

Holsenbeck Elementary School

2018-2019 School Improvement Plan Overview

Goal 1: Academic Achievement in Reading

We will improve academic achievement in reading by meeting or exceeding the following end of year goals:

- **K: 80% of students will meet or exceed the benchmark on DIBELS (76% in 17-18).**
- **K: 68% of students can read common high-frequency words and emergent-reader texts (63% in 17-18).**
- **1st grade: 61% of students will meet or exceed the benchmark on DIBELS (56% in 17-18; 76% cohort).**
- **5th grade: 60% of students will meet or exceed the norm grade level mean RIT (56% in 17-18; 53% cohort).**

Tier 1 Action Steps

- Teachers in grades 3-5 will implement CAFE system within the [Daily 5 Framework](#).
 - Daily 5 framework includes a whole group focus mini-lesson, independent work sessions for student, small group instruction, individual conferences, and a whole group closing/sharing.
 - CAFE strategies focus on comprehension, accuracy, fluency, and expanding vocabulary.
- Teachers in grades K-2 will implement guided reading within the Reader's Workshop framework specific to their grade level.
- Teachers in kindergarten, first and second grades will implement phonics instruction in their daily instructional segment.
 - Phonics instruction in kindergarten will be implemented within their Reading Workshop Framework (20 - 25 mins).
 - Phonics instruction in first grade will be in their ELA block (20 mins).
 - Phonics instruction in 2nd grade will be in their ELA block (20 mins).
- Teachers in 4th and 5th grade will utilize the Georgia Center for Assessment platform to develop and implement common unit assessments. These assessments will be developed in alignment with the Georgia Standards of Excellence in terms of content and rigor. Their results will be subsequently be analyzed and used to enhanced academic achievement.

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

- Students who are not making adequate progress in Tier 1 will participate in small group Tier 2 interventions every morning during SOAR.
- 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
- Students who are not making adequate progress in Tier 2 will participate in individual Tier 3 interventions at least four times per week, in addition to Tier 1 and Tier 2.
- Strategically schedule EIP, ESOL, and SPED services to coincide with the work session of the literacy block.
- Provide a master schedule that clearly defines the reading block and the time necessary to implement the action steps.
- Wilson Reading System will be provided to SWD daily during an extended reading time.
- The resource, DRI Box, will be utilized to support students in grades K-2 who need additional reading interventions.
- Provide supplemental remedial instruction in core academic areas to our struggling learners before and after school.
- MAP Skills
- Instructional Software (Reading A to Z) will be utilized to supplement core classroom instruction.



Family and Community Engagement

- At the first Academic Parent Teacher Team (APTT) Meeting, parents of kindergarteners will receive activities to support letter or sight word recognition.
- All homeroom teachers will use Remind as a communication tool with parents.
- The LiveSchool app will be utilized to support the efforts of PBIS and keep parents informed of their child's behavior.
- Homeroom and program teachers will communicate with parents about their child's progress using the Remind communication app.
- Each grade level will be provided with a copy of the Reading Strategies book by Jennifer Serravallo.



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Goal 2: Academic Achievement in Writing

We will improve academic achievement in writing by meeting or exceeding the following end of year grade-level goals:

- **Kindergarten:**
 - 60% of students will score a 3 or 4 on the narrative writing common assessment.
 - 45% of students will score a 3 or 4 on the informational writing common assessment.
 - 50% of students will score a 3 or 4 on the opinion writing common assessment.
- **1st grade:**
 - 55% of students will score a 3 or 4 on the narrative writing common assessment
 - 45% of students will score a 3 or 4 on the informational writing common assessment
 - 45% of students will score a 3 or 4 on the opinion writing common assessment
- **2nd grade:**
 - 55% of students will score a 3 or 4 on the narrative writing common assessment
 - 45% of students will score a 3 or 4 on the informational writing common assessment
 - 45% of students will score a 3 or 4 on the opinion writing common assessment
- **3rd grade:**
 - 30% of students will score a 3 or 4 on the narrative writing common assessment (GMAS: 15% in 17-18).
 - 32% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (GMAS: 17% in 17-18).
 - 68% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (GMAS: 63% in 17-18).
- **4th grade:**
 - 37% of students will score a 3 or 4 on the narrative writing common assessment (GMAS: 35% in 17-18; 15% cohort).
 - 30% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (GMAS: 23% in 17-18; 17% cohort).
 - 83% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (GMAS: 83% in 17-18; 63% cohort).
- **5th grade:**
 - 37% of students will score a 3 or 4 on the narrative writing common assessment (23% in 17-18; 35% cohort).
 - 25% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (GMAS: 19% in 17-18; 23% cohort).
 - 85% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (GMAS: 29% in 17-18; 83% cohort).

