

Statham Elementary School

2018-2019 School Improvement Plan Overview

Goal 1: Reading Achievement

- K-2nd grade students will score proficient or above on the EOY DIBELS.
 - 85% of K students
 - 85% of 1st Grade students (Baseline 81%)
 - 70% of 2nd grade students (Baseline 62%)
- K-5th grade students will score proficient or above on the EOY TRC.
 - 85% of K students (Baseline 81%)
 - 85% of 1st grade students (Baseline 81%)
 - 60% of 2nd grade students (Baseline 54%)
 - 70% of 3rd grade students (Baseline 62%)
 - 80% of 4th grade students (Baseline 72%)
 - 80% of 5th grade students (Baseline 71%)

Tier 1 Action Steps

K-2 Teachers will utilize GOSA's Differentiated Reading Instruction boxes at the K-2 level daily with a particular focus on:

- Proper identification and progress monitoring of students using the IDI
- Follow scripted lessons verbatim

K-2 teachers will provide daily phonics lessons focusing on:

- Phonemic Awareness
- Sounds and letter patterns
- Blending and decoding

Teachers will improve specific components of Reader's Workshop:

- **Opening**
 - Explicit teaching and modeling of key content and skills
- **Work session**
 - Time for Independent reading
 - Conferencing - informal and formal
 - Differentiated small group instruction
- **Closing**
 - Summarizing, Clarifying, Next Steps, Feedback using the Lang. of the Standard

Teachers will enhance the quality of small group guided reading lessons by:

- Strategically grouping students by reading level and reading behaviors and IEP goals
- Coaching individual readers during the lesson

Family and Community Engagement

- APTT- Foundational Skills will be monitored to track student success. K-5 Reading Fluency Pre-K- Letter Recognition (Upper/ Lower), (K- Letters, 1st- Sight Words, 2nd- 5th- Fluency (WCPM).
- Family Open Door Day (Twice a year)- Parents will be given strategies and support on how to academically support students at home.

Additional supports for accelerated or academically struggling (Tiers 2-4) students

- SRA Kits - Utilized with students in RTI, during ELT
- Wilson Reading System - Special Education Students, Tier 3 RTI students a minimum of three days per week
- Differentiated small group instruction daily
- ELT - two days math, two days reading, one day additional conferencing
- MAP Skills

Goal 2: Math Achievement

- 2nd - 5th grade students will demonstrate growth from BOY to EOY on the MAP.
 - 80% of 2nd grade students (baseline 75%)
 - 80% of 3rd grade students (baseline 75%)
 - 70% of 4th grade students (baseline 62%)
 - 75% of 5th grade students (baseline 70%)
- 3rd – 5th Grade students will score at levels 3 or 4 on the math portion of the GMA.
 - 55% of 3rd grade students (baseline 40%)
 - 55% of 4th grade students (baseline 40%)
 - 55% of 5th grade students (baseline 43%)

Tier 1 Action Steps

Teachers will improve specific components of Reader's Workshop:

- **Opening**
 - Explicit teaching and modeling of key content and skills
- **Work session**
 - Time for Independent reading
 - Conferencing - informal and formal
 - Differentiated small group instruction
- **Closing**
 - Summarizing, Clarifying, Next Steps, Feedback using the Lang. of the Standard

Additional supports for accelerated or academically struggling (Tiers 2-4) students

- Interventions to support basic math facts/ fact fluency
- CGI - Common understandings and expectations
- Differentiated small group instruction
- ELT - two days math, two days reading, one day additional conferencing

Family and Community Engagement

- APTT- Foundational Skills will be monitored to track student success. K-5 Fact Fluency
- Family Open Door Day (Twice a year)- Parents will be given strategies and support on how to academically support students at home.

Goal 3: Science Achievement

50% of 5th grade students will score at levels 3 or 4 on the science portion of the GMA (baseline 38%).

Tier 1 Action Steps

- Implement weekly hands-on, inquiry based lessons to all students during specials
- Provide science related leveled books to all students for independent and small group guided reading

Additional supports for accelerated or academically struggling (Tiers 2-4) students

- Thinklab to accelerate 1st and 2nd grade students
- Title I Paraprofessionals will work specifically with 1st-5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans
- After school Robotics Competition Team
- Classroom extensions through Picture Perfect Science
- ESOL support during 4th and 5th science classes
- PL on Finch Robots

Family and Community Engagement

Farm to School connections, work with local farmers to produce food and plan lessons related to science

Goal 4: Writing

- 60% of students in 3rd-5th grade will score 2 or more points on the narrative writing portion of the GMA. (baseline 50%)
- 75% of students in 3rd-5th grade will score 2 or more points on the Lang. Usage and Conventions portion of the GMA (baseline 65%)

Tier 1 Action Steps

Teachers will improve specific components of Reader's Workshop:

- **Opening** - Explicit teaching and modeling of key content and skills
- **Work session**
 - Conferencing - informal and formal
 - Differentiated small group instruction
- **Closing**
 - Summarizing, Clarifying, Next Steps, Feedback using the Lang. of the Standard

Incorporate Daily Oral Language Activities

Additional supports for accelerated or academically struggling (Tiers 2-4) students

- Individualized conferencing opportunities
- Vocabulary Acquisition (ESOL support)
- Support Staff- Frayer Model- 12 Most Powerful Words

Family and Community Engagement

- APTT- Foundational Skills will be monitored to track student success.
- Family Open Door Day (Twice a year)- Parents will be given strategies and support on how to academically support students at home.