

Winder Elementary School

2018-2019 School Improvement Plan Overview

Goal 1: Reading Achievement

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

- K DIBELS benchmark = 76%, K goal = 85%
- 1st grade DIBELS benchmark = 68%, 1st goal 75%

In grades 2-5, our goal is for 60% of students to meet their projected growth target on the Spring MAP assessment in reading.

- 2nd grade goal = 60%
- 3rd grade baseline = 48%, goal = 60%
- 4th grade baseline = 36%, goal = 50%
- 5th grade baseline = 54%, goal = 66%

Tier 1 Action Steps

Teachers will consistently implement specific components of readers' workshop (mini-lesson, work session/guided reading, closing):

- Follow the district-created lesson plans for establishing reading workshop.
- Include authentic printed and electronic texts
- Monitor effectiveness of independent reading
- Minimize time spent in whole group lessons (aim for 5-15 minutes)
- Implement differentiated teacher-led small groups and independent activities
- 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
- Planning intentionally for each daily guided reading group, including title of book, sight words/vocabulary, phonics/word work, and comprehension
- Coaching individual readers during the lesson
- Providing responsive instruction
- Progress monitoring periodically with TRaraproC or running records and regrouping students as indicated by the data

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-5, teachers will send home a bag of books with students to be read at home daily.
- Schedule a walking field trip in the spring with support from the Winder Public Library. Invite families to attend and sign up for library cards.
- Various community members will visit and read books in K-2 classrooms.
- Monthly reading competitions to promote reading.
- Invite parents, families, and community members to read with our students.

Literacy based foundational skills will be chosen for at least one APTT activity.

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

- Provide specific interventions through EIP support, ESOL support, ELT, small group instruction, and collaborative planning.
- 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
- Use of research-based interventions from the repository based on analyzed data including MAP, TRC, Dibels, and GMA.
- 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.
- Maximize co-teaching opportunities for EIP/ESOL/SWD support staff during literacy instruction blocks.
- Students needing additional instruction will be provided access to Moby Max software. All students will have access outside of school hours

Goal 2: Math Achievement

In 1st grade, establish a baseline using MAP.

In grades 2-5, our goal is for 58% of students to meet their projected growth target on the Spring MAP assessment in mathematics.

- 2nd grade baseline = 26%, goal = 60 %
- 3rd grade baseline = 32%, goal = 50%
- 4th grade baseline = 51%, goal = 52%
- 5th grade baseline = 56%, goal = 68%

Tier 1 Action Steps

Teachers will improve specific components of math workshop:

- Minimize time spent in whole group lessons (aim for 5-15 minutes)
- Implement differentiated teacher-led small groups and independent activities
- Create weekly common assessments in grades 1-5 and use results to plan small group activities
- Consistent, daily implementation of the workshop model

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.

- Develop a common weekly constructed response problem in PLCs and record on a Google Document.

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

- Provide specific interventions through EIP support, ESOL support, ELT, small group instruction, and collaborative planning.
- Use of research-based interventions from the repository based on analyzed data including MAP and GMA.
- Schedule EIP/ESOL support services to coincide with the work session of the mathematic instruction blocks.
- Ensure that EIP/ESOL students receive supplemental rather than replacement instruction.
- Maximize co-teaching opportunities for ESOL and EIP support staff during mathematic instruction blocks.
- Maximize co-teaching opportunities for Special Education support staff during mathematic instruction blocks.

Family and Community Engagement

- Teachers will create how to video tutorials for multiple math standards.
- Invite parents, families, and community members to practice math facts with our students.
- Mathematic based foundational skills will be chosen for at least one APTT activity.

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Goal 3: Attendance

Increase the percentage of students missing 5 or fewer days from 43% to 70%.

90% of our staff will miss 9 or fewer days, excluding days missed for professional purposes.

Tier 1 Action Steps

Encourage regular student attendance by:

- create an attendance committee to meet monthly to discuss student attendance data, attendance incentives, etc.
- providing individual and classroom incentives for perfect attendance
- educating parents about the importance of regular daily attendance
- following BCSS protocols for parent contacts after 3, 5, and 10 absences
- partnering identified students with staff members for daily check-in, check-out: Bullpup Buddies

Encourage regular staff attendance by:

- create an attendance committee to meet monthly to discuss staff attendance data, attendance incentives, etc.
- providing attendance incentives
- Create staff attendance competition

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

- Counselor will keep a "watch list" for students with frequent absences. AP, Counselor, and Social Worker will meet monthly to discuss and determine follow-up for students on watch list.
- Check in point person for individual students who are absent repeatedly: Bullpup Buddies.
- Counselor will contact families with excessive absences to determine how we as a school could support and identify the root cause of the absences.
- School wide initiative to promote consistent attendance.

Family and Community Engagement

- Contact parents through Class Dojo after each absence.
- Contact parents after third absence by phone and record in Infinite Campus.
- Partners in Education helping with attendance incentives.

