

Catoosa County Public Schools School Improvement Plan 2019-2020



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
#2	In Reading
#3	In Math
#4	In Math

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1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
We have seen an increase in proficiency levels of 3 and 4 in ELA on the GA Milestones.	
Root Cause # 1	Consistent tier 1 instruction using Reading Wonders.
Root Cause # 2	Daily small group reading instruction
Root Cause # 3	Develop ways to increase reading motivation (Love of Reading).
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	By May 2020 the percentage of students in 4th grade performing at a level 3 or 4 in English Language Arts will increase from 55% (3rd grade score) to 58% (4th grade score) on the Georgia Milestones Assessment.

1.2 Identified Trend/Pattern #1	
S.M.A.R.T GOAL	By May 2020 the percentage of students in 4th grade performing at a level 3 or 4 in English Language Arts will increase from 55% (3rd grade score) to 58% (4th grade score) on the Georgia Milestones Assessment.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Role Responsible	Mid-Year Monitoring
		b. Method for Monitoring		
Continue teacher professional development on Reading curriculum, teachers will attend district reading cohorts 1,2 and 3.	District	a. 2019-2020 school year	Administration Academic Coach	Yes at benchmarks and GMS test
		b. STAR benchmark, formative assessments		
Implement Reading Wonders in Tier 1 to ensure consistent vocabulary and reading instruction. Create units for essential standards.		a. Reading intervention time	Teacher admin academic coach	
		b. STAR benchmark, formative assessments		
Give and analyze CFA and CSAs for created reading units. Use Reading Wonders tests as needed for essential standards.		a. Reading intervention time	Teacher academic coach admin	
		b. Easy CBM, Lexile levels, STAR benchmark, formative assessment		
Increase reading time each day. We have to read fluently for 20 minutes a day. (Best practice) (Catoosa Reading cohort training).		a. 2019-2020 school year	teacher	Star Benchmark, teacher schedules, observation
		b. STAR benchmark lexile levels		
Continue tier 3 intervention time with Lexia and Reading Plus following the Catoosa Way.	School/District	a. 2017-2018 school year b. Intervention data, Lexia and Reading Plus		
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		

Free after-school tutoring year long and 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.

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2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
We have seen an increase in proficiency levels of 3 and 4 in ELA on the GA Milestones.	
Root Cause # 1	Consistent tier 1 reading instruction using Reading Wonders.
Root Cause # 2	Daily small group reading instruction.
Root Cause # 3	Develop ways to increase reading motivation (Love of Reading)

Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	By May 2020 the percentage of students in 5th grade performing at a level 3 or 4 in ELA will increase from 47% (4th grade score) to 50% (5th grade score) on the Georgia Milestones Assessment.

2.2 Identified Trend/Pattern #1				
S.M.A.R.T GOAL	By May 2020 the percentage of students in 5th grade performing at a level 3 or 4 in ELA will increase from 47% (4th grade score) to 50% (5th grade score) on the Georgia Milestones Assessment.			
<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		
Focus on all tiers of reading instruction. Consistent tier 1 reading instruction. Focus on comprehension standards during tier 3 extension groups. Implement PLC process with reading standards by creating units.	District and school funds	a.2019-2020 school year	Teacher	Yes, at benchmarks and GMS test
		b. STAR benchmark, formative assessments		
Continue teacher professional development on Reading curriculum, teachers will attend	District	a. intervention time	Amin Academic Coach	
		b. STAR benchmark, formative		

district reading cohorts 1,2 and 3.		assessments		
Give and analyze CFA and CSAs for created reading units. Use Reading Wonders tests as needed for essential standards.		intervention time	teacher, academic coach, admin	
		b. formative assessment data		
Increase reading time each day. We have to read fluently for 20 minutes a day. (Best practice) (Catoosa Reading cohort training). Increase reading stamina.		a. intervention time	Teacher	
		b. Easy CBM, STAR benchmark		
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	2019-2020 school year Leadership, Grade level and faculty meetings.	TKES evaluation and PLC time	TKES Elliot evaluation tool
Identify students after 1st benchmark who will need an extra reading group or support (those who did not pass/coming to grade level behind/ red all year on Star assessments) Create action steps for these students.			Teachers, Admin., and Academic Coach	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Free 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
Year long after-school tutoring and students will have access to instructional technology.	IEP and 504 plans will be fully implemented.

