

Battlefield Primary School

**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, 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	A percentage of the student population struggle to show significant growth in reading, most notably in first grade.
#2	A percentage of the student population struggle to show significant growth in math.
#3	The RTI process
#4	The documented student discipline for the 18-19 school year increased dramatically.

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1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
Root Cause # 1	60% of kindergarten students, 79% of 1st grade students, and 28% of 2nd grade students were identified as low risk or above the benchmark during the 18-19 school year. At the end of the school year, 90% in Kindergarten, 72% in 1st grade and 61% of 2nd grade were considered low risk or above the benchmark.
Root Cause # 2	The Guided Reading program was being initiated across the school. Some teachers had previous experience with it. For a number of teachers it was either their initial or 2nd year with the program.
Root Cause # 3	The fidelity of the Guided Reading program was also inconsistent.
Root Cause # 4	Over half (43 events) of the school discipline originated in the first grade. This resulted in classroom disruptions and students being removed from the classroom.
Root Cause # 5	
S.M.A.R.T GOAL	90% of kindergarten, 85 % of 1st grade and 70 % of 2nd grade will meet benchmark as measured by Easy CBM and STAR by May 22nd 2020.
Strategic Plan Goal	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 GOAL

90% of kindergarten, 85 % of 1st grade and 70 % of 2nd grade will meet benchmark as measured by Easy CBM and STAR by May 22nd 2020.

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. Grade level collaboration will take place weekly to identify the essential standards in reading, discuss data, group students and share best practices.	Title I	a. Aug. 2019-May 2020	grade level teams academic coach administration guiding coalition	data from the mid-year benchmark/data from common formative assessments
		b. collaboration minutes/admin.-Title I academic coaches- guiding coalition members monitoring the meetings		
2. Common formative assessments will be created for reading based upon essential standards and students groups based upon the results	none	a. Aug. 2019-May 2020	grade level teams academic coach administration guiding coalition	data from the mid-year benchmark/data from common formative assessments
		b. collaboration minutes/admin.-Title I academic coaches-guiding coalition members monitoring the meetings		
3. Guided Reading will be implemented with fidelity across grade levels.	State and Title funds	a. Aug. 2019-May 2020	administration and Title I paid academic coaches	data from the mid-year benchmark/TKES observations
		b. walkthroughs by academic coaches and admin./TKES observations/teacher lesson plans		
4. An intervention time is part of the school's daily schedule	Title I	a. Sept. 2019-May 2020	administration/guiding coalition	data from the mid-year benchmark/data from common formative
		b. TKES observations/data from intervention programs such as Lexia and Dreambox		

				assessments
5. The PBIS and discipline teams will identify students and accommodations will be made in the form of behavior intervention plans. Trends of behavior will also be identified.	Title 4 and professional development funds	a. Aug. 2019-May 2020	PBIS team administration	data derived from Infinite Campus discipline tracker/SWISS forms
		b. minutes and agenda from PBIS meetings/ BIP's/discipline tracker in Infinite Campus		
6. Parents will be provided with resources and strategies to implement at home to increase reading proficiency. This will be done through APTT nights.	Title I	a. Aug. 2019-May 2020, APTT nights in Fall 2019 and Winter 2020	Title I parent coordinator classroom teachers	conference minutes/ Title I documentation
		b. grade level events, APTT nights, newsletters, teacher conference documentation after the APTT night		

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 monies will be used to assist these students academically with the hiring of additional personnel	Guidance counselor in addition to the school wide mentoring program, and Georgia Hope
English Learners	Migrant
Additional support from the ELL instructor as collaboration takes place with the classroom teacher	n/a
Race/Ethnicity/Minority	Students with Disabilities
	Support for these students will be accomplished through different instruction models such as co-teaching, resource and supportive instruction

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2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	

Root Cause # 1	81% of kindergarten students, 49% of 1st grade students, and 37% of 2nd grade students were identified as low risk or above the benchmark during the 18-19 school year. At the end of the school year 98% in Kindergarten, 72% in 1st grade and 70% of 2nd grade were considered low risk or above the benchmark.
Root Cause # 2	Math strategies shared during collaboration time need to be implemented in a uniform manner when proven to be effective. This will especially be the case in Tier II as instruction will need to be differentiated to accommodate students who did not master the essential standard upon initial delivery.
Root Cause # 3	The math common formative assessments need to be refined to better identify students who did not initially grasp the concepts.
Root Cause # 4	School discipline as documented by Infinite Campus rose significantly from the 17-18 school year to the 18-19 school year. This resulted in classroom disruptions and students being removed from the classroom.
Root Cause # 5	
S.M.A.R.T GOAL	90% of kindergarten, 85 % of 1st grade, and 90 % of 2nd grade students will show mastery of the essential standards as measured by the common formative assessment and end of unit summative assessments by May 22nd 2020.
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	90% of kindergarten, 85 % of 1st grade, and 90 % of 2nd grade students will show mastery of the essential standards as measured by the common formative assessment and end of unit summative assessments by May 22nd 2020.
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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. An emphasis will be placed on Tier II instructional strategies during collaboration meetings in the area of mathematics and their implementation in the classroom. Teachers will also be required to send Tier II students to another teacher in their grade level for redelivery of instruction.	Title I	a. Aug. 2019-May 2020	grade level teams academic coach administration guiding coalition	data from the mid-year benchmark/data from common formative assessments/TKES/progress monitoring
		b. collaboration minutes/admin.-Title I academic coaches-guiding coalition member monitoring the meetings		
2. Grade level collaboration will take place weekly to discuss data, group students, share best practices, and refine previously created CFA's.	Title I	a. Aug. 2019-May 2020	grade level teams academic coach administration guiding coalition	data from the mid-year benchmark/data from common formative assessments/ progress monitoring
		b. collaboration minutes/admin.-Title I academic coaches/guiding coalition member monitoring the meetings		
3. Common formative assessments will continue to be refined to better address Tier II students.	Title I	a. Aug. 2019-May 2020	grade level teams academic coach administration guiding coalition	data from the mid-year benchmark/data from common formative assessments/ progress monitoring
		b. guiding coalition member/ Title I academic coach/admin. monitoring the meetings		
4. The PBIS or another behavior team will identify students and accommodations will be made in the form of behavior intervention plans.	Title 4/school funds	a. Aug. 2019-May 2020	PBIS team administration	data derived from Infinite Campus discipline
		b. minutes and agenda from		

