

# Yargo Elementary School

## 2016-2017 School Improvement Plan Overview

### Goal Area 1: Academic Achievement

#### Math SMART Goals

Kindergarten - 93% of kindergarten students will meet or exceed on the math section of GKIDS by the end of the 2016-2017 school year. The average from 2010-2015 was 85.2%.

1st Grade - 95% of first graders will score 80% or higher on 30 mixed addition and subtraction problems using the numbers 0-10 by May 1.

2nd Grade - 80% of second grade students will reach at least level 28 (adding/sub within 20) on their Smart Cookie by May 1.

3rd Grade - 50% of students will score in level 3 or 4 on the 2016-2017 GA Milestones. Milestones data for 2015-2016 showed that 38.2% of 3rd grade students scored at level 3 or 4.

4th Grade - 50% of students will score in level 3 or 4 on the 2016-2017 GA Milestones. This group of students had 38.2% score in the levels in third grade.

5th Grade - 55% of students will score in level 3 or 4 on the 2016-2017 GA Milestones. This group of students had 42.6% score in these levels in 4th grade.

Hispanic Subgroup - The number of Hispanic students scoring Level 1 will decrease from 28% to 15% on the math section of the GA Milestones.

#### Math Strategies

- Math Special provided by a parapro.
- Computer Lab Special - Continue with Math Masters competition and/or switch to Reflex Math.
- Integrate Math into all Specials areas.
- Reflex Math - online math practice and monitoring will be used in all classrooms.
- Continue fact practice in all classrooms. Conference with each student and have all students set at least quarterly goals.
- Increase time allotted for Math in Master Schedule. Use ELT time primarily for math.
- Math workshop model used in all classrooms.
- Complete CGI 3x/week in grades K-3.
- Grades 4-5 will model a math constructed response 1 day/week.
- Implement a Math Problem of the Week (POW) on YTV. IC will write a problem each day for the varying grade levels. Teachers will submit correct answers to IC (Box). IC will choose one student/week to share how they solved the problem.

### Goal Area 1: Academic Achievement

#### Writing/ELA SMART Goals

Kindergarten: 50% of students in kindergarten will score at a level 2.5 or above on the BCSS Writing Rubric during the 2016-2017 school year. This will be our baseline data for future years..

1st Grade: 50% of students in first grade will score at a level 2.5 or above on the BCSS Writing Rubric during the 2016-2017 school year. This will be our baseline data for future years.

2nd Grade: 50% of students in second grade will score at a level 3 or above on the BCSS Writing Rubric during the 2016-2017 school year. This will be our baseline data for future years.

3rd-5th Grade: 50% of students in grades 3-5 will score in levels 3 and 4 on the Ideas portion of the Extended Response Rubric on the 2016-2017 Georgia Milestones. During 2015-2016, that percentage was 23.3%.

3rd-5th Grade: 50% of students in grades 3-5 will score in levels 3 and 4 on the Narrative Response Rubric on the 2016-2017 Georgia Milestones. During the 2015-2016 school year, that percentage was 40.9%.

SPED: 25% of SPED students in grades 3-5 will score in levels 3 and 4 on the Ideas portion of the Extended Response Rubric on the 2016-2017 Georgia Milestones. This will be baseline data for future years.

### Goal Area 1: Academic Achievement

#### Writing/ELA Strategies:

Monthly writing scored using the BCSS rubric (K-2) and/or Georgia Milestones Rubric (3-5) and placed into a portfolio-progress towards meeting writing goals is reviewed with students during writing conferences throughout the year. Portfolios are also reviewed with parents during conferences.

Teachers model with students how to self-assess their writing using student friendly rubrics.

Workshop model will be implemented in all rooms during the Reading / ELA segment to assure targeting of individual needs and especially needs of EL and SWD. As a part of the workshop, model completing a writing task using Think Alouds and the I Do, We Do, You Do (gradual release of responsibility) model. Review BCSS Frameworks to ensure the workshop model is being appropriately implemented.

Vertical meetings to determine that similar vocabulary is being used across all grade levels in writing.

#### Computer Lab:

- Focus some time in the lab on typing skills to type in class, on tests, and in the future.
- Complete quarterly writing prompts in the computer lab using the Scholastic Story Starters website in grades 2-5. <http://www.scholastic.com/teachers/story-starters/>

SPED and EL teachers push-in during Reading / ELA and help with the writing side of segment as well.

SPED teachers will emphasize test taking skills and strategies relative to writing

SPED teachers will collaborate with ELA teachers to assure they are using the same instructional strategies, terminology, and resources

Complete Mock Writing Assessments via Write Score in grades 3-5 twice during the school year, in grades 1-2 once during the school year

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#### Technology Integration SMART

##### Goal

YES will improve from “emergent” to “operational” under Technology Integration/BYOT on the self-assessment rubric for our annual impact check

##### Strategies:

Digital Coach will implement an annual plan to increase technology integration among all grade levels.

The plan includes:

- Presenting a preview of a tool at each monthly faculty meeting
- Providing an in-depth PL session on the tool previewed each month during that month
- Providing two coaching sessions per week for staff to sign up for when they need assistance with a tool previously learned, or one they are learning on their own
- Grade levels will decide on one technology tool that they would like to learn, practice, and become efficient at implementing in their classroom. The Digital Coach will design PL specific to each grade level's tool chosen to implement throughout the year.

### Goal Area 2: Stakeholder Engagement

#### Family Engagement SMART Goals

YES will train faculty/staff, and fully implement Academic Parent Teacher Teams (APTT) in grades K-5.  
YES will hold three meetings focused on Math.

At each of the three APTT meetings being held, we would like 75% of our parents to be in attendance to learn strategies they can use at home to support their child's development of fundamental skills in math.

##### Strategies:

Training of core group of APTT school leaders to then train all of our staff.

Implement APTT model during the 2016-2017 school year.

Translation and Interpretation - All meeting notifications will be sent home in English and any other language needed. Interpreters will be available at all APTT meetings.

##### Family Focus Group

Hosted by the principal at the conclusion of the 1st year of APTT implementation. Comprised of a cross section of 10 to 15 parents who have participated in most APTT activities.

#### CCRPI Climate Rating SMART

##### Goals

- YES will receive a CCRPI Climate Rating of at least four stars or higher.
- Student attendance average of at least 96% or higher.
- Staff Attendance of at least 95% or higher.
- Reduce office referrals by 5% over previous year.

##### Strategies

Quarterly attendance incentives for students who are here “Every Minute of Every Day” will be given out. The “prize” will be shown on the YTV announcement to generate excitement for our students.

Will continue staff attendance incentives we began last year by rewarding teachers with a Jeans pass when their grade/area is in attendance every day for two weeks. Leadership Team will determine if this incentive needs to be changed in any way at our September meeting.

### Goal Area 3: Organizational Effectiveness

#### SGT SMART Goal

SGT will operate fully as evidenced by posted eBoard minutes, completion of the the SGT Checklist, and the Annual Summary Report.

##### Strategies:

Encourage all SGT members to attend annual training at the summer Leadership Conference

Encourage all SGT members to be at every meeting during the school year..

The scope of work of the SGT will focus on:

- Align with the school improvement plan
- Align with school budget and resource allocation priorities
- Positively affect the overall student population, the staff, and the community