

Bramlett Elementary School

2017-2018 School Improvement Plan Overview

Goal Area 1 Academic Achievement

SMART Goals

100% of students scoring proficient or above proficient on the Beginning of Year (BOY) Text Reading Comprehension (TRC) will maintain proficient or above proficient status as measured by the End of Year (EOY) TRC assessment.

100% of students scoring below proficient or far below proficient on the BOY TRC will gain at least two levels of growth as measured by the EOY TRC.

Strategies

- Implement guided reading model for teaching reading k-5
- Utilize data to identify students who are reading below grade level/struggling readers
- Implement Eagle Time classes offering reading support for struggling readers
- Implement Boxed Instruction & DIBELS progress monitoring
- Implement & utilize the Text Reading Comprehension (TRC)
- Utilize myON program
- Facilitate weekly collaborative planning between support (EIP, ESOL, SpEd) teachers and the homeroom teachers they serve
- Promote and hold the reading parade for summer readers
- Provide differentiated instruction in literacy readiness in Pre-K
- Hold vertical data team meetings
- Reflection on ELA GSE standards and their vertical alignment
- Professional Learning for new K-2 teachers during pre-planning-scheduled with Instructional Coach(DIBELS, IDI, TRC, and DRI)
- Deconstruct standards and align instruction and assessment accordingly
- All Ss in grade K-5 will participate in at least 20 minutes of independent reading during the school day
- Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and ELA concepts.



Goal Area 1 Academic Achievement

SMART Goals

Math: Increase level 3s and 4s in 3rd, 4th, and 5th grades from 52.74% to 60% as measured on the Spring 2018 GMAS.

ELA: Increase level 3s and 4s in 3rd, 4th, and 5th grades from 51.44% to 60% as measured on the Spring 2018 GMAS.

Strategies

Math:

- Utilize classroom, report card, Georgia Milestones, and MAP data to identify students who are performing at each performance level
- Implement Eagle Time classes offering math support or enrichment
- Utilize available math media and manipulatives at each grade level
- Revisit standards for deeper understanding
- Revisit master schedule to ensure cohesive blocks of time for Reading and Math Workshop
- Deconstruct standards and align instruction and assessment accordingly
- Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and math concepts.

ELA:

- Implement writing across the curriculum and ensure writing is a focus across all content areas
- Utilize non fiction texts in writing across the curriculum
- Students in grades K-5 will cite evidence from texts
- Implement BCSS writing assessments and use data to guide instruction
- Facilitate planning for all support staff
- Collaborate during grade-level PLCs for strategies to improve students' writing stamina
- Deconstruct standards and align instruction and assessment accordingly
- Teacher-made interactive word walls will be implemented and maintained to focus on key vocabulary and ELA concepts.
- Ts will implement strategies for written response in all subject areas (Reading, Math, Social Studies, Science, Art, Music, and PE)
- Computer Lab Special will focus on writing skills as well as keyboarding/computer skills to enhance students' ability to write utilizing technology and appropriate resources.

Goal Area 2 Family and Stakeholder Engagement

SMART Goal

The percentage of students with greater than 5 absences will decrease from 84.5% to 80%.

Strategies

Create an attendance protocol to closely monitor eliminating casual truancy (6-15 absences)

% of students with greater than 5 absences during 2016-2017:

All BRES students: 84.5%

PK-4: 84.1%

K-4: 83.0%

SMART Goal

Implement the Academic Parent Teacher Team (APTT) family engagement model

Strategies:

Train the BRES faculty and staff on APTT

Hold three grade level specific parent meetings during the 2017-2018 school year

Goal Area 3 Operational Effectiveness

SMART Goal

BRES will implement an effective mentor program for teachers with three years or less experience and/or teachers new to BRES where 100% of new teachers (3) will attend 80% of new teacher mentoring sessions.

Strategy:

Establish mentors for each mentee