Catoosa County Public Schools
School Improvement Plan
2019-2020

SCHOOL IMPROVEMENT PLAN

Trends and Patterns

After reviewing and analyzing your Needs Assessment (Profile data), 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	3rd and 5th Grade ELA milestones achievement was below the state average. 4th Grade ELA milestones achievement declined from the previous year and was below the state average.
#2	4th and 5th Grade Math milestones achievement declined from the previous year and was below the state average. 3rd Grade Math milestones achievement was below the state average.
#3	5th Grade Science milestones was below the state average.
#4	5th Grade Social Studies milestones achievement declined from the previous year and was below the state average.

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1.1 Identified Trend/Pattern #1

	Identified Trend/Pattern
Root Cause # 1	All grade levels experienced low achievement in the writing component in ELA testing for Milestones where numerous conditional codes were noted. Lack of devoted time for instruction in writing is evident.
Root Cause # 2	In 3rd Grade ELA the school was 8%-15% below district and state Lexile stretch bands. This outcome relates to fidelity and lack of training in guided reading.
Root Cause # 3	In 5th Grade ELA 65% of students scored "remediate Learning" in writing and Language. These numbers are 14%-15% higher than system and state. No Common Formative Assessments were given for writing in the 2018-19 School year.
Root Cause # 4	Lack of consistency for Academic Coaching access and support is also noted.
Root Cause # 5	
S.M.A.R.T GOAL	During the 2019-20 School Year 3rd Grade Lexile stretch bands will increase 10% and 5th Grade GA Milestones ELA will increase 3%.
Strategic Plan Goal	Supports Objective 1: Maximize academic achievement so every student graduates prepared for college or a career.

1.2 Identified Trend/Pattern #1

S.M.A.R.T ChanGOAL	During the 2019-20 School Year 3rd Grade Lexile stretch bands will increase 10% and 5th Grade GA Milestones ELA will increase 3%. by, additional focus on writing CFA's (decreasing conditional codes), and

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. Provide fidelity and training with Guided Reading Resources	Title 1, Charter, and QBE	a.On-going b. Academic Coach and Admin to monitor reading and writing instruction	Administrators Academic Coach Teachers Paraprofessionals	
2. Additional focus on writing CFA's (decreasing conditional codes)	Title 1, Charter, and QBE	a.On- going b. Academic Coach and Admin to monitor writing instruction and assessments	Administrators Academic Coach Teachers Paraprofessionals	
3. Adherence to essential standards and the four questions of the PLC practices.	Title 1, Charter, and QBE	a.On- going b.Academic Coach and Admin to monitor essential standard, and pacing for reading and writing.	Administrators Academic Coach Teachers Paraprofessionals	
4.		a. b.		
5.		a. b.		
6.		a.		

		b.		

Subgroup Monitoring: Based on your performance flags, address any subgroup you will be monitoring on this goal. (red or yellow flag)

Economically Disadvantaged	Foster and Homeless
All Subgroups are supported with the above action steps. Title 1 Federal funds based on ED students are used to support the achievement outcomes.	District provides additional support through tutoring for MV students that are falling behind.
English Learners	**Migrant**
All Subgroups are supported with the above action steps.	N/A
Race/Ethnicity/Minority	**Students with Disabilities**
All Subgroups are supported with the above action steps.	All Subgroups are supported with the above action steps.

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2.1 Identified Trend/Pattern #2

	Identified/Trend Pattern
Root Cause # 1	Numbers and Operations Fractions is one of the weakest areas noted across the Mathematics Component of Georgia Milestones.
Root Cause # 2	Measurement and Data is one of the weakest areas noted across the Mathematics Component of Georgia Milestones.
Root Cause # 3	Technological Math interventions used with students had unreliable results.
Root Cause # 4	Building capacity school-wide with pacing, essential standards and common formative assessments.
Root Cause # 5	Third and fourth grade Ga. Milestones Math achievement was between 2% and 11% below the system and state scores. Fifth grade achievement was 24% below the system scores.
S.M.A.R.T GOAL	During the 2019-2020 school year Ga. Milestones achievement will increase by 5%.
Strategic Plan Goal	Supports Objective 1: Maximize academic achievement so every student graduates prepared for college or a career.

2.2 Identified Trend/Pattern #2				
S.M.A.R.T GOAL	During the 2019-2020 school year Ga. Milestones Math achievement will increase by 5%.			
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. Change pacing guides for all grades to begin fractions, measurement, and data earlier in the year.	Title 1, Charter, and QBE	a. On-going b.Academic Coach and Admin to monitor pacing, instruction and assessments.	Administrators Academic Coach Teachers Paraprofessionals	
2. Include an essential standard and common formative assessment for fractions in each grade level.	Title 1, Charter, and QBE	a.On-going b.Academic Coach and Admin to monitor pacing, instruction and assessments.	Administrators Academic Coach Teachers Paraprofessionals	
3. Use of new interventions of mathematics instruction for Tier 3 and students in special education. (Dreambox and I-ready)	Title 1, Charter, and QBE	a.On-going b.Academic Coach and Admin to monitor use of and data collection for interventions.	Administrators Academic Coach Teachers Paraprofessionals	
4. Provide training and support for interventions and Tier 1 instruction.	Title 1, Charter, and QBE	a.On-going b.Academic Coach and Admin to provide professional learning for all teachers in mathematics instruction.	Administrators Academic Coach Teachers Paraprofessionals	
5. Provide a dedicated teacher and paraprofessional for Tier 3 math interventions and clarifying Tier 2 time for content /EIP teachers.	Title 1, Charter, and QBE	a.On-going b.Academic Coach and Admin to provide professional learning for Tier 3 interventions and Tier 2 reteaching.	Administrators Academic Coach Teachers Paraprofessionals	

| 6. | | a. | | |
| | | b. | | |

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

Economically Disadvantaged	Foster and Homeless
All Subgroups are supported with the above action steps. Title 1 Federal funds based on ED students are used to support the achievement outcomes.	District provides additional support through tutoring for MV students that are falling behind.
English Learners	**Migrant**
All Subgroups are supported with the above action steps.	N/A
Race/Ethnicity/Minority	**Students with Disabilities**
All Subgroups are supported with the above action steps.	All Subgroups are supported with the above action steps.

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3.1 Identified Trend/Pattern #3

	Identified Trend/Pattern
Root Cause # 1	No essential standards developed in the area of science.
Root Cause # 2	No pacing guides and CFAs developed in the area of science.
Root Cause # 3	Lack of students being exposed to the area of life science standards with rigor.
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	During the 2019-2020 school year Ga. Milestones Science achievement will increase by 5%.
Strategic Plan Goal	Supports Objective 1: Maximize academic achievement so every student graduates prepared for college or a career.

3.2 Identified Trend/Pattern #3

S.M.A.R.T GOAL	During the 2019-2020 school year Ga. Milestones Science achievement will increase by 5%.

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. County wide essential standards developed, and have been narrowed down at the school level.	Title 1, Charter, and QBE	a.On-going / b. Admin. and Academic Coach will monitor teacher planning and instruction during collaborative team time.	Administrators Academic Coach Teachers Paraprofessionals	
2. Teachers will develop CFAs for the essential standards they have chosen.	Title 1, Charter, and QBE	a.On-going / b. Admin. and Academic Coach will monitor data from CFAs given during collaborative team time.	Administrators Academic Coach Teachers Paraprofessionals	
3. Utilize specific science resources such as IXL.com, nearpod	Title 1, Charter, and QBE	a.On-going / b. Admin. and Academic Coach will monitor use of computer programs for science instruction	Administrators Academic Coach Teachers Paraprofessionals	
4. Personnel from TCE will attend District-wide training to create pre/post assessments for 5th Grade Science.	Title 1, Charter, and QBE	a.On-going / b. Admin. and Academic Coach will monitor collaboration, creation, and use of new assessments for science	Administrators Academic Coach Teachers Paraprofessionals	
5. Make science resources available from the discovery lab for teachers to conduct hands-on activities with students.	Title 1, Charter, and QBE	a. On-going / b. Admin. and Academic Coach	Administrators Academic Coach Teachers	

		will monitor use of lab resources used for science instruction	Paraprofessionals	
6.		a.		
		b.		

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

Economically Disadvantaged	Foster and Homeless
All Subgroups are supported with the above action steps.	District provides additional support through tutoring for MV students that are falling behind.
English Learners	**Migrant**
All Subgroups are supported with the above action steps.	N/A
Race/Ethnicity/Minority	**Students with Disabilities**
All Subgroups are supported with the above action steps.	All Subgroups are supported with the above action steps.

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4.1 Identified Trend/Pattern #4

	Identified Trend/Pattern
Root Cause # 1	No essential standards developed in the area of Social Studies.
Root Cause # 2	No CFAs developed in the area of Social Studies.
Root Cause # 3	Lack of students being exposed to standards in the area of history with rigor.
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	During the 2019-2020 school year Ga. Milestones Social Studies achievement will increase by 5%.
Strategic Plan Goal	Supports Objective 1: Maximize academic achievement so every student graduates prepared for college or a career.

4.2 Identified Trend/Pattern #4

S.M.A.R.T GOAL	During the 2019-2020 school year Ga. Milestones Social Studies achievement will increase by 5%.

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. County wide essential standards developed, and have been narrowed down at the school level.	Title 1, Charter, and QBE	a.On-going b. Admin. and Academic Coach will monitor teacher planning and instruction during collaborative team time.	Administrators Academic Coach Teachers Paraprofessionals	
2. Teachers will develop CFAs for the essential standards they have chosen.	Title 1, Charter, and QBE	a. On-going b. Admin. and Academic Coach will monitor data from CFAs given during collaborative team time.	Administrators Academic Coach Teachers Paraprofessionals	
3. Utilize specific Social Studies resources such as IXL.com, nearpod	Title 1, Charter, and QBE	a.On-going b.Admin. and Academic Coach will monitor use of computer programs for social studies instruction	Administrators Academic Coach Teachers Paraprofessionals	
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**
All Subgroups are supported with the above action steps.	District provides additional support through tutoring for MV students that are falling behind.
English Learners	**Migrant**
All Subgroups are supported with the above action steps.	N/A
Race/Ethnicity/Minority	**Students with Disabilities**
All Subgroups are supported with the above action steps.	All Subgroups are supported with the above action steps.