

**Catoosa County Public Schools
School Improvement Plan
2017-2018**



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	In Reading, student performance is not showing consistent growth and has declined below the state and system average.
#2	In Math, student performance is not showing consistent growth on STAR assessment and Georgia Milestone Assessment and scores are below the system and state average.
#3	In 2016-2017 we had a large number of students scoring in level 2 3rd grade- ELA 32% and Math 29% 4th grade- ELA 41% and Math 43% 5th grade- ELA 40% and Math 52% on the GMS assessment test
#4	In Kindergarten through second grade, there is a trend in the number of students in red and yellow not showing adequate growth on the STAR end of the year assessment.

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
Root Cause # 1	New roll out of Reading Program (Reading Wonders and Wonder Works) first year.
Root Cause # 2	More whole group instruction and less small group time.
Root Cause # 3	Gap in basic reading skills and inadequate schedule for intervention time.
Root Cause # 4	Lack of motivation (Love of Reading).
Root Cause # 5	New teachers in grade levels.
S.M.A.R.T GOAL	In kindergarten and 1st grade, Woodstation students will show growth on EasyCBM in reading. Grades 2 and 3 will show 30% (adequate growth) on STAR Reading. Grades 4 and 5 will show 3% growth on Georgia Milestones. Growth targets identified by May 2018.

1.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL

In kindergarten and 1st grade, Woodstation students will show growth on EasyCBM in reading. Grades 2 and 3 will show 30% (adequate growth) on STAR Reading. Grades 4 and 5 will show 3% growth on Georgia Milestones. Growth targets identified by May 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	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
Continue teacher professional development on Reading Wonders curriculum, teachers will attend district reading cohorts for the 5 components.	District	a. 2017-2018 school year	Teacher	Yes at benchmarks and GMS test
		b. STAR benchmark, formative assessments		
Teacher will meet with small groups daily during core reading time.		a. Reading intervention time		
		b. STAR benchmark, formative assessments		
Scheduled intervention time.		a. Lexia and reading intervention time		
		b. Easy CBM, Lexile levels, STAR benchmark, formative assessment		
Starting new 2nd -5th book clubs with incentives for completing reading.		a. Lexia		
		b. Easy CBM, Lexia levels, STAR benchmark		
Making sure all teachers in the building have access to all training and professional development.		a. 2017-2018 school year b. Professional Development, PLC meetings and Training	TKES Evaluation	TKES monitoring
In the PLC process we will develop and use common formative assessments. We will use student notebooks to share data results and growth with all stakeholders during the school year and during conference weeks.	School funds/ District	a. 2017-2018 school year b. Leadership, Grade level and PLC meetings.	TKES Evaluation	TKES- Elliot evaluation Tool

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
After-school tutoring will have access to instructional technology.	
English Learners	Migrant
The Parent Involvement Coordinator will translate important school documents, including those related to academics.	
Race/Ethnicity/Minority	Students with Disabilities
After-school tutoring will have access to instructional technology.	IEP and 504 plans will be fully implemented

SCHOOL IMPROVEMENT PLAN

2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
Root Cause # 1	Focus on lower level math (facts, etc.)
Root Cause # 2	Lack of focus on problem solving and higher order thinking skills.

Root Cause # 3	Lack of focus on patterns in math connections.
Root Cause # 4	No true math intervention/reteach time.
Root Cause # 5	Time to complete all math units
S.M.A.R.T GOAL	By May 2018 all students will show growth of 30% in their STAR Math Assessment for grades 1st to 5th grade and using EasyCBM in Kindergarten.

2.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL	By May 2018 all students will show growth of 30% in their STAR Math Assessment for grades 1st to 5th grade and using EasyCBM in Kindergarten.
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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. Using the scope and sequence to use our timelines and stay on track.	District	a.2017-2018 school year	Teacher	Yes, at benchmarks and GMS test
		b. STAR benchmark, formative assessments		

2. Focusing on asking higher order thinking questions and writing during math.		a. Math intervention time		
		b. STAR benchmark, formative assessments		
3. Teachers going to Rigor Redefined training cohort.		a. Symphony Math and Math intervention time		
		b. Easy CBM, Lexile levels, STAR benchmark, formative assessment		
4. Scheduled math intervention time built into master schedule.		a. Math intervention time		
		b. Easy CBM, STAR benchmark		
5. In the PLC process we will develop and use common formative assessments. We will use student notebooks to share data results and growth with all stakeholders during the school year and during conference weeks.	District and School Funds	2017-2018 school year Leadership, Grade level and faculty meetings.	TKES evaluation and PLC time	TKES Elliot evaluation tool

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

Economically Disadvantaged	Foster and Homeless
After-school tutoring will have access to instructional technology.	
English Learners	Migrant
The Parent Involvement Coordinator will translate important school documents, including those related to academics.	
Race/Ethnicity/Minority	Students with Disabilities
After-school tutoring will have access to instructional technology.	IEP and 504 plans will be fully implemented

