

# Yargo Elementary School

## 2018-2019 School Improvement Plan Overview

### Goal 1: Academic Achievement - Reading

- Kindergarten - 80% of all students will master 90% of the 100 Kindergarten sight words
- First - 65% of first grade students will score at a Level I or higher on the final TRC Benchmark
- Second - 70% of second grade students will score at a Level L or higher on the final TRC Benchmark ; 45% of students will meet or exceed growth projection on the MAP assessment.
- Third - 90% of students will be reading on or above grade level on the Georgia Milestones Assessment according to Lexile Levels; 45% of students will meet or exceed growth projection on the MAP assessment.
- Fourth - 87% of students will be reading on or above grade level on the Georgia Milestones Assessment according to Lexile Levels; 73% of students will meet or exceed growth projection on the MAP assessment.
- Fifth - 75% of students will be reading on or above grade level on the Georgia Milestones Assessment according to Lexile Levels; 55% of students will meet or exceed growth projection on the MAP assessment.

#### Tier 1 Action Steps

K-5 teachers will improve the framework of readers' workshop:

- Engage in Instructional Round conversations that include research based learning and articles to support reading strategies.
- Monitor effectiveness of independent reading
- Consistent, daily implementation of Guided Reading
- Guided reading - modeling by outside expert

K-2 teachers will increase their effectiveness in the teaching of phonics by:

- Creating shared resources and lesson plans
- Learning and implementing the following areas into workshop rotations from Moby Max:
  - Phonics and Spelling Rules
  - Alphabet
  - Phonics Sounds
  - Phonics Blending
  - Phonics Spelling
  - Sight Words
- Engage in Instructional Round discussions on phonological awareness, phonics, and high frequency word recognition strategies.
- Book study - *A Fresh Look at Phonics*, by Blevins

- 3 - 5 teachers will increase students' vocabulary acquisition and use
- Engage in MAP training on Student Profile and Learning Continuum
- Engage in instructional round discussions to increase vocabulary (problem of practice).
- Utilize Moby Max and MyOn with informational text - specifically use the vocabulary section, and use vocabulary within text.
- Utilize iXL to support the reading and understanding of informational text while increasing vocabulary acquisition.

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

- 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.
- Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5.
- Advanced Content classrooms in 4th and 5th grade for purposes of enrichment..
- Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention process, with ongoing progress monitoring and adjustments, as needed.
- Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum).
- Wilson Phonics and Seeing Stars Instruction for our Students with Disabilities.
- DRI boxed instruction for phonics-based skill remediation

#### Family and Community Engagement

- Host Academic Parent Teacher Teams (APTT) three times per year. The meetings will be held in September, January and April/May. The resources needed will be: \$2000 for supplies and \$1000 for Interpreters (set aside at District Level). Leads for this parent to home partnership will include: Dr. Smith, Mr. Mehrhof, Mrs. Kent, Mrs. Wadsworth, and Ms. George.
- Use of social media to send information and tips to support instruction
- Digital Coach will develop a YES Launch Page to help inform parents about our online tools to support instruction and how children can access them at home

### Goal 2: Academic Achievement - Writing

- Kindergarten - 82% of students in kindergarten will write two or more complete sentences in Narrative and/or Informational Writing.
- First - 57% of students in first grade will score at a level 3 or above one the BCSS Informational Writing Rubric in the area of support and evidence.
- Second - 57% of students in second grade will score at a level 3 or above one the BCSS Informational Writing Rubric in the area of support and evidence.
- Third - 45% of students in third grade will score Level 2 or above in Narrative Writing on the GMA.
- Fourth - 55% of students in fourth grade will score Level 2 or above in Narrative Writing on the GMA.
- Fifth - 82% of students in fifth grade will score Level 2 or above in Narrative Writing on the GMA.

#### Tier 1 Action Steps

K-5 will increase and solidify effective writing instruction:

- Develop leveled steps for writing which will include exemplars.
- Professional learning communities with vertical discussions to establish cohesive vocabulary and expectations that will be for each grade level.
- Create universal writing vocabulary/terminology for each grade level.
- 3rd - 5th - community learning on GMA best writing practices - Utilize Writing to Text book

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

- Title 1 Paraprofessional for remediation in literacy, K-5.
- Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5.
- Advanced Content classrooms in 4th and 5th grade for purposes of enrichment..
- Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention process, with ongoing progress monitoring and adjustments, as needed.
- Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum).
- IEP progress monitoring and data collection

#### Family and Community Engagement

- Use of social media to send information and tips to support instruction
- Digital Coach will develop a YES Launch Page to help inform parents about our online tools to support instruction and how children can access them at home

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## 2018-2019 School Improvement Plan Overview

### Goal 3: Academic Achievement - Math

- Kindergarten - 90% of all Kindergarten students will meet or exceed on 80% of the math sections of GKIDS.
- First - 67% of students will earn a 70% or higher on 60 mixed addition and subtraction problems using the numbers 0-10 in 2.5 minutes by May 1.
- Second - 85% of second grade students will answer 28 or more addition and subtraction facts to 20, on a 2 minute 100 problem test by May 1; 50% will meet or exceed the growth projection on the MAP assessment.
- Third - 65% of students will score a Level 3 or 4 on the math Milestones; 50% will meet or exceed the growth projection on the MAP assessment.
- Fourth - 70% of students will score a Level 3 or 4 on the math Milestones; 60% will meet or exceed the growth projection on the MAP assessment.
- Fifth - 55% of students will score a Level 3 or 4 on the math Milestones; 75% will meet or exceed the growth projection on the MAP assessment

#### Tier 1 Action Steps

K-2 teachers will increase math reasoning ability and fact fluency among students:

- Fact practice
- Continue with Academic Parent Teacher Teams (APTT)
- Revisit CGI instructional processes and implementation with staff who are already trained
- Train new staff members on CGI
- Train teachers on Data Teaming - Continue with data teaming-twice a month

3-5 teachers will increase math reasoning and calculation among students:

- Purchase more manipulatives
- Revisit CGI - number times/week (3rd Grade Only)
- Train new staff members on CGI (3rd, 4th and 5th Grade)
- Train teachers on Data Teaming - Continue with data teaming-twice a month

K-5 teachers will improve the framework of math workshop:

- Engage in Instructional Round conversations that include research based learning and articles to support math strategies.
- Professional learning, as identified in Instructional Rounds- Therefore, a PLC for math will be formed. (Horizontal and Vertical Teams will take place.)



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

- Targeted and differentiated skills instruction during ELT, for remediation and enrichment, K-5.
- Advanced Content classrooms in 4th and 5th grade for purposes of enrichment..
- Research-based interventions for students in Tiers 2 and 3 of the Response to Intervention process, with ongoing progress monitoring and adjustments, as needed.
- Utilize MAP results to target instruction for remediation and enrichment (Individual Student Profile, Learning Continuum).
- SPED: Use repetition and review in general education and resource settings; IEP progress monitoring and data collection

#### Family and Community Engagement

- Host Academic Parent Teacher Teams (APTT) three times per year. The meetings will be held in September, January and April/May. The resources needed will be: \$2000 for supplies and \$1000 for Interpreters (set aside at District Level). Leads for this parent to home partnership will include: Dr. Smith, Mr. Mehrhof, Mrs. Kent, Mrs. Wadsworth, and Miss. George.
- Develop videos to inform parents/guardians on math concepts and strategies that align with our Common Core math standards
- Use of social media to send information and tips to support instruction
- Digital Coach will develop a YES Launch Page to help inform parents about our online tools to support instruction and how children can access them at home

