilize attendance counselor to monitor attendance, contact parents, and implement rewards system for good attendance.	Title I – pending Title I approval	a.9-1-18 b. Infinite Campus report, assessment data	Principal Assistant Principal PBIS Team	Infinite Campus report Mid-Year benchmark assessment
2.Continue to create and implement a school-wide incentive program for good attendance. Recognize perfect attendance.	School funds, PTO, Business Partners	a.9/1/18 B .Infinite Campus report	Principal Assistant Principal PBIS Team Attendance Counselor	Infinite Campus Report
3.Students and staff will be publicly recognized each month for perfect attendance—news, newsletter, certificates…Every 9 weeks, those with perfect attendance will be recognized in an assembly with parents invited.	School funds, PTO, Business Partners	a.9/1/18 B .Infinite Campus Report Copies of artifacts	Leadership Team Attendance Counselor	Infinite Campus Report
4.How Will Parents Be More Involved? Addressing attendance at Orientation Night, Have more programs with students participating, epic showcases	N/A	a.9/1/18 b. Sign In Sheets, Infinite Campus report	Administration Leadership Team Attendance Counselor	Infinite Campus Report
5.		a. b.		
6.		a. b.		

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Bus transportation and breakfast is available at little to no cost to these students. Attendance counselor will contact the family if there are more than 2 tardies in a week to discuss options. These parents will be put in contact with the school counselor and/or social worker as needed.	Bus transportation or vouchers are provided to all McKinney Vento students. Counseling will be utilized as needed.
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**
Students will be encouraged to be present for school every day.	To prevent the spread of germs, surfaces will be disinfected in areas with medically fragile students or student with low immunity.

2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
Georgia Milestones ELA/Reading scores of our feeder school were deficient. Only 38% were proficient or above. This directly affects our CCRPI score and public perception of the ability of Ringgold Primary School students.	
Root Cause # 1	Fidelity with interventions
Root Cause # 2	Little to no communication with stakeholders regarding Reading/ELA instruction.
Root Cause # 3	Lack of personnel to help with interventions and progress monitoring.
Root Cause # 4	Little vertical alignment between grade levels as well as schools.
Root Cause # 5	

S.M.A.R.T GOAL	Reading benchmark scores at or above grade level will increase by 20% between the fall and spring tests in order to better prepare student for 3rd grade.

2.2 Identified Trend/Pattern #2				
S.M.A.R.T GOAL	Math benchmark scores at or above grade level will increase by 20% between fall and spring test in order to better prepare students for 3rd grade.			
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 / b. Method for Monitoring	Position/Role Responsible	Mid-Year Monitoring
1.Continue our common planning time daily for each grade level in which at least one day is devoted to evaluating assessment data	N/A	a. 9-1-18 b. schedules, agendas, sign-in sheets	Leadership Team	Schedules, agendas, sign in sheets
2. Continue vertical planning at least once a year between all grade levels including RES grade 3 to review data and needs	N/A	a. 9/1/18 b. agendas, sign in sheets	Academic Coach	Benchmarks, agendas, sign in sheets
3. Follow the updated CCPS RTI/SST process using the same interventions across grade levels: Lexia, Reading Works, Max Scholar, Easy CBM depending on the tier of the student	School and District Funds	a. 9/1/18 b. Benchmarks, progress monitoring and at risk master list	Academic Coach	Benchmarks, progress monitoring and at risk master list
4.Continue to use a daily separate intervention (WIN) time for all levels	N/A	a. 9/1/18 b. copy of schedule and at-risk master list	Leadership Team	Copy of schedule and updated at-risk master list
5. PLC Meetings where unit plans are developed for essentials ELA standards	State Funds	a. 9/1/18 b. Common formative assessment samples and at-risk master list	Principal Teachers	Common formative assessment samples and at-risk master list
6.		a. b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**
	Max Scholar and/or Lexia for Tier 4 student interventions

SCHOOL IMPROVEMENT PLAN

3.1 Identified Trend/Pattern #3

Identified Trend/Pattern	
Georgia Milestones Math scores of our feeder school were deficient. Only 53% were proficient or above. This directly affects our CCRPI score and public perception of the ability of Ringgold Primary.	
Root Cause # 1	Little vertical alignment between grade levels as well as schools
Root Cause # 2	Fidelity in interventions

Root Cause # 3	Fidelity in curriculum
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	**Math benchmark scores at or above grade level will increase by 20% between fall and spring tests in order to better prepare students for 3rd grade.**

3.2 Identified Trend/Pattern #3

S.M.A.R.T GOAL	Math benchmark scores at or above grade level will increase by 20% between fall and spring tests in order to better prepare students for 3rd grade.

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 b. Method for Monitoring	Position/Role Responsible	Mid-Year Monitoring
1.Continue to utilize a common planning time daily for each grade level in which at least one day is devoted to evaluating assessment data.	N/A	a.9/1/18 b.schedules, agendas, sign in sheets	Leadership Team Academic Coach	Schedules, agendas, sign in sheets
2.Devote one day per week in each grade to develop common formative assessments	N/A	a.9/1/18 b.schedules, agendas, sign in sheets	Leadership Team Academic Coach	Schedules, agendas, sign in sheets
3.Continue to use updated CCPS RTI/SST process using the same interventions across grade levels	School and District Funds	a.9/1/18 b.Benchmarks, progress monitoring, and at risk master list	Academic Coach Teachers	Benchmarks, progress monitoring, and at risk master list
4.PLC's will meet regularly to plan units for essential standards in Math	N/A	a.9/1/18 b.Common formative assessment samples and at risk master list	Principals Academic Coach Teachers	Common formative assessment samples and at risk master list
5.		a. b.		
6.		a. b.		

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

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities
	Max Scholar and/or Lexia for tier 4 student interventions

4.1 Identified Trend/Pattern #4

Identified Trend/Pattern	
Root Cause # 1	
Root Cause # 2	
Root Cause # 3	
Root Cause # 4	
Root Cause # 5	

S.M.A.R.T GOAL	

4.2 Identified Trend/Pattern #4				
S.M.A.R.T GOAL				

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 b. Method for Monitoring	Position/Role Responsible	Mid-Year Monitoring
1.		a. b.		
2.		a. b.		
3.		a. b.		
4.		a. b.		
5.		a. b.		
6.		a. b.		

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**