Tier 1 Action Step

Teachers will implement the Writer's Workshop model by including:

- **Grammar Warm Up** (1st-5th Grade) of 5 minutes. This will include review of language conventions that students will apply as they write.
- **Mini-Lesson** of 5-15 minutes focusing on new writing skill, strategy, or workshop procedure. Includes a connection and essential question, a teaching point, modeling, guided practice/active engagement, and a link to independent writing.
- **Work session** of 15-30 minutes. This allows teachers to differentiate writing instruction through conferring and small group instruction. This allows students with a daily opportunity to apply previously introduced writing skills and strategies. Work session may include independent writing and writing conferences, small group guided writing, or joint productive activities.
- **Closing/Sharing** of 5 minutes. Closing will reinforce the focus of the lesson and encourage students to take ownership of their learning. Essential question is revisited and students are given an opportunity to share how they applied the mini-lesson skill or strategy

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

- **Maximize co-teaching opportunities for SWD teachers during writing instruction.**
- **Students not making adequate progress in written expression will receive small group (Tier 2) and individual (Tier 3) interventions as appropriate.**
- **Writing assessment results will be used to develop remediation plans for re-teaching students each genre.**

Family and Community Engagement

- **Homeroom teachers will partner with parents by including writing foundational skills in the APTT program.**
- **Homeroom and program teachers will communicate with parents about their child's progress using Remind.**
- **LiveSchool will be utilized to promote positive behavior, thereby enhancing instructional time and engagement.**

Goal 3: Academic Achievement in Math

We will improve academic achievement in math by meeting or exceeding the following end of year grade-level goals:

- *K:* 70% of students can fluently add and subtract within 5
- *1st:* 50% of students will meet or exceed the norm grade level mean RIT
- *2nd:* 47% of students will meet or exceed the norm grade level mean RIT
- *3rd grade:* 53% of students will meet or exceed the norm grade level mean
- *4th grade:* 57% of students will meet or exceed the norm grade level mean
- *5th grade:* 52% of students will meet or exceed the norm grade level mean RIT

Tier 1 Action Step

Teachers will implement the math workshop model by including:

- Mini-lesson of 10-15 minutes focusing on a single topic students need help with .
- Work time of 20-30 minutes when students practice the skill taught in the mini-lesson.
- Student conferencing time of 20-30 minutes when teachers work with individual students or strategy groups.
- Sharing time when students share their strategies and/or understanding with peers and solicit their feedback, giving the teacher an additional opportunity to check for understanding and address misconceptions.

Teachers in 4th and 5th grade will implement the following number sense strategies:

- 4th grade teachers will explicitly teach students to utilize the associative and distributive properties to adopt a strategy for solving given multiplication problems.
- 4th & 5th grade teachers will implement two-step word problems 3x per week, especially those with fractions.
- 5th grade teachers will utilize visual models & place value with decimals & reinforce how to write equations with fractions.

Teachers in grades K-3 will explicitly teach and reinforce the following math fluency strategies in a sequenced, differentiated fashion.

Teachers in grades K-3 will use a combination of sources to assess students' math fluency and subsequently inform their differentiated strategy instruction using Timed assessments; Math Interview; and Math Fluency application data (e.g., MobyMax)

4th and 5th grade teachers will utilize the GCA platform to develop and implement common unit assessments. Assessments will be developed in alignment with the Georgia Standards of Excellence in terms of content and rigor. Results will be analyzed and used to enhanced academic achievement.

Teachers will improve specific components of CGI by:

- Presenting the problem, including reading the problem to the students at least twice, allowing students to explain what is happening in the problem in their own words prior to solving, and asking number sense questions to ensure that students connect the context of the problem to the math.
- Solving the problem, including providing time for students to solve on their own, utilizing questioning strategies to guide student thinking, providing manipulatives for students to use as needed, and encouraging students to label math representations and connect equations to them.
- Facilitating discourse by ensuring that the equation is linked to the word problem, the correct units are provided with each answer, no run on equations are present, seizing opportunities to present the equal sign to signify its meaning of balanced, including math equations to explain the representation and thinking, and asking questions to build connections between the different ways presented to solve the problem.