

# Bethlehem Elementary School

## 2018-2019 School Improvement Plan Overview

**Goal 1: READING ACHIEVEMENT-** Our overall goal is to create a culture of reading in which students love to read, and they read A LOT of books! The assessments we use to measure early literacy skills and reading levels are tools to guide instructional practices and help our readers grow. The quantitative goals in our school improvement plan are based on our district and state reading assessments. These assessments measure student progress and help us to address strengths and challenges of the individual learners. Reading levels inform our practice and let us know if our instruction is being effective.

### Reading Goals by Grade Level

- **K-2 - 70% of students will meet typical or high growth by the EOY as measured by the Pathways of Progress on the DIBELS composite score.**
- **K - 70% of K students will meet or exceed EOY benchmark achievement levels as measured by TRC.**
- **1 - 70% of 1st grade students will meet or exceed EOY benchmark achievement levels as measured by TRC**
- **2 - 70% of 2nd grade students will meet or exceed EOY benchmark achievement levels as measured by TRC.**
- **3 - 70% of 3rd grade students will meet or exceed EOY benchmark achievement levels as measured by TRC.**
- **4 - 70% of 4th grade students will meet or exceed EOY benchmark achievement levels as measured by TRC.**
- **5 - 75% of 5th grade students will meet or exceed EOY benchmark achievement levels as measured by TRC.**
- **3-5 - 60% of students in grades 3-5 will score at or above the mid-point Lexile measure as determined by GA Milestones.**

### Tier 1 Action Steps

- The 18-19 BES Leadership team will conduct quarterly Instructional Rounds to collect data that will assist us in identifying strengths of instruction & areas to target for improvement.
  - All K-5 teachers will structure their 90 minute reading block utilizing the Daily 5 framework and follow the BCSS ELA Instructional Framework components with:
    - Mini Lessons (at least 2)
    - Work Session-Guided & Independent Practice/Small Group instruction & individual conferences
    - Closing that relates to learning targets
  - All K-5 teachers will incorporate daily interactive read alouds to build a sense of community among readers and instill a joy and love of reading
  - All K-5 teachers will explicitly teach and review how to pick "good-fit" books for independent reading
  - All K-5 teachers will monitor independent reading by doing frequent book-box assessments and frequent individual conferences
  - All K-5 teachers will document individual conference notes and meeting dates via conferring notebook
  - All K-5 teachers will utilize a grade-level specific standards-based CAFE menu to help identify the skills and strategies that students need practice with in comprehension, accuracy, fluency, and expanding vocabulary
  - All K-5 teachers will work with each student to create individual student reading goals that are tailored to their specific needs
  - All K-5 teachers will utilize small group reading instruction that incorporates both traditional guided reading and strategy groups.
  - All K-5 teachers will display and utilize anchor charts and other visual learning tools that highlight both procedural components of the workshop/Daily 5 and the reading skills and strategies being taught
  - All K-5 teachers will incorporate at least one reading comprehension lesson per week that focuses on a standards-based theme in Social Studies or Science
  - All K-5 teachers will implement Zoophonics curriculum to support early literacy skills (Kindergarten only)
  - All K-5 teachers will set and track goals for students in the DIBELS assessment system Pathways of Progress component (Grades K-2 only)
  - 5th grade will incorporate Social Studies Weekly as part of the reading/writing block to integrate content-specific topics into literacy instruction
- Increase access to books at home:
- Books will be given to students to promote reading (as budget allows)
  - Books, poems, or other pieces of text will be sent home as "homework" with students in grades K-2 for nightly practice.
  - School-wide homework expectation will be to read for 20 minutes per day.
  - Install a "Little Free Library" on school grounds to provide access to reading materials to our families and community.

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

- EIP and ESOL push-in services will avoid pulling students or groups during whole group mini-lessons
- SPED teachers will utilize SRA reading program/Wilson/Fundations programs with SWDs
- Title One Paraprofessional will work specifically with 1st-5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans
- EIP and ESOL push-in services will focus on small group guided reading or strategy groups and one-on-one conferring based on students' identified needs.
- EIP & ESOL teachers will be responsible for documenting their work in a conferring notebook or other record-keeping device that will be shared with homeroom teacher.
- EIP and ESOL push-in teachers who are in the classroom will actively participate as a co-teacher using one of the identified best practices for co-teaching.
- All co-teachers (EIP, SPED, ESOL and homeroom) will communicate regularly regarding their plan for effective reading instruction
- Reading interventions provided by specials teachers/kindergarten paraprofessionals will focus on RTI Tier 2 & Tier 3 students and will avoid pulling students from whole group mini-lessons.
- DIBELS, IDI, TRC, and MAP Reading assessment data will be utilized to identify specific needs and plan for small group instruction
- MAP Skills will be utilized as an instructional support for students who need extra practice in specific skill areas.

