



Woodstation 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>
#1	In Reading
#2	In Math
#3	Academic Behavior in Tier 1 by strengthening classroom strategies and PBIS strategies

SCHOOL IMPROVEMENT PLAN

1.1 Identified Trend/Pattern #1

Identified Trend/Pattern	
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 tier 1 and tier 2 instruction across grade levels K-5.
Root Cause #3	To use CFA and CSA information in planning.
S.M.A.R.T GOAL	By May 2022 the percentage of students in 4th grade performing at a level 3 or 4 in English Language Arts will increase from 43% (3rd grade score) to 46% (4th grade score) on the Georgia Milestones Assessment. By May 2022 the percentage of students in 5th grade performing at a level 3 or 4 in ELA will increase from 40% (4th grade score) to 43% (5th grade score) on the Georgia Milestones Assessment.
Strategic Plan Goal	By May 2022 the percentage of students in 4th grade performing at a level 3 or 4 in English Language Arts will increase from 43% (3rd grade score) to 46% (4th grade score) on the Georgia Milestones Assessment. By May 2022 the percentage of students in 5th grade performing at a level 3 or 4 in ELA will increase from 40% (4th grade score) to 43% (5th grade score) on the Georgia Milestones Assessment.

1.2 Identified Trend/Pattern #1

S.M.A.R.T GOAL	<p>By May 2022 the percentage of students in 4th grade performing at a level 3 or 4 in English Language Arts will increase from 43% (3rd grade score) to 46% (4th grade score) on the Georgia Milestones Assessment.</p> <p>By May 2022 the percentage of students in 5th grade performing at a level 3 or 4 in ELA will increase from 40% (4th grade score) to 43% (5th grade score) on the Georgia Milestones Assessment.</p>
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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. Teachers (K-2) will be participating in LETRS training in the 2021-2022 school year to help improve student achievement within Phonics and Phonemic Awareness.	CARES Act Federal Funding	a.2021-2022	K-2 Teachers and Special Education Teachers	Heggerty and SPIRE Mid Year Assessments
		Use Heggerty and SPIRE Data points.		
2. Teachers (K-5) will begin implementing Heggerty and SPIRE curriculums to improve Phonics and Phonemic Awareness.	CARES Act Federal Funding	a.2021-2022	K-5 Classroom Teachers Interventionists Special Education Teachers	Heggerty and SPIRE Mid Year Assessments
		Use Heggerty and SPIRE Data points.		
3. Teachers (K-5) will meet in Professional Learning Communities to create, analyze, and reteach effectively using CFA data.		a.2021-2022	K-5 Teachers Special Education Teachers	Agendas, CFA/CSA's, Student Work,
		Professional Learning Communities (Agendas, CFA's, Student Work, CSA's)		

Subgroup Monitoring: Based on your performance flags, address any subgroup you will be monitoring on this goal. (red or yellow flag)

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Free after-school tutoring will have access to instructional technology.	
English Learners	Migrant
The Parent Involvement Coordinator will translate important school documents,	

including those related to academics.	
Race/Ethnicity/Minority	Students with Disabilities
After-school tutoring will have access to instructional technology.	IEP and 504 plans will be fully implemented.

SCHOOL IMPROVEMENT PLAN

2.1 Identified Trend/Pattern #2

Identified/Trend Pattern	
We have seen a decline in proficiency levels of 3 and 4 in Math on the Georgia Milestones.	
Root Cause # 1	Lack of protocol for creating and analyzing Common Formative Assessments and Common Summative Assessments data.
Root Cause # 2	First year in implementing Eureka Math Curriculum across grade levels K-5.
Root Cause # 3	Students have gaps in number sense, math computation, and problem solving skills due to lack of instruction during the 2019-2020/2020-2021 school year.
Root Cause # 4	Inconsistent math vocabulary across grade levels (K-5).

