

Auburn Elementary School

2018-2019 School Improvement Plan Overview

Goal 1: Reading achievement. Grade levels K-2 will achieve benchmark level on the EOY DIBELS and TRC assessment. Grades 3-5 will increase the Reading Conditional Growth Measure EOY MAP assessment.

DIBELS EOY

- K - 37% (benchmark 85%)
- 1st - 85% (benchmark 75%)
- 2nd - 78% (benchmark 62%)

TRC EOY

- K - **% (benchmark 72%)
- 1st - 72% (benchmark 69%)
- 2nd - 72% (benchmark 69%)

MAP EOY

- 3rd - 65% (benchmark 59%)
- 4th - 65% (benchmark 60%)
- 5th - 65% (benchmark 59%)

Tier 1 Action Steps

- Swat Team will administer DIBELS and IDI for BOY, MOY, and EOY assessments to assigned classes.
- Swat team will administer TRC EOY.
- Daily, teachers will consistently implement the reading workshop model by giving a 5-15 minute mini-lesson on a specific skill or strategy.
- Students will demonstrate their behavioral engagement during the mini-lesson by following classroom norms.
- Students will demonstrate cognitive engagement through turn and talks, and collaborative conversations.
- Instructional software will be used to supplement classroom instruction.
- All teachers will monitor effectiveness of independent reading by meeting with specific students independently to differentiate and to understand the needs of the specific reader.
- The teacher will keep specific notes on individual students, making sure to meet with all students at least once per 10 days/2 weeks.
- Students will show evidence of their learning and application of the skill or strategy during the closing/share of the mini-lesson using artifacts or by explaining their understanding of the content that was taught.
- Fountas and Pinnell phonics lessons (K-2) will be implemented daily and phonics skills will be embedded across the curriculum (reading, writing, math, science, and social studies).
- Students will show evidence of their learning by applying writing strategies to each genre.

Goal 1 Reading Achievement

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

- Provide specific interventions for at-risk readers in K-2 and students performing in the bottom 25% on the GMA (i.e. additional small group session w/ support personnel, EIP, ELT, IEP research-based intervention from the repository)
- 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
- Schedule EIP/ESOL support services to coincide with the work session of the literacy instruction blocks.
- Ensure that EIP/ESOL students receive supplemental rather than replacement instruction.
- Maximize co-teaching in grades 4 and 5 with all content areas.
- DRI box instruction for our students in the bottom 25% in grades K-2.
- MAP Skills (grade 2-5)

Family and Community Engagement

- Literacy based foundational skills will be chosen for at least one APTT activity.
- LiveSchool will be utilized to promote positive behavior, thereby enhancing instructional time and engagement.

Goal 2: Math Achievement: Grades 2-5 will increase the Math Conditional Growth Measure to 66% (benchmark 55.5%) on the EOY MAP Assessment.

- 3rd - 60% (benchmark 51%)
- 4th - 70% (benchmark 67%)
- 5th - 68% (benchmark 63%)

Tier 1 Action Steps

- All teachers will monitor effectiveness of math instruction by meeting with specific students independently to differentiate and to understand the needs of the specific learners.
- Teachers will keep specific notes on individual students, making sure to meet with all students at least once per 2 weeks/10 days.
- Guided Math - Students will show evidence of their learning and application of the skill or strategy during the closing/share of the mini-lesson Evidence of their learning includes: sharing - being able to explain their learning.
- Problem solving using CGI instruction lessons will be implemented as follows per grade-level:
K-2: minimum of 2x/week (with the EOY goal 3x/week) 3-5: minimum of 3x/week

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

- EIP, ESOL and Gifted teacher support in co-taught classrooms
- Title I Paraprofessionals will work specifically with 1st-5th grade students to provide necessary math interventions as outlined in students' Tier 2 or Tier 3 plans

Family and Community Engagement

- Math based foundational skills will be chosen for at least one APTT activity.

Goal 3: Attendance: Teachers will increase the percentage of days present to 95% each month. Benchmark 93.76%. Student attendance will increase to 96%. Benchmark 95.16%

Tier 1 Action Steps

- Monthly jean pass incentives for teachers who have 100% attendance (for the previous month)
- The registrar will generate a list weekly (Wednesday) of students with 3 or more absences.
- Teachers will use the absentee list to make calls home and log the contact in Infinite Campus.
- Teachers with three consecutive absences will provide a doctor's excuse.
- Students with three consecutive absences will provide a doctor's excuse.

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

- Home visits by Social Worker at 5 days total
- Awards for Most Improved Attendance every 9 weeks
- Class DoJo to monitor total points earned quarterly celebration

Family and Community Engagement

- Increase communication between school and home regarding student attendance (via ClassDoJo, email, texts, phone calls, etc.)