

Catoosa County Public Schools

BOYNTON ELEMENTARY

School Improvement Plan

2021-2022



SCHOOL IMPROVEMENT PLAN

Trends and Patterns

After reviewing and analyzing your Needs Assessment (Accreditation Report & Profile), 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> |
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| #1 | <p>While reviewing our TKES Data, the Taps History Report shows that our school's strongest areas under the teacher Performance Standards are Professional Knowledge and Positive Learning Environment. Our teachers demonstrate a solid understanding of the curriculum, subject content, and the needs of students by providing relevant learning experiences. Our classrooms are well-managed, safe, and the classroom environments are conducive to learning and encourage mutual respect among all students. Although the data supports that our school is doing well in most all areas of the teacher Performance Standards, the area that needs the most attention in our school is the assessments of and for learning. Teachers collaborate with their grade level teams to determine the appropriate assessments for our students based on their specific learning needs and choose strategies that are appropriate for the content being taught. Our goal is to strengthen this area as we strive to help our students to become more involved in setting individual learning goals and monitoring their own progress.</p> |
| #2 | <p>After completing the self-evaluation of Tier 1, 2, and 3 for the RTI at Work Implementation Improvement Targets, 3 Essential Actions within the 3 Tiers were identified as needing improvement.</p> <p>Tier 1 - Action 5 Identifying students for Tier 2 support by students, standards, and learning target</p> <p>Tier 2 - Action 4 Extending Student Learning</p> <p>Tier 3 - Action 5 Assess Intervention Effectiveness</p> |
| #3 | <p>GA Milestones data identified the percentage of 5th Grade Math students scoring proficient (Level 3 and Level 4) fell below the State Average. 66% of the 5th Grade students scored a Level 1 or a Level 2 on the test. 78% of those students were female and 52% of those students were male. The domain area of Geometry fell below the system and state average.</p> |
| #4 | <p>Student Growth data in MAP Reading showed that 52% of students in grade levels K-5 met their projected growth. Kindergarten, 1st Grade, and 3rd Grade did not meet their grade level projected growth. 4th Grade and 5th Grade students exceeded their projected growth. 42% of the students had High Growth/High Achievement.</p> <p>Student Growth data in MAP Math showed that 62% of students in grade levels K-5 met their projected growth. Kindergarten, 1st Grade, 2nd Grade, and 5th Grade exceeded their projected growth. 3rd Grade and 4th Grade met their projected growth. 46% of the students had High Growth/High Achievement.</p> <p>Our school goal for the 2020-2021 school year was that 80% of our students would meet their projected growth in MAP. We did not meet this goal.</p> |

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

| Identified Trend/Pattern | |
|--------------------------|--|
| Root Cause # 1 | Lack of appropriate amount of time spent on grade level teams developing and sharing CFA data. |
| Root Cause # 2 | Grading practices not consistent with mastery of content goals and objectives. |
| Root Cause # 3 | Teacher-Student Data Chats not being consistently held to hold students accountable. |
| Root Cause # 4 | Data Notebooks not having all essential standards identified and listed as proficient or not mastered. |
| S.M.A.R.T GOAL | Increase the percentage of teachers scoring at Exemplary in TKES on the Taps History Report by 30% in the teacher performance standard of "Assessment Strategies" by May 2022. |