S.M.A.R.T GOAL	<p>By May 2022 the percentage of students in 4th grade performing at a level 3 or 4 in Math will increase from 47% (3rd grade score) to 50% (4th grade score) on the Georgia Milestones test.</p> <p>By May 2022 the percentage of students in 5th grade performing at a level 3 or 4 in Math will increase from 49% (4th grade score) to 52% (on 5th grade score) on the Georgia Milestones Assessment.</p>
Strategic Plan Goal	<p>By May 2022 the percentage of students in 4th grade performing at a level 3 or 4 in Math will increase from 47% (3rd grade score) to 50% (4th grade score) on the Georgia Milestones test.</p> <p>By May 2022 the percentage of students in 5th grade performing at a level 3 or 4 in Math will increase from 49% (4th grade score) to 52% (on 5th grade score) on the Georgia Milestones Assessment.</p>

2.2 Identified Trend/Pattern #2

S.M.A.R.T GOAL	<p>By May 2022 the percentage of students in 4th grade performing at a level 3 or 4 in Math will increase from 47% (3rd grade score) to 50% (4th grade score) on the Georgia Milestones test.</p> <p>By May 2022 the percentage of students in 5th grade performing at a level 3 or 4 in Math will increase from 49% (4th grade score) to 52% (on 5th grade score) on the Georgia Milestones Assessment.</p>
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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. Teachers (K-5) will meet in Professional Learning Communities to create, analyze, and reteach effectively using CFA data		a. 2021-2022	K-5 Teachers Special Education Teachers	Agendas, CFA/CSA, and Student Work
		b Professional Learning Community		
2. Improving Tier 1 Math instruction through our delivery of Eureka.		a.2021-2022	K-5 Teachers Special Education Teachers	CFA/CSA Data Measures of Academic Progress (MAP) Data
		b. Pacing Guides and Unit Plans		
3. Teachers will be consistent with Tier 2 and Tier 3 Instruction to close gaps within number sense,		a. 2021-2022	K-5 Teachers Interventionists	CFA/CSA Data Intervention Mid

computation, and problem solving skills.		b. Intervention Reports CFA/CSA Data		Year Data
Subgroup Monitoring: Based on your performance flags, address any subgroup you will be monitoring on this goal. (red or yellow flag)				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Free after-school tutoring will have access to instructional technology.				
English Learners		Migrant		
The Parent Involvement Coordinator will translate important school documents, including those related to academics.				
Race/Ethnicity/Minority		Students with Disabilities		
After-school tutoring will have access to instructional technology.		IEP and 504 plans will be fully implemented.		

SCHOOL IMPROVEMENT PLAN

3.1 Identified Trend/Pattern #3

Identified Trend/Pattern	
Decrease in academic understanding of regulatory skills such as time management, stamina, organization, and goal setting.	
Root Cause # 1	Lack of student engagement within grades (K-5).

Root Cause # 2	Students have a lack of knowledge on how to self-monitor.
Root Cause # 3	Inconsistent understanding of regulatory skills such as time management, stamina, organization, and goal setting.
S.M.A.R.T GOAL	By May 2022 80% of student MAP RIT scores will increase from Fall 2021 to Spring 2022.
Strategic Plan Goal	By May 2022 80% of student MAP RIT scores will increase from Fall 2021 to Spring 2022.

3.2 Identified Trend/Pattern #3

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

By May 2022 80% of student MAP RIT scores will increase from Fall 2021 to Spring 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		
1. Students will keep a student data notebook to set and monitor academic goals.		a. 2021-2022	All Staff	Data Chats (MAP, iReady, Reading Plus) MAP Scores
		b. Student Notebook Data		
2. The school will focus on the following academic behaviors: time management, stamina, organization, and goal setting.		a. 2021-2022	All Staff	Classroom Behavioral Data MAP Scores
		b. Student Notebook Data Classroom Behavioral Data		
3. Teachers will undergo Kagan Training throughout the 2021-2022 school year to learn student engagement strategies.	District Funds	a. 2021-2022	Classroom Teachers Administrators	Classroom Observations
		b. Classroom Observation		

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

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Economically Disadvantaged	Foster and Homeless
Free after-school tutoring will have access to instructional technology.	
English Learners	Migrant
The Parent Involvement Coordinator will translate important school documents, including those related to academics.	
Race/Ethnicity/Minority	Students with Disabilities
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