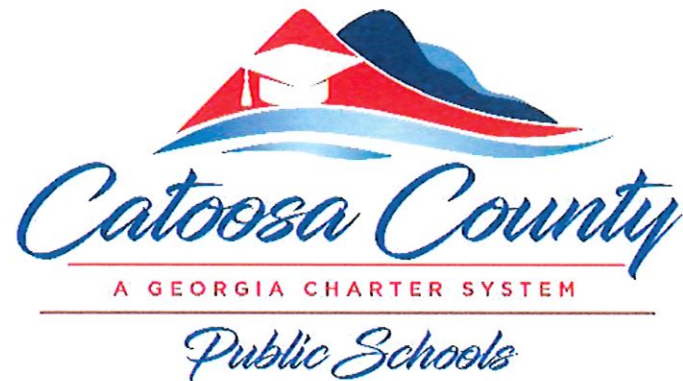


Catoosa County Public Schools



Woodstation Elementary



2023-24 Schoolwide Improvement Plan



Comprehensive Needs Assessment- Data Analysis of Profile/Dashboard

Using the profile/dashboard provided for your school, have your school improvement team analyze the data provided. Here are some suggestions for discussion:

- Do you see clear areas for improvement based on a review of Milestones data?
- Do you see discrepancies between grade-level data for the same subject?
- Does your benchmark data demonstrate growth patterns throughout the year?
- How does your benchmark data compare to EOG/EOC data?
- Review other achievement data and compare it to the above. Can you identify overall trends?
- Does your profile data support that your Tier 2 (reteach) instructional methods are proving to be effective?
- Can you observe measurable growth in Tier 3 student data?
- Does your master schedule support dedicated time for Tier 1, Tier 2, and Tier 3 instruction?

Trends and Patterns

After reviewing and analyzing your Needs Assessment (Profile/Dashboard data), identify 3 or 4 *priority* trends and patterns. These are areas that, 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/Dashboard data.</i>
#1	In Reading
#2	In Math
#3	Social Emotional Learning - SEL to help create student Self- Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision Making.

Identified Trend/Pattern #1:

We have seen a slight decrease in proficiency levels of 3 and 4 in ELA on the GA Milestones.

Root Cause #1	Students have a gap in their phonemic awareness and beginning-level phonics.
Root Cause #2	Inconsistent use of CFA and CSA data to conduct tier 2 instruction across grade levels K-5.
Root Cause #3	Inconsistent use of tier 1 time for balanced literacy instruction and time for student practice and application
S.M.A.R.T. Goal	<p>By May 2024 80% of Pre-K students will demonstrate proficiency with letter recognition of 18 upper and 15 lower case letters.</p> <p>By May 2024 90% of Kindergartners students will demonstrate mastery of all sounds up to digraphs on the LETRS Spelling Inventory.</p> <p>By May 2024 90% of 1st-grade students will demonstrate mastery of all sounds up to VCe (silent E) words on the LETRS Spelling Inventory.</p> <p>By May 2024 the percentage of second-grade students scoring at the 60th percentile or above on MAP Growth Reading will increase from 41% to 45%.</p> <p>By May 2024 the percentage of 3rd grade students scoring at the 60th percentile or above on MAP Growth Reading will increase from 44% to 48.</p> <p>By May 2024 the percentage of students in 4th grade performing a level 3 or 4 in English Language Arts will increase from 29% (3rd-grade score) to 33% (4th-grade score) on the Georgia Milestones Assessment.</p>

	By May 2024 the percentage of students in 5th grade performing at a level 3 or 4 in English Language Arts will increase from 33% to 37% (5th grade score) on the Georgia Milestones Assessment.
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*Add additional Root Causes as needed.

Strategic Goal #1:

To increase proficiency levels of 3 and 4 in ELA on the GA Milestones and increase MAP Reading RIT scores in all grade levels. Increase all grade level Lexile Scores of all students.
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Action Step #1

Describe Action Step #1	Pre-K and new teachers (K-2) and all teachers (3-5) will be participating in LETRS training in the 2023-2024 school year to improve student achievement in Phonics and Phonemic Awareness.
Funding Source	School and District Funding.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. IEP and 504 plans will be fully implemented.
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Use LETRS Phonics and Word Reading Survey, LETRS Spelling Inventory, and Haggerty Phonemic Awareness for Pre-K-2nd to monitor data in CLT's with Administration. Grades 3-5 will use MAP Growth and MAP Fluency progress monitoring to monitor students' growth.
Position/Role Responsible	New Pre-K through 5 teachers will be participating in Cohort 1 of LETRS training. Cohort 2 teachers in LETRS training for the second year. Pre-K - 5 teachers.

