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| **OKE 2023-2024 CSIP Goals** |
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| **Goal #1:** Increase the percentage of students reading on or above grade level in 3rd grade from 43% to 55% as measured by the 2024 Spring MAP assessment. |
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| **Goal #2:** Increase the percentage of students reading on or above grade level in 5th grade from 41% to 55 % as measured by the 2024 Spring MAP assessment. |
| **Goal #3:** Increase the percentage of students in grade 5 scoring proficient and above on the 2024 Georgia Milestones Assessment in math from 16% (based on 2022 – 2023 ) to 24% in order to be on track to meet the 2026 PSO. |  | |  |
| **Goal #4:** We will increase the percentage of 4th grade students meeting or exceeding their reading growth goal as defined by NWEA MAP Reading assessment from 35% to 50%. |
| **Problem of Practice: (Given the goals identified, what system or practice is not working? What data sources substantiate this?):** Systems for coaching, feedback, and accountability were not developed and implemented. As a result, effective instruction, including explicit teaching and data-based interventions was not provided throughout the school due to an unstructured collaborative planning/ Professional Learning Community structure in the school. |
| **Desired Outcome: (What will be different if you are successful in addressing? What are the ideal adult behaviors and student experiences?)** Structured collaborative planning that focuses on standards based, data driven instruction will occur weekly. Teachers will utilize research based practices to provide explicit instruction based on established criteria, as well as implement interventions that address students' needs as identified by data (CFA, F&P, MAP). All homeroom teachers will be observed weekly to provided feedback and coaching support by admin and/or instructional coaches. 60% of students in all classes will meet the projected growth (Fall-Spring) as measured by MAP data. The master schedule was changed to include an enrichment and intervention block for all learners.All staff will facilitate small group instruction enrichment/ intervention during Instructional Focus Time. The number of students in advanced math will move from 10 students to 64 students. Teachers have been identified to teach and accelerate students in the advanced math standards on each grade level (3-5). |
| **Root Cause(s) of the Problem: (What do you hypothesize as the potential deepest causes for the problem? What evidence supports the hypothesis?)** Due to a lack of staff in key teaching positions, systems for collaborative planning, coaching, and feedback were not developed and implemented consistently throughout the school year. Structures for effective PLCs and weekly observations are not evident. |