

Bethlehem Elementary School

2017-2018 School Improvement Plan Overview

Goal Area 1 Academic Achievement

SMART Goal

Long-Term Reading Goal:

By year 2020, all students will read at or above grade level as measured by the EOG GMA.

Strategies

Implement Differentiated Reading Instruction (Boxed Units) in small groups in K-2 classrooms;

Specific Professional Learning for new K-2 teachers during pre-planning-scheduled with Instructional Coach (DIBELS, IDI, TRC, and DRI)

Administer TRC Assessment to all Ss in grades K-5 3 times during the year (BOY, MOY, EOY).

Use Informal Decoding Inventory (IDI) data to develop an individualized instructional plan for students who fall into the strategic and intensive range as measured by DIBELS Next

Ts will provide small group guided reading instruction based on student needs

Ts will provide individualized instruction via conferences with Ss focusing on specific skills and strategies

To improve Tier 1 instruction, weekly PLC's will be implemented to deconstruct standards and align instruction and assessment accordingly.

All Ss in grade K-5 will participate in at least 20 minutes of independent reading during the school day

Ss will be encouraged to read 20 minutes each night
All Ts in grades 1-5 will implement the Words Their Way word study program.

Advanced Content classes in grades 4 and 5

Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and ELA concepts.

Goal Area 1 Academic Achievement

SMART Goal

ELA - Writing - The percentage of students in grades K-5 scoring in the proficient range in the Narrative, Informational, and Opinion genres will increase from the 16-17 SY data . Each grade level has determined scores for proficiency based on BCSS rubric.

Strategies

Implement writing across the curriculum

Teachers will engage in Data Team discussions regarding the outcomes of students' mock writing assessments. Data will be analyzed to determine next steps for instruction.

Ts will implement strategies for written response in all subject areas (Reading, Math, Social Studies, Science, Art, Music, and PE)

Specific Professional Learning focusing on the Lucy Calkins Writing Kits/Curriculum and on effectively using technology to share & display student work.

At least 45 minutes have been allotted to each grade level for the implementation of writer's workshop.

Computer Lab Special will focus on writing skills as well as keyboarding/computer skills to enhance students' ability to write utilizing technology and appropriate resources.

Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and ELA concepts.

SMART Goal

Mathematics -By 2020, 70% students in grades 3-5 will score in levels 3 and 4 as measured by the EOG GMA.

Strategies

- Ss will engage in 3 sessions of Reflex Math per week.
- Specific Professional Learning in math content and progression of development K-5.
- To improve Tier 1 instruction, weekly PLC's will be implemented to deconstruct standards and align instruction and assessment accordingly.
- Teachers in K-5 will utilize the Math workshop model as a framework for instruction.
- Grades 4-5 will model one math constructed response per week.
- Teacher-made interactive math word walls will be implemented and maintained to focus on key vocabulary and math concepts.

Goal Area 2 Family and Stakeholder Engagement

SMART Goal

100% of homeroom teachers in grades PK-5 will implement Academic Parent-Teacher Teams with a focus on math skills. (Baseline data will be collected regarding the percentage of students who have a family member represented at the sessions.)

Strategies

APTT Core Team will be formed to facilitate, manage, and guide implementation of this new opportunity for parent engagement.

Schedule 3 APTT events to increase parental capacity for increasing student achievement.

Professional Learning in parent communication and the importance of positive home-school relationship.

Goal Area 3 Operational Effectiveness

SMART Goal - CCRPI Climate Rating

- BES will receive a CCRPI Climate Rating of at least four stars or higher.
- Staff attendance will average at least 95% per month.
- Reduce office referrals by 5% over previous year (89 discipline events in 2016-2017.)

Strategies:

- All students will engage in PBIS School-wide Assemblies.
- BES House system will continue to focus on creating a positive school climate and culture.
- Monthly House Meetings to analyze behavior data and build positive climate/culture.
- Welcome back breakfast, t-shirts, goodie bags, and postcards for staff to get them excited about the upcoming school year.
- Student attendance will be closely monitored and perfect attendance for homerooms will be announced daily.
- Assure that at least 100 parents take the survey
- Require 100% of staff to take the survey
- Assure at least 90% of students in grade levels surveyed take the GA Health Survey
- Principal and Assistant Principal will conduct morning announcements focusing on setting a positive tone to begin each day
- Continue Student Ambassador program to increase new student knowledge of expectations
- Connect bus behavior with school expectations by positively reinforcing appropriate behaviors (Bus of the Month & Student of the Month)
- Continue Rising Stars New Teacher Induction program
- Require teachers to send a minimum of 1 positive post-card per week to include all students within the year.