Action Step #2

Describe Action Step #1	Teachers (Pre-K-1st), EIP Reading, and Reading Interventionists will begin implementing Haggerty and Orton Gillingham Training.
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Funding Source	School and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. IEP and 504 plans will be fully implemented.
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Use the Haggerty Phonemic Awareness test and Orton-Gillingham strategies for Pre-K-2nd to monitor data in CLTs with Administration. Grades 3-5 will use MAP Growth and Fluency progress monitoring to monitor student's growth.
Position/Role Responsible	Pre-K, and K-5 Classroom Teachers, Interventionists, and Special Education Teachers.

Action Step #3

Describe Action Step #1	Teachers (Pre-K-5) will continue to meet in Professional Learning Communities to identify priority standards, create common assessments, examine student work, and implement best practices in tier 1 and tier 2 instruction.
Funding Source	School and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. IEP and 504 plans will be fully implemented.
Timeline for Implementation	2023-2024.
Process for Monitoring	MAP Benchmark Scores.
Position/Role Responsible	Pre-K and K-5 Teachers, and Special Education Teachers

Action Step #4

Describe Action Step #1	Follow CCPS guidelines for literacy block schedule to increase student reading time.
Funding Source	School and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. IEP and 504 plans will be fully implemented.
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Monthly progress monitoring using MAP Fluency and MAP Growth Benchmark Scores.
Position/Role Responsible	Pre-K and K-5 Teachers, and Special Education Teachers.

*Add additional action steps as needed.

***If results do not indicate you are on track to meet the strategic goal, please describe changes to your action plan that will be implemented: Action Steps:**

Action Steps for each grade level:	<u>Math</u>	<u>Reading</u>	<u>Behavior</u>
Pre- K	-Boot Camp To help us reach our goal, we have been focusing on teen numbers in large groups and in small groups working with those specific students who are in progress or have not yet met the benchmark goals.	-Letter Boot Camp To help us reach our goal, we have been focusing on letter sounds in large groups and in small groups working with those specific students who are in progress or have not yet met the benchmark goals.	
Kindergarten	-Utilize tier 2 time for reteaching and enrichment -We began tier 3 at the beginning of February		

1st	<ul style="list-style-type: none"> -Completing the Place Value unit by spring break. -IXL skills based on areas of need (money, time, fractions, shapes, PV) 	<ul style="list-style-type: none"> - Progress Monitoring fluency -Read individual bags of books 	-PBIS 5 Star General Expectations review
2nd	<ul style="list-style-type: none"> * IXL Math Skill Plans after lessons are met in Dreambox and Zearn. 	<ul style="list-style-type: none"> * Read individual " Bag of Books" with the teacher in WIN once minutes, units, and lessons are met. 	<ul style="list-style-type: none"> * Incorporate PBIS Reset values and Monthly Character traits into classroom routines.
3rd	<ul style="list-style-type: none"> -IXL Skills plan based on MAP data -More deliberate with skills being retaught and extended during T2 Thurs/ Fri groups 	<ul style="list-style-type: none"> -IXL Skills plan based on MAP data -Use Lexia passages with vocab and comp. questions to reinforce or pre-teach when min/units are met for the week 	<ul style="list-style-type: none"> -More consistent with positive reinforcement of class Dojo bucks/ General Bucks
4th	<ul style="list-style-type: none"> • Fraction Unit with individualized skill plan • Add measurement & geometry iReady lessons during T3 for students who finish lessons & minutes 	<ul style="list-style-type: none"> • Writing unit getting ready for Milestones 	<ul style="list-style-type: none"> • PBIS Reset during specials possibly more than once a month with Mr. Ellis.
5th		<ul style="list-style-type: none"> - Incorporate and implement writing prompts and exemplars from GA Milestones Assessment Guide -Focus on gaps in student learning based on IXL paths 	More frequent dojo store options in the classroom to give more immediate feedback for positive behavior.

To increase proficiency levels of 3 and 4 in ELA on the GA Milestones and increase MAP Reading RIT scores in all grade levels. Increase all grade level Lexile Scores of all students.