### Family and Community Engagement

- APTT foundational skills will be identified based on the most critical needs of each grade level (based on past year's DIBELS and TRC and MAP results)
- Teachers will send home Text Reading and Comprehension question stems that focus on higher order comprehension questions for parents to use with their children when reading
- School will continue annual Read-a-thon that supports Adult Literacy Barrow by raising funds through a day-long reading event
- School will host Family Literacy Night in the fall with support from the Winder Public Library. Invite families to attend and sign up for library cards.
- School will develop a "Culture of Reading" through the use of #BESreads social media posts that include pictures of staff and students reading or participating in literacy-related activities throughout the school year .
- Continue partnership with Adult Literacy Barrow/Lanier Tech to provide a location for Adult ESOL classes to be held to support our families and others in the community.
- Hold a Family Literacy Night event or combine with APTT to promote reading and have public library on site to issue library cards and share information

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## 2018-2019 School Improvement Plan Overview

**Goal 2: WRITING ACHIEVEMENT:** Our overall goal at BES is to create a community of writers in which students view themselves as authors. We want to encourage our students to be writers who write for enjoyment, as a response to reading and other content-area topics, for authentic purposes, and for specific audiences. We want our students to view writing as a vehicle to communicate their learning both within the classroom and school, but to authentic audiences outside of our walls.

### Writing Goals by Grade Level

- 3-5 - 40% of students in grades 3-5 will score a level 3 or 4 on the EOG Writing Narrative Component
- 3-5 - 40% of students in grades 3-5 will score a level 3 or 4 in Idea Development, Organization, and Coherence on the Extended Writing Task

### Tier 1 Action Steps

- Teachers in Kindergarten-5th Grade will implement the new BCSS K-5 Writing Plan
- Teachers will incorporate Lucy Calkins Units of Study Writing Kits into their daily writing block utilizing the following BCSS Writing Instructional Framework components:
  - Mini Lessons
  - Work Sessions
  - Closing
- Exemplar pieces of writing will be collected and shared with students and in teacher PLC's to assist with improvement of practice and performance.
- Teachers will anchor mini-lessons to mentor texts that highlight strategies and techniques that authors use in the various genres
- Teachers will frequently confer with individual students and document individual conferences via conferring notebook
- Teachers will utilize small group writing instruction that incorporates both traditional guided writing practice and strategy groups. Lesson outline for small groups will be included in lesson plans/conferring notebook.
- Mentor texts will be used to illustrate authentic use of concepts that are being taught
- Anchor charts that highlight both procedural components of the writing workshop and the skills and strategies being taught will be on display to anchor students' learning.
- Teachers in grades 3-5 will Utilize the Write Score Resources to supplement daily instruction during writer's workshop
- Grades 3-5 will incorporate constructed response or extended writing tasks on a regular basis in one of the content areas such as Social Studies or Science to be scored with the GA Milestones rubric

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

- Individual writing conferences and small group writing instruction will be conducted in addition to whole group lessons to address individual students' specific needs
- EIP and ESOL push-in services will avoid pulling individual or small groups during whole group instruction and will focus on small group guided writing and one-on-one conferring based on students' identified needs
- SPED students will receive instruction based on their individual IEP goals to support the objectives of each unit of study

### Family and Community Engagement

- Individual student writing samples from each of the three genres will be displayed in the classroom and/or hallway showcasing each writing genre (at the culmination of each unit)
- Each grade level will plan a spring writing event to engage BES families (either an evening event, something during the day, etc. to celebrate student writing)



**Goal 3: MATH ACHIEVEMENT:** Our overall goal is to develop confident mathematicians who are not only proficient with math facts, but are effective and efficient problem-solvers who use math in real-world applications.

- PK-1st - At least 90% of students will meet their APTT foundational skills EOY target.
- 2-5 - 60% of students will meet or exceed projected growth targets from BOY to EOY on the MAP assessment.

### Tier 1 Action Steps

- All teachers in grades 1-5 will utilize the Learning Continuum and MAP SKILLS to identify and differentiate small group math instruction during math workshop
- Each grade level K-5 will implement a spiral/cumulative review or preview of "big ideas" that will be incorporated into their daily math workshop
- Instructional software will be used to supplement classroom instruction.
- All K-5 teachers will utilize the math workshop model during their 90 minute math block to include:
  - Spiral Math Review
  - Mini-lesson
  - Work session
  - Closing
- Problem solving strategies will be taught at least 2 times per week utilizing the CGI philosophy in grades K-3.
- Students in grades 1-5 will engage in 3 sessions of Reflex Math per week with these sessions taking place in the classroom using Chromebooks/iPads, during Computer Lab special, and during the open computer lab. (Students also have access to the program online and can complete at home.)
- MobyMax Math program will be utilized in grades 1-5 in the computer lab, staffed by paraprofessional

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

- This goal specifically addresses all tiers of the continuum through small group and individual instruction based on students' specific needs as identified through MAP assessments
- Special education teachers will also utilize the learning continuum as support is provided

### Family and Community Engagement

APTT Foundational skill will be identified to support each grade level's highest need based on previous year's MAP results and other pertinent assessment data