1.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL

Increase the percentage of teachers scoring at Exemplary in TKES on the Taps History Report by 30% in the teacher performance standard of "Assessment Strategies" by May 2022.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible | Mid-Year Monitoring |
|--|----------------------------|---|---------------------------|--|
| | | b. Method for Monitoring | | |
| Teachers will have weekly data chats with their students to involve students in setting learning goals and monitoring their progress. | | 2021-2022 School Year | Teacher | Progress Monitoring MAP Benchmark |
| | | Grade Level Meetings Team Collaboration Data Notebooks | | |
| Data Notebooks will be used for teachers and students to identify specific learning standards as proficient and not mastered. | | 2021-2022 School Year | Teacher | MAP Benchmark |
| | | CFA Data Data Notebooks | | |
| Teachers will modify assessments to determine individual student needs and progress. | | 2021-2022 School Year | Teacher | |
| | | CFA Data Summative Data | | |
| Grade Level teams will have weekly discussions to ensure that grading practices align with mastery of content goals and objectives. | | 2021-2022 School Year | Teacher Administration | |
| | | Grade Level Meetings Team Collaboration | | |
| Grade Level teams will collaborate weekly to develop CFAs and analyze student data. | | 2021-2022 School Year | Teacher | MAP Benchmark |
| | | Team Collaboration CFA Data | | |
| Economically Disadvantaged | | Foster and Homeless | | |
| Provide after school tutoring opportunities. Involve school counselor for social/emotional support. | | Involve school counselor, DFCS, and MV Rep in academic decisions. | | |
| English Learners | | Migrant | | |
| The ESOL teacher will set up parent meetings and translate important information pertaining to the child's academic progress and current standing. The ESOL teacher will provide extra daily academic support. | | Communicate academic needs/progress with feeder schools. | | |
| Race/Ethnicity/Minority | | Students with Disabilities | | |
| Provide after school tutoring opportunities. | | IEP and 504 plans will be fully implemented. | | |

SCHOOL IMPROVEMENT PLAN

2.1 Identified Trend/Pattern #2

| Identified/Trend Pattern | |
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| Root Cause # 1 | Teacher-Student Data Chats not being consistently held to hold students accountable. |
| Root Cause # 2 | Lack of appropriate amount of time spent on grade level teams developing and sharing CFA data. |
| Root Cause # 3 | Inadequate amount of time spent on providing students collaboration opportunities through research, projects, and extended thinking. |
| Root Cause # 4 | Lack of collaboration among Grade Level teams and Gifted teachers. |
| S.M.A.R.T GOAL | Increase the level of implementation at Tier 1, 2, and 3 of the essential actions of the RTI at Work Implementation Improvement Targets from Level 4 - Implementing to Level 5 Developing by May 2022. |

2.2 Identified Trend/Pattern #2

**S.M.A.R.T
GOAL**

Increase the level of implementation at Tier 1, 2, and 3 of the essential actions of the RTI at Work Implementation Improvement Targets from Level 4 - Implementing to Level 5 Developing by May 2022.

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 | | |
| <p>Tier 1 - Action 5</p> <ul style="list-style-type: none"> Designate a specific time during the school day to focus solely on re-teaching grade level standards and learning targets. Use Team Collaboration time to share CFA data and regroup students to support their specific learning needs. Teacher/Student data chats weekly to discuss specific learning targets/areas of concern and hold students accountable. Collaboration with Special Ed & EIP teachers & Reading Interventionist. Bi-Weekly Check-Ins with Administration on Tier 2 implementation and progress. | | 2021-2022 School Year | Teacher Administration | MAP Benchmark |
| | | Grade Level Meetings Team Collaboration CFA Data Data Notebooks TKES Observations | | |
| <p>Tier 2 - Action 4</p> <ul style="list-style-type: none"> Grade Level Teams meet weekly during Team Collaboration to discuss specific learning activities to use within their units to extend student learning. Teachers collaborate with Gifted teachers 2X per month. Teams create grade level goals on how they will use extensions throughout the school year. Provide student collaboration opportunities through research and projects. Engage students in the learning process. Provide students with strategies for engaging in extended thinking. Students in grades K-5 will participate 2X per week in our STEM Lab. | | 2021-2022 School Year | Teacher Administration | TKES Mid-Year Conference |
| | | Grade Level Meetings Team Collaboration TKES Goals TKES Observations | | |

