

TITLE 1 SCHOOLWIDE IMPROVEMENT PLAN ADDENDUM		
School Name: Woodstation Elementary		District Name: Catoosa County
Principal Name: Ernie Ellis		School Year: 2018-2019
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Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:		

Catoosa County Public School
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1. What evidenced based practices are in place to ensure the increasing quality of the district and school staff's knowledge and skills?

Response:

- *Use of math frameworks.*
- *Scheduling of staff for greatest instructional benefit.*
- *Mentors.*
- *Common Workshop Time to be used for response to interventions and flexible small group instruction.*
- *On-going Professional Learning and tutoring in RTI and co-teaching models*
- *Workshop Model. This model of instruction is based on the research from the National Center on Economics and the Economy (NCEE) and the University of Pittsburg. The model incorporates the development of conceptual understandings in math, the CCGPS Math Process Standards, the use of feedback to students and parents, and analysis of student work, particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard.*
- *Classroom instruction that reflects a balance of skills, conceptual understanding and problem solving*
- *Performance tasks that provide students opportunity to discover new mathematical knowledge through problem-solving*
- *Opportunities for students to converse, discuss and debate using mathematical vocabulary*
- *Opportunities for students to represent mathematical solutions in multiple ways (tables, charts, graphs, pictures, symbols, and words)*
- *Opportunities for students to connect mathematical ideas to other content areas*
- *Opportunities for students to demonstrate their knowledge of abstract relationships using symbols, pictures, manipulatives and explanations.*

Engage NY Math Curriculum

Reading Wonders- Reading Program

IXL in Math and ELA

PBIS- Positive Behavior Interventions and Supports- Horner, R., Sugai, G., Stokowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. Journal of Positive Behavior Interventions.

Van de Walle, John A. 2000. Elementary and Middle School Mathematics: Teaching Developmentally. 4th ed. New York: Longman.

Van de Walle & Lovin. 2006. Teaching Student-Centered Mathematics. New York: Pearson

Burns, Marilyn. 2000. About Teaching Mathematics. 2nd ed. California, Math Solutions Publications.

Parrish, Sherry. 2010. Number Talks. California, Math Solutions Publications.

Gottlieb & Slavit. 2013. Academic Language in Diverse Classrooms: mathematics, grades 3-5, Corwin Publications.

Burton & Kappenberg. 2013. Mathematics, the Common Core, & RTI: an Integrated approach to teaching in today's classrooms. Corwin Publications.

2. What processes are in place to ensure that effective collaboration is occurring in your school to advance student achievement?

Response:

Teachers have two collaborative planning times each week. The first focuses on planning and pacing instruction and the second focuses on identifying and problem-solving for at-risk students. All grade-level teams meet weekly to discuss each at-risk learner and to identify the instructional practices that provide the best results. Woodstation Elementary also has an academic coach for professional development in the school by modeling effective practices in all classrooms, debriefing with teachers, and initiating deeper conversations with students and staff about learning. Teachers and administrators participate in walkthrough observations in all classrooms to continue learning and to improve instruction. Having a common planning time in grade levels that allow teachers time to collaborate.

Using half-day scheduled planning days every four and a half weeks to provide staff planning time to write and assesses common formative assessments and to collaborate on student data.

The professional learning community (PLC) model gives schools a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning. The school has to have a solid, shared mission, vision, values, and goals; collaborative teams that work interdependently to achieve common goals; and a focus on results as evidenced by a commitment to continuous improvement.” Schools doing this work have clarity of purpose and a collaborative culture, are able to turn collective inquiry into a best practice and examine current reality, and are action oriented and committed to continuous improvement, and have a strong principal who empowers teachers to be leaders. At Woodstation Elementary, a PLC school, teachers work together by writing common assessments, planning curriculum, and sharing teaching duties. Teachers often refer to students as “our” students instead of “my” students, reinforcing the collective atmosphere. Teachers work together to identify at-risk students and teams’ problem-solve to intervene for each student.

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3. What professional learning will be provided for the teachers in the content, pedagogy, supports, and interventions, and leadership?

Response:

- *Using the PLC(Professional Learning Communities) process and giving opportunities for teachers and staff to attend RTI and PLC conferences as funds allow.*

- *We will include teachers, principals, and paraprofessional's pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.*
- *Each year we provide in house professional development in Reading, Math, ELA and Writing according to the Georgia Milestones data.*
- *Thinking Maps implementation and refinement.*
- *Training to address ELA Core standards and to develop units addressing the rigor.*
- *School-wide Training and implementation of Engage NY Math curriculum.*
- *Train staff in content knowledge with a focus on Number Base Ten, Number Fractions, Geometry and Operations and Algebraic Thinking.*
- *Use writing in Math to address critical thinking.*
- *Attending RESA math cohorts and math rigor re-defined classes.*
- *We have included teachers in professional development activities regarding the use of academic assessments, such as, Engage NY, STAR Reading and Math, and Star Early Literacy benchmark assessments, EasyCBM assessments to enable them to provide information on, and improve the achievement of individual students.*
- *Academic Coach will model Math Workshop and all grade levels will participate in "Lesson Modeling" with the coach to support their implementation of Math Workshop*
- *Academic Coach will meet with grade levels to facilitate the use of Depth of Knowledge (DOKs) in developing classroom instruction and assessments.*
- *The Parent Involvement Coordinator in cooperation with school administration, Academic Coach and classroom teachers will provide FAST Nights(Families And Schools Together) where take home ELA and Math Activities for parents that support parents in knowing how to support their child at home with Reading, Writing and Mathematics, particularly numbers and operations and math vocabulary.*

4. What processes are in place to ensure the support of families and communities feel welcomed at your school?

Response:

Woodstation staff will work together to sponsor 2 FAST group meetings and 1-2 FAST individual meetings throughout the school year with a focus on grade-level foundational skills to be determined by the academic coach and teachers.

The Parent Involvement Coordinator along with Woodstation teachers will help facilitate a strong home-school partnership by building a Family-School Compact that includes input from teachers, parents, and students and will serve as a signed commitment to working together to gain greater student achievement.

Opportunities parents will have available:

- (a) flexible dates/times for parent involvement activities*
- (b) providing child care for parent involvement activities,*
- (c) providing parents with information about community resources such as family literacy services and English classes offered through The Learning Center of Catoosa County*
- (d) provide assistance to parents in understanding the state's academic content standards and assessments,*
- (e) show parents how to monitor their child's learning and assist their child at home with learning, specifically how to help their child with numbers and operations, and show parents how to help their child understand feedback given*
- (f) ensure that notices of parent activities are sent in a timely manner through email, text, website, or newsletter.*

Parents will have an opportunity to actively participate in the decision making process at school by completing parent surveys, giving input about the Parent and Family Engagement policy, budget, program, and by participating in Parent Advisory Council (PAC) meetings.

Title 1 Funds

Please check the activities that the school may include in its detailed program budgets for Title 1.

Curriculum for additional interventions	✓
Professional development to teach curriculum with fidelity	✓
Supplemental curriculum	✓
Multi-Tiered System of Supports (MTSS)	✓
Progress monitoring	✓
Mid-year review process with each school	✓
Online programs	✓
Blended learning	✓
Data and evaluation team	✓
Early warning systems	✓
College and career readiness preparation	✓
Preschool	✓
Full-day kindergarten	✓
Instructional materials	✓
Positive Behavioral Intervention and Supports (PBIS)	✓
Extended Instructional time during the school year	✓
Instructional interventionist	✓
Behavior specialist	✓
Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	✓
Instructional coaches	✓
Supplemental tutoring	✓
Preschool supports	✓
Technology	✓
Summer school	☐
Job-embedded professional learning	✓
Dual-concurrent enrollment programs/courses	☐
Efforts to reduce discipline practices that remove students from the classroom	✓
Career and technical education programs	✓

Credit recovery and acceleration	<input checked="" type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Supportive Learning Environment (Choose all that apply.)

Creating a culture of high expectations	<input checked="" type="checkbox"/>
School improvement (restructuring, reform, transformation, planning & design)	<input checked="" type="checkbox"/>
Bullying Prevention	<input checked="" type="checkbox"/>
Home school liaison	<input checked="" type="checkbox"/>
Home visit programs	<input checked="" type="checkbox"/>
Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<input checked="" type="checkbox"/>
Parent, family, and community engagement	<input checked="" type="checkbox"/>
Family surveys	<input checked="" type="checkbox"/>
Restorative justice programs	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/>
Building Parent Capacity	<input checked="" type="checkbox"/>
Building School Staff Capacity	<input checked="" type="checkbox"/>
Continuous communication and meaning consultation with parents and family members	<input checked="" type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Family and Community Engagement (Choose all that apply.)

Non-academic support (socioeconomic/emotional/cultural)	<input checked="" type="checkbox"/>
Dropout prevention and student re-engagement	<input checked="" type="checkbox"/>
Engaging parents/families (may include materials in a language families can understand, interpreters, and translators)	<input checked="" type="checkbox"/>
Family literacy	<input checked="" type="checkbox"/>
College and career awareness preparation	<input checked="" type="checkbox"/>
Positive Behavioral Interventions and Supports (PBIS)	<input checked="" type="checkbox"/>
Services to facilitate transition from preschool	<input checked="" type="checkbox"/>
Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/>
Classes for parents and families (e.g., ELS, GED, citizenship, parenting, etc.)	<input checked="" type="checkbox"/>
Internet safety	<input checked="" type="checkbox"/>
Community liaison	<input checked="" type="checkbox"/>
Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/>
Welcome center/community school centers	<input checked="" type="checkbox"/>
Child care for parent engagement events	<input checked="" type="checkbox"/>
Back-to-school kick-off	<input checked="" type="checkbox"/>

PD for family engagement liaisons	✓
Homeless liaison	✓
Efforts to reduce discipline practices that remove students from the classroom	✓
Career and technical education (CTE) programs	✓
Academic Parent-Teacher Teams (APTT)	✓
Other: (describe)	<input type="checkbox"/>

Professional capacity (Choose all that apply.)

Differentiated, job-embedded professional learning opportunities	✓
Provided by school or district staff	✓
Recruit and retain effective educators	✓
Teacher advancement initiatives	✓
Improvement of teacher induction program(s)	✓
Conference attendance (registration, travel, etc.)	✓
Curriculum specialists	✓
Improvement of teacher or other school leader induction program(s)	✓
Preparing and supporting experienced teachers to serve as mentors	✓
Preparing and supporting experienced principals to serve as mentors	✓
Other: (describe)	<input type="checkbox"/>

Effective Leadership (Choose all that apply.)

Leadership Development	✓
Improvement Planning Development	✓
Safety and Security Training	✓
Training for monitoring and evaluating interventions	✓
Other: (describe)	<input type="checkbox"/>

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Title 1 Schoolwide/School Improvement Plan

Each of the items listed below are required for the completion if the CCPS Title 1 Schoolwide plan.

- _____ 1. Front cover signature page
- _____ 2. Planning committee meeting signature page
- _____ 3. Professional Learning Documentation Question
- _____ 4. Plan for assisting students from Pre-school, Elementary
Middle school, and High School
- _____ 5. Title 1 Funds check list sheet
- _____ 6. Schedule showing an intervention time is provided for
students.
- _____ 7. School Profile

- _____ 8. School Improvement Plan

SIGNATURE

DATE

Data used for School Comprehensive Needs Assessment may include the following: Georgia Milestones, STAR Reading & Math, easyCBM, Symphony Math, Reading Plus, Ascend, Common Formative Assessments, Lexia, Parent Surveys, Climate surveys, and CCRPI.