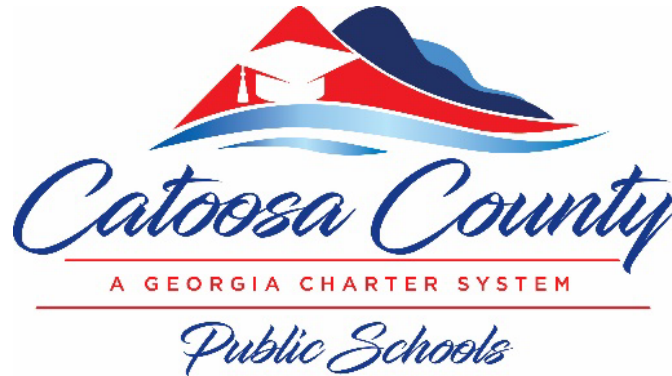


Catoosa County Public Schools



# Graysville Elementary

## 2022-23 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 in 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 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 which, if improved, could have a positive impact on student achievement. These will drive the Goals and Action Steps of the Improvement Plan.

	<b><i>Identify and Summarize the major (priority) trends and patterns observed by your School Improvement Team when analyzing the Profile/Dashboard data.</i></b>
#1	<b>We have seen a slight decline in proficiency levels of 3 and 4 in ELA on the GA Milestones.</b>
#2	<b>Math scores continue to show a positive trend, but we would like to see an increased proficiency in math.</b>
#3	<b>As a result of the pandemic, more students are emotionally fragile and unable to communicate their feelings.</b>

## 22-23 School Improvement Implementation Plan

### Identified Trend/Pattern #1:

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

Root Cause #1	Lack of consistent in person instruction due to the Covid-19 pandemic.
Root Cause #2	Lack of tier 2, 3, and 4 intervention resources in the recent past.
S.M.A.R.T. Goal	<b>We will increase the percentage of students who score in the proficient learner or better categories in ELA by three percentage points on the GA Milestones.</b>

\*Add additional Root Causes as needed.

### Strategic Goal #1:

**Objective 1: Maximize academic achievement so every student graduates prepared for college or a career.**

#### Action Step #1

Describe Action Step #1	Strengthen Tier 1 ELA in the classroom
Funding Source	Federal and local funds
Targeted Subgroup(s)	Students with disabilities
Timeline for	Aug. 22 - May 23

## 22-23 School Improvement Implementation Plan

Implementation	
Process for Monitoring	Benchmark Testing
Position/Role Responsible	Administration

### Action Step #2

Describe Action Step #1	Designate additional time for intervention support
Funding Source	Federal and local funds
Targeted Subgroup(s)	Students with disabilities
Timeline for Implementation	Aug. 22 - May 23
Process for Monitoring	Benchmark Testing
Position/Role Responsible	All teachers and administration

### Action Step #3

Describe Action Step #1	Continue to meet in Professional Learning Communities to identify priority standards, create common assessments, examine student work, and implement best practices.
Funding Source	None
Targeted	

## 22-23 School Improvement Implementation Plan

Subgroup(s)	Students with disabilities
Timeline for Implementation	Aug. 22 - May 23
Process for Monitoring	CFAs, Unit plans, A-SIT
Position/Role Responsible	All teachers and administration

\*Add additional action steps as needed.

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### Identified Trend/Pattern #2:

**Math scores continue to show a positive trend, but we would like to see an increased proficiency in math.**

Root Cause #1	Lack of consistent in person instruction due to the Covid-19 pandemic.
Root Cause #2	Students are entering kindergarten with fewer foundational math skills.
S.M.A.R.T. Goal	<b>We will increase the percentage of students who score in the proficient learner or better categories in Math by three percentage points on the GA Milestones.</b>

\*Add additional Root Causes as needed.

## 22-23 School Improvement Implementation Plan

### Strategic Goal #2:

**Objective 1: Maximize academic achievement so every student graduates prepared for college or a career.**

#### Action Step #1

Describe Action Step #1	Continue using DreamBox and I-Ready online to provide students extensive opportunities to develop a deeper understanding of numbers and operations and multistep problems.
Funding Source	Federal and local funds
Targeted Subgroup(s)	Students with disabilities
Timeline for Implementation	Aug. 22 - May 23
Process for Monitoring	Benchmark Testing
Position/Role Responsible	All teachers and administration

#### Action Step #2

Describe Action Step #1	Meet in Professional Learning Communities to identify priority standards, create common assessments, examine student work, and implement best practices.
Funding Source	None
Targeted Subgroup(s)	Students with disabilities
Timeline for Implementation	Aug. 22 - May 23

## 22-23 School Improvement Implementation Plan

Process for Monitoring	CFAs, Unit plans, A-SIT
Position/Role Responsible	All teachers and administration

\*Add additional action steps as needed.

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### Identified Trend/Pattern #3:

**As a result of the pandemic, more students are emotionally fragile and unable to communicate their feelings.**

Root Cause #1	Students have been more sheltered, thus having less real-world experiences.
Root Cause #2	Students have had less opportunities to communicate with others outside their home.
S.M.A.R.T. Goal	<b>We will decrease the percentage of students who require tier 2 behavior interventions.</b>

\*Add additional Root Causes as needed.

### Strategic Goal #3:

**Objective 2: Create and maintain school cultures and facilities that are safe, orderly, and nurturing to support teaching and learning.**

#### Action Step #1

## 22-23 School Improvement Implementation Plan

Describe Action Step #1	Strengthen Tier I behavior interventions in the classroom.
Funding Source	Local funds
Targeted Subgroup(s)	Students with disabilities
Timeline for Implementation	Aug. 22 - May 23
Process for Monitoring	B-Sit
Position/Role Responsible	All teachers and administration

### Action Step #2

Describe Action Step #1	Implementing morning meetings school-wide.
Funding Source	Local funds
Targeted Subgroup(s)	Students with disabilities
Timeline for Implementation	Aug. 22 - May 23
Process for Monitoring	B-Sit
Position/Role Responsible	All teachers and administration

## 22-23 School Improvement Implementation Plan

\*Add additional action steps as needed.