

# Bramlett Elementary School

## 2018-2019 School Improvement Plan Overview

### Goal 1: READING ACHIEVEMENT

- All students in scoring proficient or above on the beginning of the year (BOY) Text Reading Comprehension (TRC) assessment will maintain proficient or above proficient status as measured by the end of the year (EOY) TRC assessment.
- All students scoring below proficient or far below proficient on the BOY TRC will gain at least two levels of growth as measured by the EOY TRC assessment.
- 75% of 2nd graders will meet their expected growth projection in reading on the Spring 2019 MAP.
- 60% of 3rd graders will meet their expected growth projection in reading based on MAP data.
- 64% of 4th graders will meet their expected growth projection in reading based on MAP data.
- 62% of 5th graders will meet their expected growth projection in reading based on MAP data.

#### Tier 1 Action Steps

K-5 Teachers will increase their effectiveness in the teaching of reading by:

- Providing consistent daily implementation of the BCSS reading framework
- Emphasizing purposeful use of closing component of workshop model
- Ensuring workshop activities are coherently and explicitly connected to learning goals
- Progress monitoring periodically with running records and regrouping students as indicated by the data
- Participation in vertical collaboration to align reading instruction

K-2 teachers will increase their effectiveness in the teaching of phonics by:

- Engaging in a year-long study of research based phonological awareness, phonics, and high-frequency word recognition strategies
- Creating shared resources and lesson plans
- Continue implementation of Boxed Instruction
- Progress monitoring students as recommended by *Dynamic Indicators of Basic Literacy Skills (DIBELS)*

K-5 teachers will collaborate with the Media Specialist to plan lessons that support students in developing independent literacy skills with a specific focus on explicit instruction and selecting "good fit" books

#### Family and Community Engagement

- Literacy based foundational skills will be chosen for at least one APTT activity
- Invite families to the Summer Reading Parade to celebrate students who read at least 500 minutes over the summer
- School family days: August: reading, college, math, September: creativity Dot Day; February: kindness: March: Dr. Seuss and reading; April: poetry

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

- ❑ Interventionists to be used for Eagle Time in grades 2-5
- ❑ 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
- ❑ Participation in Tome student literary society competitions
- ❑ Eagle Time classes that engage, promote, and support literacy and real world application of reading skills

### Goal 2: WRITING ACHIEVEMENT

- 30% of 3rd, 4th, and 5th graders will score at a level 3 or 4 on the Idea Development, Organization, and Coherence portion of the Extended Writing Task on the GMA
- 30% of 3rd, 4th, and 5th graders will score at a level 3 or 4 on the Narrative Writing Response portion of the GMA.
- 90% of K, 1st, and 2nd graders will improve or maintain (if at the highest performance level) by at least one performance level in two or more of the BCSS genre specific writing rubrics areas.

#### Tier 1 Action Steps

- K-5 teachers will increase their effectiveness in the teaching of writing by:
    - Providing consistent daily implementation of the BCSS writing framework
    - establishing norms for implementing the BCSS writing plan
    - consistently implement daily writing
    - Participating in vertical collaboration to align instruction
    - Participation in Instructional Rounds addressing writing
    - Providing responsive instruction
    - Incorporating modeling of strong writing into instruction
  - K-5 teachers will keep a portfolio for each student that contains 3 scored writing samples per genre.
  - K-5 teachers will increase the frequency of having students write in each subject area.
- K-5 teachers will
- create student friendly writing rubrics for use during writing instruction and conferencing
  - Create and use anchor charts for students to use when writing
  - Create exemplars for student writing

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

Eagle Time classes that engage, promote, and support literacy and real world application of writing skills

#### Family and Community Engagement

- Families will be invited to correspond with their students through the Bramlett Post Office
- School family days: August: reading, college, math, September: creativity Dot Day; February: kindness: March: Dr. Seuss and reading; April: poetry

### Goal 3: MATH ACHIEVEMENT

- 50% of 2nd graders will meet their expected growth projection on the spring 2019 math MAP.
- 56% of 3rd graders will meet their expected growth projection on the Spring 2019 math MAP.
- 64% of 4th graders will meet their expected growth projection on the Spring 2019 math MAP.
- 83% of 5th graders will meet their expected growth projection on the Spring 2019 math MAP.

#### Tier 1 Action Steps

- K-5 teachers will increase their effectiveness of teaching math by:
  - Providing consistent daily implementation of the BCSS math framework
  - Ensuring workshop activities are coherently and explicitly connected to learning goals
  - Tiered support using the Class Report with RIT Scores, Learning Continuum and MAP SKILLS to differentiate small group math instruction during math workshop will be expected from every teacher in grades 2-5
  - Participation in vertical collaboration to align math instruction
  - Supplementing classroom instruction using software.
- Third, Fourth, and Fifth grade teachers will host *Waking Up with Math* grade level sessions for parents and students

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

- Interventionists to be used for Eagle Time in grades 2-5
- Ensure that EIP/ESOL students receive supplemental rather than replacement instruction
- Eagle Time classes that support and develop math literacy

#### Family and Community Engagement

- Math Literacy based foundational skills will be chosen for at least one APTT activity
- Resources to support math instruction will be posted on the BRES website and sent home in newsletters
- Teachers will facilitate Morning Math sessions for parents and students
- Videos showing teaching of math standards during Morning Math will be posted on BRES website
- Invite families to the BRES Summer Math dance party for students who completed 500 minutes of math work/games over the summer
- School family days: August: reading, college, math, September: creativity Dot Day; February: kindness: March: Dr. Seuss and reading; April: poetry