MAP *READING*

2023-2024

Grade	Fall	Winter	Spring	Goal
Pre-K				80%
K				90%
1st				90%
2nd				45%
3rd				48%
4th				33%
5th				48%

2022-2023 Scores

Grade:	ELA 2,3,4	ELA 3,4	Reading
3rd	68%	41%	+72%
4th	74%	33%	+67%
5th	89%	51%	+86%

Identified Trend/Pattern #2:

We have seen a decline in proficiency levels of 3 and 4 in Math on the Georgia Milestones. The domains to focus on are Measurement and Data (57% remediation rate), Geometry (49% remediation rate), and Number and Operations (47% remediation rate).

Root Cause #1	Lack of implemented protocol for creating and analyzing Common Formative Assessments and Common Summative Assessments data.
Root Cause #2	Students have gaps in number sense, math computation, and problem-solving skills. Inconsistent math vocabulary across grade levels (K-5).
Root Cause #3	Pacing math concepts in order to have time to teach Measurement and Data, Geometry, and Number and Operations content thoroughly.
S.M.A.R.T. Goal	<p>By May 2024 75% of Pre-K students will demonstrate mastery of identification, rote counting, and 1:1 correspondence of numbers 0-20.</p> <p>By May 2024 65% (75%) of Kindergarten students will perform at the 60th percentile or higher on MAP.</p> <p>By May 2024 (63%), 67% of students in 1st grade will perform at the 60th percentile or higher on MAP.</p> <p>By May 2024 (55%) 60% of students in 2nd grade will perform at the 60th percentile or higher on MAP.</p> <p>By May 2024 (44%) 50% of students in 3rd grade will perform at the 60th percentile or higher on MAP.</p> <p>By May 2024 the percentage of students in 4th grade performing at a level 3 or 4 in Math will increase from 41% (3rd-grade score) to 45% (4th-grade score) on the Georgia Milestones test.</p> <p>By May 2024 the percentage of students in 5th grade performing at a level 3 or 4 in Math will increase from 61% (4th-grade score) to 65% (on 5th-grade score) on the Georgia Milestones Assessment.</p>

*Add additional Root Causes as needed.

Strategic Goal #2:

To increase proficiency levels of 3 and 4 in Math on the GA Milestones and increase MAP Math RIT scores in all grade levels.

Action Step #1

Describe Action Step #1	Teachers (Pre-k-5) will meet in Professional Learning Communities to create, analyze, and reteach effectively using CFA data.
Funding Source	School and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Language Learners, and Students with Disabilities (IEP and 504 Plans will be fully implemented).
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Professional Learning Community. Agendas, CFA/CSA, and Student Work and monitor in CLTs each week with Administration.
Position/Role Responsible	Pre-k-5 Teachers and Special Education Teachers.

Action Step #2

Describe Action Step #1	Improving Tier 1 Math instruction through our delivery of Eureka. Teachers will be consistent with Tier 2 and Tier 3 Instruction to close gaps within number sense, computation, and problem-solving skills.
Funding Source	School and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. IEP and 504 plans will be fully implemented.
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Pacing Guides and Unit Plans. Academic Progress (MAP) Data. CFA/CSA Data and Intervention Mid-Year Data are monitored in CLTs each week with Administration.

Position/Role Responsible	Pre-k-5 Teachers and Special Education Teachers.

Action Step #3

Describe Action Step #1	Teachers will create pacing guides to cover content in a timely manner. IEP and 504 plans will be fully implemented.
Funding Source	School and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. (IEP and 504 Plans will be fully implemented).
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Pacing guides are monitored in CLTs each week with Administration.
Position/Role Responsible	Pre-k-5 Teachers and Special Education Teachers.

*Add additional action steps as needed.

