

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	We have seen a slight decline in proficiency levels of 3 and 4 in ELA on the GA Milestones.
#2	Math scores continue to show a positive trend, but we would like to see an increased proficiency in math.
#3	

#4	
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SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
Root Cause # 1	Lack of consistent Tier 1 ELA curriculum.
Root Cause # 2	Although class sizes are at a good number now, we experienced larger class sizes in recent years.
Root Cause # 3	We lacked a dedicated intervention time until two years ago.
Root Cause # 4	Lack of tier 2, 3, and 4 intervention resources in the recent past.
Root Cause # 5	Increased transiency among our student population.
S.M.A.R.T GOAL	We will increase the percentage of students who score in the proficient learner or better categories in ELA by three percentage points on the GA Milestones.

Strategic Plan Goal	Objective 1: Maximize academic achievement so every student graduates prepared for college or a career.
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1.2 Identified Trend/Pattern #1
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S.M.A.R.T GOAL	We will increase the percentage of students who score in the proficient learner or better categories in ELA by four percentage points on the GA Milestones.
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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. Invest in Tier 1 ELA materials for grades 2 and 3	State Money	a. Aug. 2020-May 2021	Administration	
		b. Benchmark Testing		
2. Continue to designate additional time for intervention support	None needed	a. Aug. 2020-May 2021	Administration	
		b. Progress Monitoring		
3. Continue to utilize technology to differentiate instruction	Title I	a. Aug. 2020-May 2021	Classroom teachers	
		b. Monitor usage		
4. Continue to monitor student lexile levels and reward progress	Local Money	a. Aug. 2020-May 2021	Classroom teachers	
		b. Progress Monitoring, AR		
5. Continue to meet in		a. Aug. 2020-May 2021	All staff	

Professional Learning Communities to identify priority standards, create common assessments, examine student work, and implement best practices.	None needed	b. Agendas, CFAs, Student Work		
<i>Subgroup Monitoring: Based on your performance flags, address any subgroup you will be monitoring on this goal. (red or yellow flag)</i>				
Economically Disadvantaged	Foster and Homeless			
Tutoring will be offered to struggling students. Mentors will be provided, as needed. Snack Packs will be sent home on Fridays.	Tutoring will be offered to struggling students. Mentors will be provided, as needed. Snack Packs will be sent home on Fridays.			
English Learners	Migrant			
Translation services will be offered. Eligible students will receive ESOL instruction daily	NA			
Race/Ethnicity/Minority	Students with Disabilities			
Tutoring will be offered to struggling students. Mentors will be provided, as needed. Snack Packs will be sent home on Fridays.	Strengthen Tier 4 intervention resources			

SCHOOL IMPROVEMENT PLAN

2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
Root Cause # 1	Students are entering kindergarten with fewer foundational math skills.
Root Cause # 2	As our socio-economic make-up has decreased, family support is limited due to their own math weaknesses. Parents are just not able to assist their child with homework.

Root Cause # 3	Students seem to lack the attention to focus on memorizing basic math facts.
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	We will increase the percentage of students who score in the proficient learner or better categories in Math by three percentage points on the GA Milestones.
Strategic Plan Goal	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	We will increase the percentage of students who score in the proficient learner or better categories in Math by four percentage points on the GA Milestones.
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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. Plan instruction based on benchmark data and use that data to prescribe lessons in IXL Math.	Title I	a. Aug. 2020-May 2021		
		b. IXL data		
2. Provide research based interventions based on benchmark data and progress monitoring.	State and Local Money	a. Aug. 2020-May 2021	SIT team	
		b. Benchmark data		
3. Begin using DreamBox and I-Ready online to provide students extensive opportunities to develop a deeper understanding of numbers and operations and multistep problems.	Title I and Local	a. Aug. 2020-May 2021	Classroom teachers	
		b. Usage reports		
4. Meet in Professional Learning Communities to identify priority standards, create common assessments, examine student work, and implement best practices.	None Needed	a. Aug. 2020-May 2021	All staff	
		b. Agendas, CFAs, student work		
5.		a.		
		b.		

6.		a.		
		b.		

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

Economically Disadvantaged	Foster and Homeless
Tutoring will be offered to struggling students. Mentors will be provided, as needed. Snack Packs will be sent home on Fridays.	Tutoring will be offered to struggling students. Mentors will be provided, as needed. Snack Packs will be sent home on Fridays.
English Learners	Migrant
Tutoring will be offered to struggling students. Mentors will be provided, as needed. Snack Packs will be sent home on Fridays.	NA
Race/Ethnicity/Minority	Students with Disabilities
Tutoring will be offered to struggling students. Mentors will be provided, as needed. Snack Packs will be sent home on Fridays.	Strengthen Tier 4 intervention resources

