

County Line Elementary School

2018-2019 School Improvement Plan Overview

Goal 1: We will increase student proficiency in reading as measured by DIBELS (grades K-1) and MAP (grades 2-5).

- Kindergarten DIBELS 2017-2018 = 76%, Kindergarten goal = 85%
 - 1st grade DIBELS 2017-2018 = 68%, 1st grade goal 75%
- In grades 2-5, our goal is for 63% of students to meet their projected growth target on the MAP assessment in reading (from Fall to Spring).**
- 2nd grade goal = 63%
 - 3rd grade (2017-2018) = 62%, 3rd grade goal = 62%
 - 4th grade (2017-2018) = 59%, 4th grade goal = 65%
 - 5th grade (2017-2018) = 71%, 5th grade goal = 65%

Tier 1 Action Steps

- Teachers will implement the essential components of reading workshop (mini-lesson, work session, closing).
 - Include authentic texts
 - Monitor independent reading
 - Minimize time spent in whole group lessons (aim for 5-15 minutes)
 - Consistent, daily implementation of the workshop model
- Teachers will enhance the quality of small group guided reading lessons by:
 - Strategically grouping students by reading level and reading behaviors
 - Coaching individual readers during the lesson
 - Providing responsive instruction
 - Progress monitoring periodically with TRC or running records and regrouping students as indicated by the data
- 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 on selecting “good fit” books
 - Small group rotations
- 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

Family and Community Engagement

- In grades K-3, teachers will send home a bag of books with students to be read at home daily.
- Host Family Literacy Day in the fall with support from the Winder Public Library. Invite families to attend and sign up for library cards.
- Develop a “Culture of Literacy” through the use of #CLEsreads social media posts that include pictures of staff and students reading throughout the school year and summer.
- Focus on literacy through APTT take-home activities

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

- SPED & support personnel will attend weekly PL meetings during grade level planning times
- Title I Paraprofessional 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 literacy instruction blocks.
- Maximize opportunities to utilize co-teaching in SPED and ESOL.
- Utilize SRA reading program/Wilson phonics program with SWDs (Resource students will receive 45 minutes per day 3 days per week.)
- Provide specific interventions for at-risk readers (i.e. additional small group session w/ support personnel, research-based intervention from the repository, MAP Skills)
- SPED/EIP/ESOL teachers will attend PLC & Data Team meetings with regular ed teachers.
- MAP Skills

Goal 2: We will increase student proficiency in writing as measured by schoolwide writing assessments. Students in grades K-2 will demonstrate growth of at least one level on the BCSS narrative rubric.

- K (2017-2018) = 88%, Kindergarten goal = 90%
 - 1st grade (2017-2018) = 72%, 1st grade goal = 75%
 - 2nd grade (2017-2018) = 78%, 2nd grade goal = 82%
- In grades 3-5, 49% of students will achieve level 3 or 4 on the Georgia Milestones ELA assessment (2017-18 baseline was 47%).**
- 3rd grade (2017-18 cohort) = 48%, 3rd goal = 50%
 - 4th grade (2017-2018) = 46%, 4th goal = 50%
 - 5th grade (2017-2018) = 44%, 5th goal = 48%

Tier 1 Action Steps

Teachers will implement the essential components of writing workshop (mini-lesson, work session, closing).

- Include mentor texts
- Provide time for independent writing
- Minimize time in whole group lessons (aim for 5-15 minutes)
- Consistent, daily implementation of the workshop model

Teachers will maintain and utilize student writing portfolios to:

- Measure student progress over time
- Facilitate student writing conferences
- Assist students with goal setting

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

- Specialized writing instruction (Reasoning & Writing) program for SWDs
- Utilize Wilson phonics program with SWDs
- Schedule ESOL/EIP support teachers to serve during literacy blocks

Family and Community Engagement

- Create take-home classroom journals that can be sent home for families to write in and return to school. This could accompany a class “pet” (stuffed animal).
- Implement #CLEsreads hashtag on social media and post pictures of students engaged in writing as well as student samples.

Goal 3: We will increase student proficiency in Math as measured by:

- In Kindergarten, 85% of students will master 80% or more of the math skills/elements on GKIDS.
- In 1st grade, 65% of students will demonstrate growth of at least one level on the CGI 1st grade rubric.
- In grades 2-5, our goal is for 62% of students to meet their projected growth target in math on the MAP assessment (Fall to Spring).
 - 2nd grade (2017-2018) = 61%, goal = 64%
 - 3rd grade (2017-2018) = 60%, goal = 65%
 - 4th grade (2017-2018) = 49%, goal = 60%
 - 5th grade (2017-2018) = 55%, goal = 57%

Tier 1 Action Steps

- K-3 teachers will increase their effectiveness in the teaching of CGI by:
 - Implementing CGI a minimum of 3 times per week.
 - Consistent implementation of all of the components of CGI (review of the problem, use of manipulatives, completion and posting of discourse charts, etc.)
 - Post at least one new discourse chart per week
- Teachers in 4th and 5th grade will administer a weekly constructed response problem. Record constructed response lesson using SWIVL & complete reflection
- Teachers will implement the essential components of math’ workshop (mini-lesson, work session, closing).
 - Provide time for independent math work
 - Minimize time spent in whole group lessons (aim for 5-15 minutes)
 - Consistent, daily implementation of the workshop model

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

- Incorporate additional math work into SCOPE time (see MAP curriculum continuum report for suggested content).
- Utilize MAP curriculum continuum report to support SWDs in areas of need
- Provide specific interventions for at-risk students (i.e. additional small group session w/ support personnel, research-based intervention from the repository)

Family and Community Engagement

- Include math activities in APTT.