If results do not indicate you are on track to meet the strategic goal, please describe changes to your action plan that will be implemented: *Action Steps:

Action Steps for each grade level:	<u>Math</u>	<u>Reading</u>	<u>Behavior</u>
Pre- K	<ul style="list-style-type: none"> -Boot Camp <p>To help us reach our goal, since Christmas Break, we have been focusing on teen numbers in large groups and in small groups working with those specific students who are in progress or have not yet met the benchmark goals.</p>	<ul style="list-style-type: none"> -Letter Boot Camp <p>To help us reach our goal, since Christmas Break, we have been focusing on letter sounds in large groups and in small groups working with those specific students who are in progress or have not yet met the benchmark goals.</p>	
Kinder	<ul style="list-style-type: none"> -Utilize tier 2 time for reteaching and enrichment -We began tier 3 at the beginning of February 		
1st	<ul style="list-style-type: none"> -Completing the Place Value unit by spring break. -IXL skills based on areas of need (money, time, fractions, shapes, PV) 	<ul style="list-style-type: none"> - Progress Monitoring fluency -Read individual bags of books 	-PBIS 5 Star General Expectations review
2nd	<ul style="list-style-type: none"> * IXL Math Skill Plans after lessons are met in Dreambox and Zearn. 	<ul style="list-style-type: none"> * Read individual " Bag of Books" with the teacher in WIN once minutes, units, and lessons are met. 	<ul style="list-style-type: none"> * Incorporate PBIS Reset values and Monthly Character traits into classroom routines.
3rd	<ul style="list-style-type: none"> -IXL Skills plan based on MAP data -More deliberate with skills being retaught and extended during T2 Thurs/ Fri groups 	<ul style="list-style-type: none"> -IXL Skills plan based on MAP data -Use Lexia passages with vocab and comp. questions to reinforce or pre-teach when min/units are met for the week 	-More consistent with positive reinforcement of class Dojo bucks/ General Bucks
4th	<ul style="list-style-type: none"> • Fraction Unit with individualized skill plan • Add measurement & geometry iReady lessons during T3 for students who finish lessons & minutes 	<ul style="list-style-type: none"> • Writing unit getting ready for Milestones 	<ul style="list-style-type: none"> • PBIS Reset during specials possibly more than once a month with Mr. Ellis.
5th		<ul style="list-style-type: none"> - Incorporate and implement writing prompts and exemplars from GA Milestones Assessment Guide -Focus on gaps in student learning based on IXL paths 	More frequent dojo store options in the classroom to give more immediate feedback for positive behavior.

To increase proficiency levels of 3 and 4 in Math on the GA Milestones and increase MAP Reading RIT scores in all grade levels.

MAP *Math*

2023-2024

Grade	Fall	Winter	Spring	Goal
Pre-K				75%
K				75%
1st				67%
2nd				60%
3rd				50%
4th				45%
5th				65%

2022-2023 Scores

Grade:	Math 2,3,4	Math 3,4
3rd	79%	41%
4th	85%	61%
5th	81%	47%

2022-2023 Scores

Grade:	Science 2,3,4	Science 3,4
5th	80%	53%

Identified Trend/Pattern #3:

To help our students' self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

Root Cause #1	Lack of student engagement within grades (Pre-K through 5th).
Root Cause #2	Inconsistent understanding of regulatory skills such as self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.
Root Cause #3	Inconsistent connectedness of our students can be defined as "the degree to which a person or group is socially close, interrelated, or shares resources with other persons or groups.
S.M.A.R.T. Goal	By May 2024 we will see a decrease in major infractions from 22 (2021-2022) to 15 (2022-2023) to 12 (2023-2024)

*Add additional Root Causes as needed.

Strategic Goal #3:

By May 2024 we will see a decrease of major infractions from 15 to 12.

Action Step #1

Describe Action Step #1	Students will keep a student data notebook to set and monitor academic, social, and behavioral goals.
Funding Source	School and District Funds.
Targeted	Economically Disadvantaged, English Learners, Students with Disabilities. (IEP and 504 Plans will be fully

Subgroup(s)	implemented).
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Student Data Notebooks and monitor periodic during goal setting times with students.
Position/Role Responsible	All Woodstation Staff.

Action Step #2

Describe Action Step #2	The school will focus on the following social and emotional behaviors: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Teachers can use programs such as Kagan, PBIS, or Core Essential Lessons.
Funding Source	School and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. (IEP and 504 Plans will be fully implemented).
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Student Data Notebook and Classroom Behavioral Data and monitor periodically during goal-setting times with students.
Position/Role Responsible	All Woodstation Staff and PBIS Team members.

Action Step #3

Describe Action Step #3	All teachers are trained in Kagan strategies through day 2 to learn student engagement strategies with 1 coach in the building with plans to increase additional coaches.
Funding Source	School and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. (IEP and 504 Plans will be fully implemented).
Timeline for Implementation	2023-2024 School Year.
Process for Monitoring	Classroom Observation by Academic Coach and Administration.
Position/Role Responsible	Teachers and Administrators and Kagan Training for Teachers.

