

TITLE 1 SCHOOLWIDE IMPROVEMENT PLAN ADDENDUM		
School Name: Woodstation Elementary		District Name: Catoosa County
Principal Name: Ernie Ellis		School Year: 2019-2020
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Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:		

Catoosa County Public School
Title 1 Schoolwide/School Improvement Plan 2019-2020

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 Pittsburgh. The model incorporates the development of conceptual understanding 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 standards are :*
- *Classroom instruction that reflects a balance of skills, conceptual understanding and problem solving*
- *Performance tasks that provide students opportunities 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

Math in Practice

Dreambox

I-ready

Reading Wonders- Reading Program

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 twice weekly to discuss each at-risk learner and to identify the instructional practices that provide the best results. South Elementary also has four literacy coaches who embed professional development into 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 which allow teachers time to collaborate.

Using scheduled planning days every four weeks to provide staff planning time to write and assesses common formative assessments and 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.

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 CRCT data.*
- *Thinking Maps implementation and refinement.*
- *Training to address ELA Common Core standards and to develop units addressing the rigor.*
- *Continued training in Lucy Calkins Writing Workshop.*
- *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 OAS Benchmark, Engage NY, STAR Reading and Math, and benchmark assessments to enable them to provide information on, and improve the achievement of individual students.*
- *Teachers and paraprofessionals will take part in the Formative Instructional Practices (FIP) trainings designed to guide participants through learning how to give instructional feedback and analyze student work.*
- *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(Family and School Team) where parents will review assessment data and learn grade level academic expectations. Teachers will model skill based practice activities. The goal of this program is helping parents support learning in Reading and Mathematics.*

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

Response:

The Parent Involvement Coordinator and Woodstation staff will work together to sponsor 2 Family and School Team (FAST) group meetings and 1-2 FAST individual parent-teacher conferences throughout the school year with a focus on grade-level foundational skills and building relationships with families.

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

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. Input is acted on appropriately to meet the needs of families.

Woodstation has a thriving volunteer program. Parents and family members are encouraged to come to school and participate in volunteer activities that help support student learning.

Title 1 Funds

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

Curriculum for additional interventions	<input type="radio"/>
Professional development to teach curriculum with fidelity	<input type="checkbox"/>
Supplemental curriculum	<input type="checkbox"/>
Multi-Tiered System of Supports (MTSS)	<input type="checkbox"/>
Progress monitoring	<input type="checkbox"/>
Mid-year review process with each school	<input type="checkbox"/>
Online programs	<input type="checkbox"/>
Blended learning	<input type="checkbox"/>
Data and evaluation team	<input type="checkbox"/>
Early warning systems	<input type="checkbox"/>
College and career readiness preparation	<input type="checkbox"/>
Preschool	<input type="checkbox"/>

Full-day kindergarten	<input type="checkbox"/>
Instructional materials	<input type="checkbox"/>
Positive Behavioral Intervention and Supports (PBIS)	<input checked="" type="checkbox"/>
Extended Instructional time during the school year	<input type="checkbox"/>
Instructional interventionist	<input type="checkbox"/>
Behavior specialist	<input type="checkbox"/>
Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input type="checkbox"/>
Instructional coaches	<input checked="" type="checkbox"/>
Supplemental tutoring	<input type="checkbox"/>
Preschool supports	<input type="checkbox"/>
Technology	<input type="checkbox"/>
Summer school	<input type="checkbox"/>
Job-embedded professional learning	<input type="checkbox"/>
Dual-concurrent enrollment programs/courses	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/>
Career and technical education programs	<input type="checkbox"/>
Credit recovery and acceleration	<input 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 type="checkbox"/>
Bullying Prevention	<input type="checkbox"/>
Home school liaison	<input type="checkbox"/>
Home visit programs	<input type="checkbox"/>
Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<input type="checkbox"/>
Parent, family, and community engagement	<input checked="" type="checkbox"/>
Family surveys	<input type="checkbox"/>
Restorative justice programs	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/>
Building Parent Capacity	<input checked="" type="checkbox"/>
Building School Staff Capacity	<input 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 type="checkbox"/>
Dropout prevention and student re-engagement	<input type="checkbox"/>
Engaging parents/families (may include materials in a language families can understand, interpreters, and translators)	<input type="checkbox"/>
Family literacy	<input type="checkbox"/>
College and career awareness preparation	<input type="checkbox"/>
Positive Behavioral Interventions and Supports (PBIS)	<input checked="" type="checkbox"/>
Services to facilitate transition from preschool	<input type="checkbox"/>
Support for children and youth experiencing homelessness	<input type="checkbox"/>
Classes for parents and families (e.g., ELS, GED, citizenship, parenting, etc.)	<input type="checkbox"/>
Internet safety	<input type="checkbox"/>
Community liaison	<input checked="" type="checkbox"/>
Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/>
Welcome center/community school centers	<input type="checkbox"/>
Child care for parent engagement events	<input type="checkbox"/>
Back-to-school kick-off	<input type="checkbox"/>
PD for family engagement liaisons	<input type="checkbox"/>
Homeless liaison	<input type="checkbox"/>
Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/>
Career and technical education (CTE) programs	<input type="checkbox"/>
Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/>
Other: (describe)	<input type="checkbox"/>

Professional capacity (Choose all that apply.)

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

Effective Leadership (Choose all that apply.)

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

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Each of the items listed below are required for the completion of 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 Preschool, 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

Ernie Ellis
SIGNATURE

11-19-19
DATE

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