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| Tier 3 - Action 5 <ul style="list-style-type: none"> • Monthly A-SIT meetings to look at student intervention data. • Grade Level teams will analyze intervention data weekly to track student progress. • Teachers will check CFA data for positive correlations between interventions and content mastery. • Sped Chair will share monthly Special Education referral list with administration and A-SIT to show reduced number of monthly referrals. • Administration will review intervention and benchmark data to monitor effectiveness. | | 2021-2022 School Year | Teacher Administration | Dreambox I-Ready Lexia Reading Plus MAP Benchmark |
| | | A-SIT Meetings Team Collaboration CFA Data TKES Observations | | |

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| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | |
| Economically Disadvantaged | Foster and Homeless |
| Provide after school tutoring opportunities. Involve school counselor for social/emotional support. | Involve school counselor, DFCS, and MV Rep in academic decisions. |
| English Learners | Migrant |
| The ESOL teacher will set up parent meetings and translate important information pertaining to the child's academic progress and current standing. The ESOL teacher will provide extra daily academic support. | Communicate academic needs/progress with feeder schools. |
| Race/Ethnicity/Minority | Students with Disabilities |
| Provide after school tutoring opportunities. | IEP and 504 plans will be fully implemented. |

SCHOOL IMPROVEMENT PLAN

3.1 Identified Trend/Pattern #3

| Identified Trend/Pattern | |
|--------------------------|---|
| Root Cause # 1 | Time constraints in teaching the curriculum and in working with students 1 on 1 or in small groups. |
| Root Cause # 2 | Insufficient resources available to meet the needs of students. Lack of specialized programs and extension opportunities. |
| Root Cause # 3 | Gaps in basic Math skills. |
| Root Cause # 4 | Lack of student motivation to excel. |
| Root Cause # 5 | Student/Teacher ratio |
| S.M.A.R.T GOAL | Increase the percentage rate of students scoring at a Level 3 or Level 4 (Proficient or Distinguished Learner) in Grades 3-5 by 7% in Math on the GA Milestones assessment by May 2022. |

3.2 Identified Trend/Pattern #3

**S.M.A.R.T
GOAL**

Increase the percentage rate of students scoring at a Level 3 or Level 4 (Proficient or Distinguished Learner) in Grades 3-5 by 7% in Math on the GA Milestones assessment by May 2022.

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 | | |
| Provide opportunities for teachers to collaborate and discuss/plan for cross-curriculum integration among grade levels. Focus on Essential Standards and Learning Targets. Common Formative assessments will be developed. Focus on Content areas. All teachers using Engage NY & Zearn. Teachers will use specific strategies to improve math scores, such as asking open-ended questions, using metacognition strategies, adopt a holistic approach to teaching, personalize students' learning experiences, use manipulatives, and provide students with opportunities to collaborate with their peers. | | 2021-2022 School Year | Teacher Administration | TKES Mid-Year Conference |
| | | Grade Level Meetings Team Collaboration Vertical Math Team Mtgs. CFA Data TKES Observations | | |
| Teacher – Student conferences (Data Chats) to discuss Essential Standards & Math goal setting for each student. Use student data notebooks to identify standards students showing proficiency in and standards not mastered yet. Provide positive incentives to students reaching their goals. | | 2021-2022 School Year | Teacher | |
| | | Conferences with Student Essential Standards Charts Student Data Notebooks | | |
| Develop At-Risk list per grade level. Monthly data team meetings, bimonthly grade level meetings, & weekly team collaboration meetings to analyze/discuss data and develop action plans for student improvement. | | 2021-2022 School Year | Teacher Administration A-SIT | Progress Monitoring MAP Benchmark |
| | | Grade Level A-SIT MAP Data I-Ready/Dreambox Data Team Collaboration | | |

