

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	20% of student Lexile scores are below grade level (this is a decrease of 9% from last year).
#2	42% of students need remediation in Writing and Language (this is a decrease of 6% from last year).
#3	40% of students are below grade level in Math (Level 1 & 2 on GA Milestones) (this is a decrease of 1% from last year).

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SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
Root Cause # 1	Students are expected to read lengthy, high level, non-fictional text.
Root Cause # 2	Student Lexile expectations increased with the adoption of Common Core.
Root Cause # 3	Students are not required to read non fictional, high level text in all content areas.
Root Cause # 4	Students lack stamina to read lengthy texts that do not interest them.
Root Cause # 5	
S.M.A.R.T GOAL	83% of students will read on grade level (shown through Lexile scores) (3% increase).
	Maximize academic achievement so every student graduates prepared for college or a career.

Strategic Plan Goal	
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1.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL **83% of students will read on grade level (shown through Lexile scores).**

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. Students will participate in Reading Plus/Lexia a minimum of 1.5 hours a week. Intervention students will be given additional time to complete lessons during ELT.	Instructional, Charter	a. August 2020- May 2021	All Teachers	Administration, teachers, Academic Coach
		b. Monitor usage and scores		
2. Students will be given opportunities to analyze, explain, and respond through writing to mathematical situations.	Instructional, Charter	a. August 2020- May 2021	Math Teachers	Administration, teachers, Academic Coach
		b. Analyzing student work		
3. Students will be given opportunities to read and analyze non-fictional, grade level passages in ELA, Science, and Social Studies.	Instructional, Charter	a. August 2020- May 2021	ELA, SCI, and SS Teachers	Administration, teachers, Academic Coach
		b. Analyzing CFA in PLC		
4. ELT time will be used to provide interventions to students in reading.	Instructional, Charter	a. August 2020- May 2021	All Teachers	Administration, teachers, Academic Coach
		b. Analyzing CFA in PLC		
5. Inquiry labs will be utilized in Science and Social Studies classes.	Instructional, Charter	a. August 2020- May 2021	SCI and SS Teachers	Administration, teachers, Academic Coach
		b. Analyzing student work		

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
Remedial ELA class, remedial ELT class, after school Reading Plus lab	
Race/Ethnicity/Minority	Students with Disabilities
Remedial ELA class, remedial ELT class, after school Reading Plus lab	Scaffolding, modeling, reading with students, Reading ELT class, after school Reading Plus lab, resource class

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2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
Root Cause # 1	With the adoption of new standards, less class time has been devoted to teaching conventions and grammar.
Root Cause # 2	Students struggle with narrative writing.
Root Cause # 3	Students struggle with the comprehension of reading passages associated with writing prompts.
Root Cause # 4	Students lack stamina to tackle difficult passages.

Root Cause # 5

61% of students will demonstrate grade level writing and use of language, per GA Milestones scores (3% increase).

S.M.A.R.T GOAL

Maximize academic achievement so every student graduates prepared for college or a career.

Strategic Plan Goal

2.2 Identified Trend/Pattern #2

S.M.A.R.T GOAL 61% of students will demonstrate grade level writing and use of language, per GA Milestones scores

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. Students will participate in Reading Plus/Lexia a minimum of 1.5 hours a week. Intervention students will be given additional time to complete lessons during ELT.	Instructional, Charter	a. August 2020- May 2021	All teachers	Administration, teachers, Academic Coach
		b. Monitor usage and scores		
2. Students will be given opportunities to analyze, explain, and respond through writing to mathematical situations.	Instructional, Charter	a. August 2020- May 2021	Math teachers	Administration, teachers, Academic Coach
		b. Analyzing student work		
3. Students will be given opportunities to read and analyze non-fictional, grade level passages in ELA, SCI, and Social Studies.	Instructional, Charter	a. August 2020- May 2021	ELA, SCI, and SS teachers	Administration, teachers, Academic Coach
		b. Analyzing CFA in PLC		
4. ELT time will be used to provide interventions to students in reading.	Instructional, Charter	a. August 2020- May 2021	All teachers	Administration, teachers, Academic Coach
		b. Monitor usage and scores		
5. Inquiry labs will be utilized in Science and Social Studies classes.	Instructional, Charter	a. August 2020- May 2021	SCI and SS teachers	Administration, teachers, Academic Coach
		b. Analyzing CFA in PLC		
6. Practice GA Milestones test will be given and scored to gauge student progress and provide feedback.	Instructional, Charter	a. August 2020- May 2021	ELA teachers	Administration, teachers, Academic Coach
		b. Analyzing scores in PLC		

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

Economically Disadvantaged	
Remedial ELA class, remedial ELT class, after school Reading Plus lab	
Race/Ethnicity/Minority	Students with Disabilities

Remedial ELA class, remedial ELT class, after school Reading Plus lab

Scaffolding, modeling, resource class, Reading ELT class, after school Reading Plus lab

SCHOOL IMPROVEMENT PLAN

3.1 Identified Trend/Pattern #3

Identified Trend/Pattern

Root Cause # 1	Students who struggle in math continue to fall behind.
Root Cause # 2	It is difficult to close gaps during regular classroom instruction.
Root Cause # 3	Students need modeling from teachers and practice analyzing, explaining, and responding to mathematical situations.
Root Cause # 4	Students are unable to conceptualize mathematical concepts.
Root Cause # 5	
S.M.A.R.T GOAL	63% of students will demonstrate grade level math skills, per GA Milestones (3% increase).
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 **63% of students will demonstrate grade level math skills, per GA Milestones**

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. Common assessments will be used to gage progress, and remediation will be planned based on those assessments.	Instructional, Charter	a. August 2020- May 2021	All Math teachers	Administration, Math teachers, Academic Coach
		b. Analyzing CFA in PLC		
2. Students will use IXL Math for practice with grade level material.	Instructional, Charter	a. August 2020- May 2021	All Math teachers	Administration, Math teachers, Academic Coach
		b. Monitor usage and progress		
3. Students will analyze, explain, and respond through writing to mathematical situations, so teachers can gage true understanding of concepts.	Instructional, Charter	a. August 2020- May 2021	All Math teachers	Administration, Math teachers, Academic Coach
		b. Analyzing student work		
4. Struggling students will receive extra help in Math during ELT time.	Instructional, Charter	a. August 2020- May 2021	All Math teachers	Administration, Math teachers, Academic Coach
		b. Analyzing CFA in PLC		
5. Students needing intervention will use iReady Math during ELT time.	Instructional, Charter	a. August 2020- May 2021	All Math teachers	Administration, Math teachers, Academic Coach
		b. Monitor usage and progress		

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

Race/Ethnicity/Minority (Black, White)
Remedial ELT class, after school math time