Action Step #3

Describe Action Step #4	To split our Interventionist time with one on one progress monitoring student data in reading and to help develop a social-emotional class called STARS. They would work with our school counselor to develop character-based lessons focusing on the social-emotional aspect of students who are respectful, responsible, resourceful, motivated, and prepared. To also incorporate STEAM (Science, technology, engineering, art, and math) into our Activity schedule.
Funding Source	School Charter and District Funds.
Targeted Subgroup(s)	Economically Disadvantaged, English Learners, Students with Disabilities. (IEP and 504 Plans will be fully implemented).
Timeline for Implementation	2023-2024 School Year.

Process for Monitoring	Classroom Observation by Academic Coach and Administration and also a part of our B-SIT team.
Position/Role Responsible	Teachers and Administrators and PBIS Training for Teachers.

*Add additional action steps as needed.

If results do not indicate you are on track to meet the strategic goal, please describe changes to your action plan that will be implemented: *Action Steps:

<i>Action Steps for each grade level:</i>	<u>Math</u>	<u>Reading</u>	<u>Behavior</u>
Pre- K	-Boot Camp To help us reach our goal, since Christmas Break, we have been focusing on teen numbers in large groups and in small groups working with those specific students who are in progress or have not yet met the benchmark goals.	-Letter Boot Camp To help us reach our goal, since Christmas Break, we have been focusing on letter sounds in large groups and in small groups working with those specific students who are in progress or have not yet met the benchmark goals.	
Kinder	-Utilize tier 2 time for reteaching and enrichment -We began tier 3 at the beginning of February		
1st	-Completing the Place Value unit by spring break. -IXL skills based on areas of need (money, time, fractions, shapes, PV)	- Progress Monitoring fluency -Read individual bags of books	-PBIS 5 Star General Expectations review
2nd	* IXL Math Skill Plans after lessons are met in Dreambox and Zearn.	* Read individual " Bag of Books" with the teacher in WIN once minutes, units, and lessons are met.	* Incorporate PBIS Reset values and Monthly Character traits into classroom routines.

22-23 School Improvement Implementation Plan

3rd	<ul style="list-style-type: none"> -IXL Skills plan based on MAP data -More deliberate with skills being retaught and extended during T2 Thurs/ Fri groups 	<ul style="list-style-type: none"> -IXL Skills plan based on MAP data -Use Lexia passages with vocab and comp. questions to reinforce or pre-teach when min/units are met for the week 	<ul style="list-style-type: none"> -More consistent with positive reinforcement of class Dojo bucks/ General Bucks
4th	<ul style="list-style-type: none"> • Fraction Unit with individualized skill plan • Add measurement & geometry iReady lessons during T3 for students who finish lessons & minutes 	<ul style="list-style-type: none"> • Writing unit getting ready for Milestones 	<ul style="list-style-type: none"> • PBIS Reset during specials possibly more than once a month with Mr. Ellis.
5th		<ul style="list-style-type: none"> - Incorporate and implement writing prompts and exemplars from GA Milestones Assessment Guide -Focus on gaps in student learning based on IXL paths 	<ul style="list-style-type: none"> More frequent dojo store options in the classroom to give more immediate feedback for positive behavior.

Strategic Goal #3	Mid-Year Progress Method	Mid-Year Progress Summary (Describe results)	Results (Check one)												
<p>By May 2024 we will see a decrease of major infractions from</p> <p>15 (2022-2023) 12 (2023-2024)</p>	Swiss Infraction Sheets	<p> </p> <table border="1"> <tr> <th>Fall</th><th>Winter</th><th>Spring</th><th>Goal</th></tr> <tr> <td>9/28/23</td><td>1/8/24</td><td>5/24/24</td><td>5/24/24</td></tr> <tr> <td></td><td></td><td></td><td>15</td></tr> </table>	Fall	Winter	Spring	Goal	9/28/23	1/8/24	5/24/24	5/24/24				15	<p><input checked="" type="checkbox"/> On Track to Meet or Exceed Goal</p> <p><input type="checkbox"/> Not on Track to Meet Goal*</p>
Fall	Winter	Spring	Goal												
9/28/23	1/8/24	5/24/24	5/24/24												
			15												