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3.1 Identified Trend/Pattern #3

Identified Trend/Pattern	
We have seen a slight decline in proficiency levels of 3 and 4 in math on the GA Milestones.	
Root Cause # 1	Lack of a protocol for analyzing CFA and CSA data.
Root Cause # 2	Common assessments were written on a DOK 1 level, with few DOK 2 and 3 questions.
Root Cause # 3	Tier 1 math time was lacking in our daily schedule.
Root Cause # 4	We had teachers new to math content due to moving to self contained classrooms for the PLC model.

Root Cause # 5	Teachers need to collaborate, analyze data, and remediate more. Teachers need more effective training in collaboration, analyzing data, and remediation techniques.
S.M.A.R.T GOAL	By May 2020 the percentage of students in 4th grade performing at a level 3 or 4 in Math will increase from 62% (3rd grade score) to 64% (4th grade score) on the Georgia Milestones test.

3.2 Identified Trend/Pattern #3				
S.M.A.R.T GOAL	By May 2020 the percentage of students in 4th grade performing at a level 3 or 4 in Math will increase from 62% (3rd grade score) to 64% (4th grade score) on the Georgia Milestones test.			
<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		
Continue to look at and unwrap standards to build teacher efficacy in math. Create a protocol for analyzing CFA and CSA data.	District	a. 2019-2020 school year	Teacher Admin Academic Coach	Yes, at benchmarks and GMS test
		b. STAR benchmark, formative assessments		
Revise units and CFA and CSAs to reflect a higher DOK, adding levels DOK 2 and 3 questions to test and our instruction. Include constructed response and writing.		a. 2019-2020 school year	Teacher, Academic coach, admin	Units for essential standards, CFAs, CSAs
		b. PLC team products		
Time for tier 1 math in schedule increased to 75 minutes. Add math meeting time to each grade level math block for spiral review (grade level agrees upon)		a. 2019-2020 school year	Teacher	Daily schedule
		b. teacher daily schedule		
Strengthen all tiers of math instruction. Continue to implement tier 3 math	District School	a. Dreambox, IReady		Intervention progress
		b. Easy CBM, STAR benchmark		

interventions with fidelity. Look at area of GMS to see where we need to improve (OA, NF, MD)				
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.		a. 2019-2020 school year b. Leadership, Grade level and faculty meetings.		TKES EL0TT-evaluation tool
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Free 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		
Year long after-school tutoring and students 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
We have seen a slight decline in proficiency levels of 3 and 4 in math on the GA Milestones.

Root Cause # 1	Lack of a protocol for analyzing CFA and CSA data
Root Cause # 2	Common assessments were written on a DOK 1 level, with few DOK 2 and 3 questions.
Root Cause # 3	Tier 1 math time was lacking in our schedule.
Root Cause # 4	We had teachers new to math content due to moving to self contained classrooms for the PLC model.
Root Cause # 5	
S.M.A.R.T GOAL	By May 2020 the percentage of students in 5th grade performing at a level 3 or 4 in Math will increase from 49% (4th grade score) to 51% (on 5th grade score) on the Georgia Milestones Assessment.

4.2 Identified Trend/Pattern #4

S.M.A.R.T GOAL	By May 2020 the percentage of students in 5th grade performing at a level 3 or 4 in Math will increase from 49% (4th grade score) to 51% (on 5th grade score) on the Georgia Milestones Assessment.
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		
Revise units and CFA and CSAs to reflect a higher DOK, adding levels DOK 2 and 3 questions to test and our instruction. Include constructed response and writing.	District and school funds	a. Progress Monitoring and benchmarks	Teacher	Benchmark and progress monitoring
		b. EasyCBM		
Strengthen all tiers of math instruction. Continue to implement tier 3 math interventions with fidelity.		a. 2019-2020 school year	Teacher Administrator Academic Coach	Benchmark and progress monitoring
		b. PLC and PD agenda and sign in sheets		
Time for tier 1 math increased to 75 minutes. Add math meeting time to each grade level math block for spiral review (grade level agrees upon)		a. 2019-2020 school year	Teacher	Daily schedules and observation
		b. PLC agenda and sign in sheets		
Continue to look at and unwrap standards to build teacher efficacy in math.		a. 2019-2020 school year	PLC teams	Math units
		b. Class Schedules		
Research Best practices in math (from reading of Math in Practice: Teacher's Guide and other professional sources)		a. 2019-2020 school year	Teachers, Admin, Academic Coach	
		b. Class Schedules		
Identify students after first benchmark who will need extra support (those who did not pass/coming to grade level behind/ red all year on Star assessments) Put action steps with these students.		a. 2019-2020 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		

Free after-school tutoring and students 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
All after-school tutoring students will have access to instructional technology.	IEP and 504 plans will be fully implemented.