

**Catoosa County Public Schools
School Improvement Plan
2020-2021**



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, 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	The percentage of students who performed at a level 3 or 4 on the ELA section of the Georgia Milestones during the 2018-2019 school year was 48%.
#2	The percentage of students who performed at a level 3 or 4 on the math section of the Georgia Milestones during the 2018-2019 school year was 49%.
#3	The percentage of students with disabilities who performed at a level 2, 3 or 4 on the ELA section of the Georgia Milestones during the 2018-2019 school year was 37%.

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1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
Root Cause # 1	Battlefield Elementary School was in its first year of implementing Common Formative Assessments, while also incorporating a set reteach time.
Root Cause # 2	A need for professional development in the area of reading was identified and all reading teachers attended either cohort 1 or 2 of the RESA Effective Reading Strategies throughout the 2018-2019 school year for better implementation of Tier 1 instruction in 2019-2020. (Will continue this practice if offered in second semester of 2020-2021 school year)
Root Cause # 3	A lack of aligning reading instruction to Lexile.
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	The percentage of students performing at a level 3 or 4 in ELA on the Georgia Milestones will increase from 48% to 54% during the 2020-2021 school year.
Strategic Plan Goal	Maximize academic achievement so every student graduates prepared for college or a career.

1.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL

The percentage of students performing at a level 3 or 4 in ELA on the Georgia Milestones will increase from 48% to 54% during the 2020-2021 school year.

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. Teachers will work in Professional Learning Communities to continue developing common formative assessments and analyze student data.		a. August 2020 – May 2021	Administration/ Academic Coach/ Teachers	The teacher mid-year conference will be used to discuss the goals that have been met during PL meetings.
		b. Observation		
2. Teachers will work with Academic Coach to implement Guided Reading Strategies.	State funds Title 1 Funds	a. August 2020 – May 2021	Administration/ Academic Coach/ Teachers	Benchmark Testing, Ongoing Progress Monitoring
		b. Observation; data		
3. Teachers will continue to attend professional development provided by RESA on Effective Reading Strategies (cohort 1, 2, and 3).		a. Nov. 2019 – March 2020 (If offered during this school year)	Administration/ Academic Coach/ Teachers	Mid-year conference to discuss goals and observations of Tier 1 instruction
		b. Observation		
4. Lexile level the library for student goal setting and awareness of reading within Lexile band.		a. August 2019 – Dec. 2019	Academic Coach/Media Specialist	
		b. Observation		
5. Lexia and Reading Plus will be used by students based on data.	State funds Title 1 funds	a. August 2020 – May 2021	Teachers/ Academic Coach	Benchmark Testing, Progress Monitoring
		b. SIT Team, benchmark data		
6. Part-time interventionist will be utilized to work with improving students' reading skills by	Charter funds	a. August 2020 – May 2021 b. Walk-through data,	Interventionist	Benchmark Testing, Progress

providing small group instruction.		benchmark data		Monitoring
7. The following computer programs will be used to improve and progress monitor the reading skills of students at all ability levels: iReady Reading and Study Island.	State funds Title 1 funds	a. August 2020 – May 2021	Teachers	Benchmark Testing, Ongoing progress monitoring
		b. progress reports, benchmark data		

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
Title 1 funds (determined by the school’s number of free and reduced lunch numbers) are used to purchase supplemental materials for economically disadvantages students. All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.	All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.
English Learners	Migrant
English Language Learners will receive supplemental services provided by a teacher who is a certified ELL teacher. The county ELL teacher is also able to provide supplemental materials to the teacher. Parental resources always available through Family Resource Center.	All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.
Race/Ethnicity/Minority	Students with Disabilities
All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.	Each student’s IEP will be used to determine the most appropriate resources for the students with disabilities. Parental resources always available through Family Resource Center.

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2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
Root Cause # 1	Battlefield Elementary School was in its first year of implementing Common Formative Assessments, while also incorporating a set reteach time.
Root Cause # 2	Additional training needed in the use of our tier 3 math intervention.
Root Cause # 3	A lack of tier 1 professional development in mathematics.
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	The percentage of students performing at a level 3 or 4 in Mathematics on the Georgia Milestones will increase from 49% to 55% during the 2020-2021 school year.
Strategic Plan Goal	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	The percentage of students performing at a level 3 or 4 in Mathematics on the Georgia Milestones will increase from 49% to 55% during the 2020-2021 school year.			
<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. Teachers will work in Professional Learning Communities to continue developing common formative assessments and analyze student data.		a. August 2020 – May 2021	Administration/ Academic Coach/ Teachers	The teacher mid-year conference will be used to discuss the goals that have been met during PL meetings.
		b. Observation		
2. Teachers will work with Academic Coach to implement Sherry Parrish Number Talks to develop number sense within tier 1 instruction.	Title 1 Funds	a. August 2020 – May 2021	Administration/ Academic Coach/ Teachers	Benchmark Testing, Ongoing Progress Monitoring
		b. Observation; data		
3. Teachers will implement strategies learned from the Solution Tree Math Conference in December 2019 to better integrate PLC knowledge within the math curriculum.	Title 1 Funds	a. August 2020 – May 2021	Administration/ Academic Coach/ Teachers	Mid-year conference to discuss goals and observations of Tier 1 instruction
		b. Observation; Weekly PLC Meetings		
4. iReady Math will be used by students based on data	Title 1 funds	a. August 2020 – May 2021	Teachers/ Academic Coach	Benchmark Testing, Progress Monitoring
		b. SIT Team, benchmark data		
5. Part-time interventionist will be utilized to work with improving students' math skills by providing small group instruction.	Charter funds	a. August 2020 – May 2021	Interventionist	Benchmark Testing, Progress Monitoring
		b. Walk-through data, benchmark data		
6. The following computer programs will be used to improve and progress monitor the math skills of students at all ability levels: iReady Math and Study Island.	State funds Title 1 funds	a. August 2020 – May 2021	Teachers	Benchmark Testing, Ongoing progress monitoring
		b. progress reports, benchmark data		

7. This year we began implementation of Eureka math.	Title 1 Funds	August 2020	Teachers	Progress Monitoring Benchmark Testing CFAs
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Title 1 funds (determined by the school's number of free and reduced lunch numbers) are used to purchase supplemental materials for economically disadvantaged students. All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.	All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.
English Learners	Migrant
English Language Learners will receive supplemental services provided by a teacher who is a certified ELL teacher. The county ELL teacher is also able to provide supplemental materials to the teacher. Parental resources always available through Family Resource Center.	All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.
Race/Ethnicity/Minority	Students with Disabilities
All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.	Each student's IEP will be used to determine the most appropriate resources for the students with disabilities. Parental resources always available through Family Resource Center.

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3.1 Identified Trend/Pattern #3

Identified Trend/Pattern	
Root Cause # 1	Additional planning time for SPED teachers to work with Classroom Teachers.
Root Cause # 2	Weakness in integration of common formative assessments with resource students.
Root Cause # 3	Integration of grade level essentials into resource classroom.
Root Cause # 4	Lack of professional development in co-teaching structures.
Root Cause # 5	SPED teachers assigned to multiple grades and various subjects.
S.M.A.R.T GOAL	The percentage of students with disabilities performing at a level 2, 3, or 4 in English/Language Arts on Georgia Milestones will increase from 37% to 43% during the 2020-2021 school year.
Strategic Plan Goal	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	The percentage of students with disabilities performing at a level 2, 3, or 4 in English/Language Arts on Georgia Milestones will increase from 37% to 43% during the 2020-2021 school year.
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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. SPED Teachers will work in Professional Learning Communities 2x/month to integrate common formative assessments and analyze student data.		a. August 2020 – May 2021	Administration/ Academic Coach/ Teachers	The teacher mid-year conference will be used to discuss the goals that have been met during PL meetings.
		b. Observation		
2. Teachers will work with Academic Coach to implement Guided Reading Strategies.	State funds Title 1 Funds	a. August 2020 – May 2021	Administration/ Academic Coach/ Teachers	Benchmark Testing, Ongoing Progress Monitoring
		b. Observation; data		
		b. Observation		
3. Students will use the Lexile leveled library for student goal setting and awareness of reading within Lexile band		a. August 2020 – May 2021	Academic Coach/Media Specialist	
		b. Observation		
4. Lexia, Reading Plus and iReady will be used by students with disabilities based on data	State funds Title 1 funds	a. August 2020 – May 2021	Teachers/ Academic Coach	Benchmark Testing, Progress Monitoring
		b. SIT Team, benchmark data		
5. Part-time interventionist will be utilized to work with improving all students' reading skills by providing small group instruction.	Charter funds	a. August 2020 – May 2021	Interventionist	Benchmark Testing, Progress Monitoring
		b.		
6. Teachers will work with Academic Coach on co-teaching structures.	Title 1 funds	a. August 2020 – Math 2021 b. Observation	Teachers/ Academic Coach	Benchmark Testing, Ongoing Progress Monitoring
7. Better alignment of SPED teachers with the same students for all subjects.		a. August 2020 – Math 2021 b. Observation	Administration/	Benchmark Testing, Ongoing Progress

			Teachers	Monitoring
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Title 1 funds (determined by the school's number of free and reduced lunch numbers) are used to purchase supplemental materials for economically disadvantaged students. All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.		All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.		
English Learners		Migrant		
English Language Learners will receive supplemental services provided by a teacher who is a certified ELL teacher. The county ELL teacher is also able to provide supplemental materials to the teacher. Parental resources always available through Family Resource Center.		All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.		
Race/Ethnicity/Minority		Students with Disabilities		
All students have access during the day to receive extra instruction. Parental resources always available through Family Resource Center.		Each student's IEP will be used to determine the most appropriate resources for the students with disabilities. Parental resources always available through Family Resource Center.		