

Kennedy Elementary School

2018-2019 School Improvement Plan Overview

Goal 1: 85% of all students will be reading on grade level or have 3+ levels of growth as determined on the end of year TRC (Baseline: 82.1% ended the year on grade level or with 3+ levels of growth).

Tier 1 Action Steps

- Teachers will improve specific components of readers' workshop:
 - Include authentic printed and electronic texts
 - Monitor effectiveness of independent reading
 - Minimize time spent in whole group lessons (aim for 5-15 minutes)
 - Consistent, daily implementation of the workshop model
 - Progress monitoring periodically with TRC or running records and regrouping students as indicated by the data
 - Fresh Look Book Study
- 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
 - Facilitating small group rotations in the media center
- Using Beginning, Middle, & End of year TRC to adjust instruction and create flexible groupings.
- Lesson plans will reflect daily independent reading for all kids as well as weekly guided reading at least 3 times per week
- 2nd-5th Grade teachers will use MAP beginning, middle, and end of year data to adjust instruction and create flexible groupings
- Monthly Reading Challenges will be offered by school to challenge students to read various genres and authors.
- 3rd-5th Grade will use Study Island on a weekly basis based off of path set by MAP results.
- Teachers will use leveled readers and TRC type questions when working with students in groups

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

- Students in TIER 3 for ELA will use Map Skills for specific needs.
- 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
- EIP, ESOL, teachers will plan weekly with regular education teachers to ensure students needs are being met and the IEP and TPC's are being followed.
- Use of Study Island, Exact Path and MobyMax aligned to specific instructional path of each student.

Family and Community Engagement

- APTT meetings to focus on Reading
- Family reading activities in the monthly newsletter
- Establish nightly reading routine at home
- Study Island or Exact Path usage

Goal 2: 55% of students in grades 1-5 will be at or above grade level as determined on the end of year MAP RIT score in math (Baseline: 51% at or above.)

Tier 1 Action Steps

- Lesson plans will reflect daily math skill practice and weekly problem solving activities (CGI) as well as math workshop
- After 2nd-5th Grade Students are administered MAP in math at the beginning and middle of the year, teachers will conference with students to set goals
- All students will monitor their progress on grade level specific math facts
- (1st Addition, 2nd Subtraction, 3rd Multiplication, 4th Division, 5th Fraction)
- 3rd-5th grade will use Study Island on a weekly basis based off of path set by MAP results

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

- Students in TIER 3 for math will use Map Skills for specific needs.
- EIP, ESOL and SpEd teachers will plan weekly with regular education teachers to ensure students needs are being met and the IEP and accomodation plans,s are being followed.
- Use of Study Island, Exact Path and MobyMax aligned to specific instructional path of each student.

Family and Community Engagement

- APTT meetings to focus on Math
- Family Math activities in the monthly newsletter
- Work on grade level assigned Math facts nightly
- Study Island or Exact Path usage



Goal 3: 50% of students will score 4+ out of 7 on Extended Writing task and 2+ out of 4 on Narrative Writing response on the Georgia Milestones (Baseline: 43% scored 4+ on Extended and 2+ on Narrative).

Tier 1 Action Steps

- Lesson plans will reflect weekly genre specific (based on BCSS Scope and Sequence) writing as well as monthly extended response writing tasks
- Writing Committee will supply all grade levels with examples of scored writing from 3rd-5th for grade levels upon which to reflect
- Professional Learning presented by Beth McMichael on 3rd-5th GMA expectations for writing

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

Writing Journals and writing teams

Family and Community Engagement

- APTT meetings to focus on Writing
- Family Writing activities in the monthly newsletter