		PBIS meetings/ BIP's/discipline tracker in Infinite Campus		tracker/SWISS forms
5. Parents will be provided with resources and strategies to implement at home to increase math proficiency. This will be done through APTT nights.	Title I	a. Aug. 2019-May 2020, APTT nights in Fall 2019 and Winter 2020	Title I parent coordinator classroom teachers	conference minutes/ Title I documentation
		grade level events, APTT nights, newsletters, teacher conference documentation after the APTT night		
6.		a.		
		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Title monies will be used to assist these students academically with the hiring of additional personnel		Guidance counselor in addition to the school wide mentoring program, and Georgia Hope		
English Learners		Migrant		
Additional support from the ELL instructor as collaboration takes place with the classroom teacher		n/a		
Race/Ethnicity/Minority		Students with Disabilities		
		Support for these students will be accomplished through different instruction models such as co-teaching, resource and supportive instruction		

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3.1 Identified Trend/Pattern #3

Identified Trend/Pattern	
Root Cause # 1	A limited amount of parents and community members involve themselves directly with the school.

Root Cause # 2	Parents are unaware of the significance and importance of their direct involvement with the school.
Root Cause # 3	Many parents do not use the resources that the school or community provide
Root Cause # 4	Outside responsibilities and commitments impede involvement/engagement with the school
Root Cause # 5	
S.M.A.R.T GOAL	20% of parents, visitors and community members will increase their participation in the activities of BPS as measured by sign in sheets and Title I documentation by May 22, 2020.
Strategic Plan Goal	Objective 3: Encourage stakeholder engagement by maintaining strong partnerships with families, businesses, faith-based groups and community organizations to provide a system of support for students and families.

3.2 Identified Trend/Pattern #3

S.M.A.R.T GOAL	20% of parents, visitors and community members will increase their participation in the activities of BPS in an effort to improve student learning as measured by sign in sheets and Title I documentation by May 22, 2020.
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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. APTT nights will occur to expose parents to the academic level of their children as measured by the universal screeners.	Title I school funds PTO	a. Dates of Sept. 26 th and Feb. 20 th have been scheduled	Title I parent coordinator and school administration	Sign in sheets for 1 st APTT night compared to mid year screener
		b. Title I documentation and sign in sheets, packets created for each individual student		
2. Various resources and educational activities to be provided to the parents	Title I school funds	a. Ongoing throughout the 19-20 school year	Title I parent coordinator	Identify the number of parent resources provided after the Feb. 20 th APTT night
		b. Title I documentation		
3. Local organizations, businesses, and community members will be invited in to read to students in a structured environment.	none	a. Ongoing throughout the 19-20 school year.	Media center specialist, Title I parent coordinator	Check of sign in sheet/ Google doc signups for reading times
		b. Google docs signup sheets		
4. Different events and activities have been included in the school's calendar to promote community and parent participation.	Title I	a. Ongoing throughout the 19-20 school year	Title I parent coordinator/administration	A review of the number of participants will occur in Jan. and compared to last year's total
		c. BPS calendar of events		
5.		a.		
		b.		
6.		a.		

		b.		
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
When appropriate, the school will provide food and child care to accommodate families in need		Activities will be inclusive of all family dynamics and will be provided at different times of the day to accommodate family schedules		
English Learners		Migrant		
ELL instructor can be available to assist parents with communication needs		n/a		
Race/Ethnicity/Minority		Students with Disabilities		
		Special education instructors will be available during large parent events such as the APTT nights to assist the parents, should they need it, in the interpretation of data.		

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4.1 Identified Trend/Pattern #4

Identified Trend/Pattern	
Root Cause # 1	
Root Cause # 2	
Root Cause # 3	
Root Cause # 4	
Root Cause # 5	
S.M.A.R.T GOAL	
Strategic Plan Goal	

4.2 Identified Trend/Pattern #4

S.M.A.R.T GOAL

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.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
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

English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities