

Catoosa County Schools



Every child, every day, without exception!

Elementary Improvement Plan Profile

School: WSE

School Year: 2019-20

Part 1: Demographic Data

A. Attach the following reports (in order):

- *Student Demographics Report*
- *Student Attendance Report*
- *Discipline Report*

B. Complete the following:

Teacher Attendance

# Teachers In the School	# Missing 5 or Less Days	# Missing 6 to 15 Days	# Missing More Than 15 Days
41	10	24	7

Part 2: Achievement Profile

A. Attach the following reports (in order):

- *English Language Arts achievement report (3-year comparison)*
- *Mathematics achievement report (3-year comparison)*
- *Science achievement report (3-year comparison)*
- *Social Studies achievement report (3-year comparison)*
- *EOG Milestones System Comparison Report: % at Levels 2,3, and 4 (All Grades – Current year data)*
- *EOG Milestones System Comparison Report: % at Levels 3 and 4 (All Grades – Current year data)*
- *SGP School Comparison Report*
- *SGP Subgroup Comparison – System Report*

B. Complete and attach the following report:

- *SGP Subgroup Comparison – School Report*

C. Complete the following:

Retention Rates

The number reported should reflect the information PRIOR to retesting.

	Kindergarten		First Grade		Second Grade		Third Grade	
	# Enrolled	# Retained	# Enrolled	# Retained	# Enrolled	# Retained	# Enrolled	# Retained
2017-2018	77	5	74	6	68	3	85	0
2018-2019	86	1	83	0	63	0	59	0
2019-2020								

	Fourth Grade		Fifth Grade	
	# Enrolled	# Retained	# Enrolled	# Retained
2017-2018	78	0	79	0
2018-2019	91	0	75	0
2019-2020				

ESOL AMAO

% of EL students	2015-2016	2016-2017	2017-2018	2018-2019
Demonstrating progress towards proficiency in English	18.2		85	
Attaining proficiency in English	18.2	6.7	1	
Meeting Georgia Milestones performance targets in math				
Meeting Georgia Performance targets in reading				

Part 3: Accountability: CCRPI Data & BTO

A. Attach the following:

- *Closing Gap Points Earned School Comparison Report*
- *Content Mastery Points Earned School Comparison Report*
- *Progress Points Earned School Comparison Report*
- *Percentile Meeting Lexile Expectations School Comparison Report*

B. Complete and attach the following reports:

- *Elem CCRPI Analysis: 2017-2018 (if you completed this in the fall, just attach the one you completed)*

C. Complete the following:

Did your school "Beat the Odds"? (Y or N)

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N	N	N		

Part 4: Other Information

A. Perception Data

Source	What information did you gain from this source?
CCRPI Climate Data	<p>West Side Elementary received a 5 star rating out of 5 stars. West Side earned a 96.5 CCRPI School Climate Score.</p> <p>Survey results show 77.58 from students, 83.77 from faculty and staff, and 76.98 from parents. West Side earned 79.44 overall survey result scores.</p> <p>Student attendance earned a score of 86.65, while staff attendance received a score of 94.57, earning our school wide score of 94.51.</p> <p>West Side Elementary scored 95.7 in the area of Safe and Substance Free Learning Environment.</p>
Title I Surveys	<p>Overall, West Side Title 1 Annual Parent Evaluations were overwhelmingly supportive of our school. The vast majority of parents felt West Side does a wonderful job creating an environment that helps children learn. Parents felt that their child was prepared for the next academic school year. Teachers scored high on parent communication and the several ways used to communicate with the parent (text message and Class Dojo scoring the highest). We used survey information to make our data notebook night and student lead conference night a better use of time for parents providing data to give everyone a clear idea of where the student</p>

	was academically. Parents were given the data and resources to take home to practice with their student.
Other annual surveys	Using feedback from our pulse check, we were able to change our custodial cleaning schedule to clean certain high traffic areas before over flow of children. We also received positive feedback with our Leader In Me program from teachers and parents.

B. Charter Flexibility

Identify flexibility your school will be using as a result of the flexibility allowed to Charter Systems.

Flexibility	How is it being used?
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Leader in Me	We used the flexibility of a Charter system to implement the Leader in Me program. This has allowed our school to have a common language using the 7 Habits. It has also provided us with a curriculum to use for building the character of students and staff.

C. AdvancED Accreditation:

1. External Review Improvement Priorities (identified in our last external review visit)

	Improvement Priority	Steps Your School Will Take to Address the Improvement
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		Priority during the 2019-2020 School Year
1.	<i>Establish, implement, and monitor a systematic process to analyze data and examine professional practice to ensure alignment of curriculum, instruction, and assessment.</i>	We will continue to grow as a Professional Learning Community to implement Academic Teams that will meet every week to analyze data and align curriculum, instruction and assessment. Teams will also meet bi-weekly to plan vertically with other grade levels reviewing data and aligning essential standards. Our academic teams will meet weekly with our academic coach to develop common formative assessment, review data, SMART goal setting, and develop lesson plans and curriculum maps for pacing.
2.	<i>Provide targeted opportunities for all students to enhance thinking and life skills to ensure student success.</i>	We used the flexibility of a Charter system to implement the Leader in Me program. This has allowed our school to have a common language using the 7 Habits. It has also provided us with a curriculum to use for building the character of students. We will ensure student success by strengthening are Tier 1 curriculum and while developing student ownership with their education by creating data notebooks that provide data to students and parents. Students will be setting goals and tracking progress through the school year.
3.	<i>Structure systematic and consistent</i>	School administrators and the academic coach will maintain an at risk

	<i>RTI processes at Tiers I, II, III, IV in all schools, Pre-K through 12, to meet the needs of every student.</i>	master list for the school with our SIT Team. They will collaborate with teachers and interventionists to ensure that students are receiving appropriate, research based interventions and opportunities for acceleration consistently and with fidelity. We will meet monthly to review our master data list and track progress for students.
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2. Assurances & Standards Review

a. Assurances:

- I have read and reviewed the AdvancED School Assurances and I can certify that we are in compliance with all assurances.*

- I have read and reviewed the AdvancED School Assurances and can certify that we are in compliance with all assurances except the following:*

b. Standards Review:

The AdvancED Performance Standards for Schools have been presented and reviewed by my school's Guiding Coalition/Leadership Team.

c. Domain Focus:

My school's improvement focus for the 2019-2020 school year will be in the following Domain(s):

Leadership Capacity

Learning Capacity

Resource Capacity

Principal's Signature: _____

Date: _____

Part 5: Analysis

A. Comparisons

Check any area that was below the state average OR if the scores (Level 3 & 4) declined from previous year.

Elementary School

Grade 3:

Grade 4:

Grade 5:

Subject	Below State	% at level 3 & 4 Declined	Subject	Below State	% at level 3 & 4 Declined	Subject	Below State	% at level 3 & 4 Declined
ELA			ELA	X	7%	ELA	X	1%

Math	X		Math	X		Math	X	15%
Science			Science			Science	X	6%
Social St.			Social St.			Social St.	X	6%

B. In-Depth Analysis

*For all areas below the state OR those scores (Level 3 & 4) that declined from the previous year, complete an "In-Depth Analysis" Sheet (**See Part 6**) and include it with your SIP.*

If areas are at or above the state average or no area declined from the previous year, further analysis is not required for this plan.

Part 6:

In-Depth Analysis
(Optional unless required as a part of Part 5.B.)

	3 rd grade math, 4 th grade ELA and Math, 5 th grade ELA, Math,
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Which areas are below the state average?	Science, and Social Studies
Which areas declined from the previous year?	4 th grade ELA, 5 th grade ELA, Math, Science, and Social Studies

Complete Sections 1, 2 and 3 for ***EACH*** area listed above.

(If more than one area is identified as below the state area or declining from the previous year, copy and paste Sections 1, 2, and 3 for each identified area).

Section 1 (Do not report subgroup information for groups less than 15 students)

**Use the subgroup report from DOE (arrives with your Milestones data)*

Grade: 3rd Grade				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	21	28	39	11
All Special Ed Students				
Asian/Pacific Islander				
Black, non-Hispanic				

Hispanic				
White, non-Hispanic	17	33	39	11
Multiracial				
Female	27	45	27	0
Male	18	18	46	18

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review	

the Writing results and identify areas of concern.	
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Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Operations and Algebra Thinking	Numbers and Operations	Measurement and Data	Geometry	
% of Students in #1: <i>Remediate Learning Stage</i>	39	43	52	49	
Check the Domain areas that are below the system average?	X	X	X		

Check the Domain areas that are below the state average?	X	X			
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Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	The areas for greatest concern are measurement and data, as well as geometry.
Question 2:	How will the needs of students needing remediation be met?	We have designated time each day for 45-50 minutes of intervention to be used for math intervention programs such as iReady and Dreambox. We will also provide additional support during our specials rotation where students will visit the math intervention lab to get an additional 45 minutes of support a week.

Question 3:	How will this information be incorporated into your Implementation Plan?	Our implementation plan includes the strategy of providing research based interventions in math with fidelity.
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Grade: 4th Grade				
Subject Area: ELA				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	43	40	13	4
All Special Ed Students	60	33	7	0
Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic	40	38	15	6

Multiracial				
Female	36	41	15	8
Male	48	38	12	2

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	46%
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	Within: 36% Above: 10%
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	The area of concern would be that 81% scored a one or zero on the narrative writing response.

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Operations and Algebra Thinking	Numbers and Operations in Base 10	Number and Operations- Fractions	Measurement and Data	Geometry
% of Students in #1: <i>Remediate Learning Stage</i>					
Check the Domain areas that are below the system average?					
Check the Domain areas that are below the state average?					

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	The areas of greatest concern in ELA include ensuring students are reading on grade level and narrative writing with sufficient rigor to demonstrate mastery.
Question 2:	How will the needs of students needing remediation be met?	Every grade level has a 90-minute uninterrupted block of time for ELA to be used for Tier 1 and Tier 2. We have also included 45-50 minutes of Intervention time daily to use Lexia and Reading Plus. ELA teachers will be implementing the 7 key sentence model while across all grade levels to provide consistency in writing. We will be using practicing writing test (fall, winter, and spring) and check progress using the state rubric.
Question 3:	How will this information be incorporated into your Implementation Plan?	Our implementation plan includes the strategy of providing research base interventions in ELA (reading and writing) with fidelity.

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Grade: 4th Grade				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	24	37	33	5
All Special Ed Students	53	40	7	0
Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic	27	47	20	7
White, non-Hispanic	26	35	32	6
Multiracial				
Female	23	33	44	0
Male	25	40	25	10

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Operations and Algebra Thinking	Numbers and Operations in Base 10	Number and Operations- Fractions	Measurement and Data	Geometry
% of Students in #1: <i>Remediate Learning Stage</i>	57%	56%	62%	63%	44%
Check the Domain areas that are below the system average?					
Check the Domain areas that are below the state average?					

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	After reviewing the data, the areas of greatest concern our number and operations-fractions as well as measurement and data.
Question 2:	How will the needs of students needing remediation be met?	We have designated time each day for 45-50 minutes of intervention to be used for math intervention programs such as iReady and Dreambox. We will also provide additional support during our specials rotation where students will visit the math intervention lab to get an additional 45 minutes of support a week.
Question 3:	How will this information be incorporated into your Implementation Plan?	Our implementation plan includes the strategy of providing research based interventions in math with fidelity.

Grade: 5th Grade
Subject Area: ELA

	% Scoring at Level 1	% Scoring at Level 2	% Scoring at Level 3	% Scoring at Level 4
All Students	26	47	23	4
All Special Ed Students	15	52	28	5
Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic	28	47	21	5
Multiracial				
Female	25	45	28	3
Male	27	48	18	6

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	70%
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	Within:44% Above: 26%
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	68% of students scored remedial learners in mastery of Writing and Language.

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains)	Example: <i>Algebra and Functions</i>				
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across the top)					
% of Students in #1: <i>Remediate Learning Stage</i>					
Check the Domain areas that are below the system average?					
Check the Domain areas that are below the state average?					

Section 3: Analysis

	The areas of greatest concern in ELA include ensuring students are reading on grade level and narrative writing with sufficient rigor to demonstrate mastery.
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Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	
Question 2:	How will the needs of students needing remediation be met?	Every grade level has a 90-minute uninterrupted block of time for ELA to be used for Tier 1 and Tier 2. We have also included 45-50 minutes of Intervention time daily to use Lexia and Reading Plus. ELA teachers will be implementing the 7 key sentence model while across all grade levels to provide consistency in writing. We will be using practicing writing test (fall, winter, and spring) and check progress using the state rubric.
Question 3:	How will this information be incorporated into your Implementation Plan?	Our implementation plan includes the strategy of providing research base interventions in ELA (reading and writing) with fidelity.

Grade: 5th Grade				
Subject Area: Math				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students	42	42	14	1
All Special Ed Students	38	45	15	2

Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic	45	47	9	0
Multiracial				
Female	48	43	10	0
Male	36	42	18	3

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	

If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Operations and Algebra Thinking	Numbers and Operations in Base 10	Number and Operations-Fractions	Measurement and Data	Geometry
% of Students in #1: <i>Remediate Learning Stage</i>	66%	68%	84%	89%	66%

Check the Domain areas that are below the system average?					
Check the Domain areas that are below the state average?					

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	After reviewing the data, the areas of greatest concern our number and operations-fractions as well as measurement and data.
		We have designated time each day for 45-50 minutes of intervention to be

Question 2:	How will the needs of students needing remediation be met?	used for math intervention programs such as iReady and Dreambox. We will also provide additional support during our specials rotation where students will visit the math intervention lab to get an additional 45 minutes of support a week.
Question 3:	How will this information be incorporated into your Implementation Plan?	Our implementation plan includes the strategy of providing research based interventions in math with fidelity.

Grade: 5th Grade				
Subject Area: Science				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students	53	21	25	1
All Special Ed Students				
Asian/Pacific Islander				
Black, non-Hispanic				

Hispanic				
White, non-Hispanic	55	17	28	0
Multiracial				
Female	53	20	28	0
Male	55	21	21	3

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review	

the Writing results and identify areas of concern.	
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Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	Earth Science	Physical Science	Life Science		
% of Students in #1: <i>Remediate Learning Stage</i>	64%	77%	75%		
Check the Domain areas that are below the system average?					

Check the Domain areas that are below the state average?					
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Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	After review of the data, the areas of greatest concern in science are Earth Science, Physical Science, and Life Science.
Question 2:	How will the needs of students needing remediation be met?	Students have time designated daily for science. Teachers will guide instruction by use of the essential standards. Formative and Summative assessments will be used along the way to track student progress on these standards.

Question 3:	How will this information be incorporated into your Implementation Plan?	Our implementation plan includes the strategy of providing research based interventions in Science with fidelity.
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Grade: 5th Grade				
Subject Area: Social Studies				
	% Scoring at Level 1	% Scoring at Level 2	%Scoring at Level 3	% Scoring at Level 4
All Students	32	60	7	1
All Special Ed Students				
Asian/Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic	34	59	5	2
Multiracial				

Female	35	63	3	0
Male	27	58	12	3

Section 2

Complete this chart if Language Arts has been identified:

Question	Analysis
If Language Arts is identified as an area, what percent of the students were reading "On or Above Grade Level"?	
If Language Arts is identified as an area, what percent of the students had Lexile distributions "Within" or "Above" the Stretch Band?	
If Language Arts is identified as an area, review the Writing results and identify areas of concern.	

Complete this chart for all subjects EXCEPT Language Arts:

Domain (list the Domains across the top)	History	Geography	Government/Civics	Economics	
% of Students in #1: <i>Remediate Learning Stage</i>	78%	75%	81%	78%	
Check the Domain areas that are below the system average?					
Check the Domain areas that are below the state average?					

Section 3: Analysis

Question 1:	After reviewing the data, which are the areas of greatest concern for this subject area?	After review of the data, the areas of greatest concern in social studies are history, geography, government/civics, economics.	
Question 2:	How will the needs of students needing remediation be met?	Students have time designated daily for social studies. Teachers will guide instruction by use of the essential standards. Formative and Summative assessments will be used along the way to track student progress on these standards.	
Question 3:	How will this information be incorporated into your Implementation Plan?	Our implementation plan includes the strategy of providing research based interventions in Social Studies with fidelity.	

Part 7: Additional Subgroup Analysis

Using the system generated report of achievement data for each content area, complete the following:

	<i>Is the percent of students scoring at Level 1 higher than the "All Students" group?*</i>
ELA	
Economically Disadvantaged	Yes
English Learners	Yes
Math	
Economically Disadvantaged	Yes
English Learners	Yes
Science	
Economically Disadvantaged	Yes
English Learners	Yes
Social Studies	
Economically Disadvantaged	Yes
English Learners	Yes

****Content areas of concern ("Yes" areas) should be addressed in the school improvement plan and the subgroup identified at the bottom of the action steps section of the School Improvement Plan.***