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|--|-----------------|---|---------------------------|--|
| Each grade level will develop a specific plan to use the ELT for interventions and extensions of grade level content in order to best meet the needs of their students. Flexible grouping will be used. Run I-Ready Diagnostic reports to identify domain-specific instruction to meet individual student needs. | | 2021-2022 School Year | Teacher | Grade Level Meetings Team Collaboration |
| | | Grade Level Meetings Team Collaboration TKES Observations | | |
| Provide teachers with professional development & PLC opportunities. Ex. RESA classes, Solution Tree PLC trainings, Dreambox & I-Ready trainings, Vertical Math Team Collaboration, etc. | School/District | 2021-2022 School Year | Administration | |
| | | Professional Development PLC meetings & Trainings TKES Observations | | |
| Provide 2 daily math segments for 5th grade students. This will be established for the school year. | | 2021-2022 School Year | Teacher Administration | MAP Data Intervention Data |
| | | Grade Level Meetings Team Collaboration | | |

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

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|--|---|
| Economically Disadvantaged | Foster and Homeless |
| Provide after school tutoring opportunities. Involve school counselor for social/emotional support. | Involve school counselor, DFCS, and MV Rep in academic decisions. |
| English Learners | Migrant |
| The ESOL teacher will set up parent meetings and translate important information pertaining to the child's academic progress and current standing. The ESOL teacher will provide extra daily academic support. | Communicate academic needs/progress with feeder schools. |
| Race/Ethnicity/Minority | Students with Disabilities |
| Provide after school tutoring opportunities. | IEP and 504 plans will be fully implemented. |

SCHOOL IMPROVEMENT PLAN

4.1 Identified Trend/Pattern #4

| Identified Trend/Pattern | |
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| Root Cause # 1 | Deep analysis of benchmark data was not performed consistently after each benchmark. |
| Root Cause # 2 | Teacher-Student Data Chats not being consistently held to hold students accountable. |
| Root Cause # 3 | Inconsistent use of the MAP Learning Continuum Report to identify students needing more support and students needing to be challenged. |
| S.M.A.R.T GOAL | We will increase our Reading & Math MAP RIT Scores of <i>all students in grades K-5</i> so that 75% of students will demonstrate targeted growth that meets individualized RIT Scores as measured by the Spring MAP Benchmark by the end of May 2022. |

4.2 Identified Trend/Pattern #4

**S.M.A.R.T
GOAL**

We will increase our **Reading & Math MAP RIT Scores** of *all students in grades K-5* so that 75% of students will demonstrate targeted growth that meets individualized RIT Scores as measured by the Spring MAP Benchmark by the end of May 2022.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible | Mid-Year Monitoring |
|---|----------------------------|---|---------------------------|--|
| | | b. Method for Monitoring | | |
| Teachers will conduct a deep analysis of the MAP data after each benchmark. Teachers will develop strategies for supporting opportunities for growth. | | 2021-2022 School Year | Teacher Administration | MAP Benchmark |
| | | Grade Level Meetings Team Collaboration MAP Data Analysis | | |
| Teacher-Student Data Chats along with Student Data Notebooks will be used for students to better understand what standards they are doing well in and what standards are needing additional support and improvement. Students will reflect on their progress and set realistic goals. | | 2021-2022 School Year | Teacher | |
| | | Student Data Notebooks | | |
| Teachers will use the Learning Continuum online report to identify students needing more support and students needing to be challenged. Teachers will tailor/differentiate their lessons in lower and higher RIT bands in order to keep student growth on track. | | 2021-2022 School Year | Teacher | Progress Monitoring MAP Benchmark |
| | | MAP Reports & Data | | |
| Economically Disadvantaged | | Foster and Homeless | | |
| Provide after school tutoring opportunities. Involve school counselor for social/emotional support. | | Involve school counselor, DFCS, and MV Rep in academic decisions. | | |
| English Learners | | Migrant | | |
| The ESOL teacher will set up parent meetings and translate important information pertaining to the child's academic progress and current standing. The ESOL teacher will provide extra daily academic support. | | Communicate academic needs/progress with feeder schools. | | |
| Race/Ethnicity/Minority | | Students with Disabilities | | |
| Provide after school tutoring opportunities. | | IEP and 504 plans will be fully implemented. | | |