SCHOOL IMPROVEMENT PLAN

3.1 Identified Trend/Pattern #3

Identified Trend/Pattern	
Root Cause # 1	Large number of students scoring (1) Beginning Learner, and (2) Developing Learner on past GMS assessments.
Root Cause # 2	Time to teach core curriculum.
Root Cause # 3	Motivating students to learn and go to the next level.
Root Cause # 4	Teachers teaching higher order skills and projects that challenge all students.
Root Cause # 5	Teachers need to collaborate, analyze data, and remediate more. Teachers need more effective training in collaboration, analyzing data, and remediation techniques.
	Increase by 3% the number of students scoring at Proficient Learner level 3 or Distinguished Learner level 4 on the Georgia

S.M.A.R.T GOAL	Milestones Assessment in 4th and 5th grades by May 2018.
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3.2 Identified Trend/Pattern #3				
S.M.A.R.T GOAL	Increase by 3% the number of students scoring at Proficient Learner level 3 or Distinguished Learner level 4 on the Georgia Milestones Assessment in 4th and 5th grades by May 2018.			
<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. Schedule that allows appropriate time for core subjects.	District	a. 2017-2018 school year	Teacher	Yes, at benchmarks and GMS test
		b. Advanced content class in grades 1st - 5th, STAR benchmark, formative assessments		
2. Develop and strengthen PLC's weekly		a. Additional of Reading and Math intervention time		
		b. STAR benchmark, formative assessments		
3. Students will keep track of their data and set goals for themselves.		a. Additional of Reading and Math intervention time		
		b. Easy CBM, Symphony Math, STAR benchmark, formative assessment		
4. Teachers will participate in professional development on asking higher order thinking questions.		a. Max Scholar, Symphony Math, Lexia		
		b. Easy CBM, STAR benchmark		
5. In the PLC process we will develop and use common formative assessments. We will use student notebooks to share data results		a. 2017-2018 school year b. Leadership, Grade level and faculty meetings.		TKES ELOTT- evaluation tool

and growth with all stakeholders during the school year and during conference weeks.				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
After-school tutoring will have access to instructional technology.				
English Learners		Migrant		
The Parent Involvement Coordinator will translate important school documents, including those related to academics.				
Race/Ethnicity/Minority		Students with Disabilities		
After-school tutoring will have access to instructional technology.		IEP and 504 plans will be fully implemented		

SCHOOL IMPROVEMENT PLAN

4.1 Identified Trend/Pattern #4

Identified Trend/Pattern	
Root Cause # 1	Needing additional personnel to facilitate small group instruction.
Root Cause # 2	Students lack of phonics skills.

Root Cause # 3	Student lower guided reading levels.
Root Cause # 4	Student lower sight word recognition.
Root Cause # 5	A number of students starting school without school readiness skills. (Pre-K attendance)
S.M.A.R.T GOAL	In grades K-1, Woodstation students will show growth on EasyCBM in reading, grade 2 will show 30% growth on STAR reading. Kindergarten will show growth on EasyCBM in math and first and second grades will show 30% growth on STAR math, and reach growth targets identified by May 2018.

4.2 Identified Trend/Pattern #4

S.M.A.R.T GOAL	In grades K-1, Woodstation students will show growth on EasyCBM in reading, grade 2 will show 30% growth on STAR reading. Kindergarten will show growth on EasyCBM in math and first and second grades will show 30% growth on STAR math, and reach growth targets identified by May 2018.
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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. Add additional parapro in 1st grade classroom.	District and school funds	a. Progress Monitoring and benchmarks	Teacher	Benchmark and progress monitoring
		b. EasyCBM		

2. Reading Wonders continued professional development.		a. 2017-2018 school year	Teacher Administrator Academic Coach	Benchmark and progress monitoring
		b. PLC and PD agenda and sign in sheets		
3. Weekly PLC's on essential standards.		a. 2017-2018 school year	PLC Teams	
		b. PLC agenda and sign in sheets		
4. Intervention time for reteaching core instruction.		a. 2017-2018 school year	Administration	
		b. Class Schedules		
5. Scheduled time for core instruction.		a. 2017-2018 school year	Administration	
		b. Class Schedules		
6. K-2 Math rigor redefined cohort.		a. 2017-2018 school year	Teacher Administration	
		b. Lesson plans and redelivery		

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

Economically Disadvantaged	Foster and Homeless
After-school tutoring will have access to instructional technology.	
English Learners	Migrant
The Parent Involvement Coordinator will translate important school documents, including those related to academics.	
Race/Ethnicity/Minority	Students with Disabilities
After-school tutoring will have access to instructional technology.	IEP and 504 plans will be fully implemented