

Holsenbeck Elementary School

2017-2018 School Improvement Plan Overview

Goal Area 1 Academic Achievement

SMART Goals

ELA Reading

The percentage of students in grades K-2 who achieve the benchmark on DIBELS next will increase by the end of the year:

- K: 83% to 86%
- 1: 68% to 71%
- 2: 60% to 65%

The percentage of students in grades K-5 who achieve proficient or above on TRC will increase by the end of the year:

- K: 55% to 60%
- 1: 66% to 70%
- 2: 62% to 69%
- 3: 57% to 62%
- 4: 70% to 74%
- 5: 68% to 72%

The percentage of students reading at or above grade level, as measured by GMAS, will increase by the end of the year:

- 3: 77% to 80%
- 4: 61% to 85%
- 5: 85% to 65%

(rezoning considered when setting this goal)

The number of students meeting or exceeding grade-level expectations on the NWEA MAP reading assessment will increase from the BOY to the EOY by:

- 2: 10%
- 3: 10%
- 4: 10%
- 5: 10%

The number of students meeting or exceeding grade-level expectations on the NWEA MAP language assessment will increase from the BOY to the EOY by:

- 3: 10%
- 4: 10%
- 5: 10%

Goal Area 1 Academic Achievement

Strategies

ELA Reading

- Teachers in grades K-5 will implement reading instruction in a Daily 5 framework, according to the Barrow County Instructional Frameworks.
- Teachers in grades K-5 will utilize CAFE strategies.
- Professional learning on Daily 5 and CAFE reading strategies will occur in grade-level PLCs. (book study for grades 3-5)
- Instructional coach will provide Daily 5 and CAFE job-embedded professional learning to teachers in grades K-5 through POP cycles (pre-observation, observation, post-conference).
- Teachers in grades K-5 will develop and implement a common structure for the literacy block. This structure will designate the amount of time spent on each ELA focus area (reading, writing, and language use).
- Professional learning on research-based phonics instruction will occur in grade-level PLCs for grades K-2.
- (book study)
- Teachers will investigate vocabulary instruction programs (Building Vocabulary from Word Roots, Wordly Wise, or Words Their Way) on a pilot basis in one classroom per grade level in 3-5.
- Co-teaching model will continue to be implemented as a model for serving students with IEPs. Ongoing professional learning will be provided to both general and SPED teachers who are co-teaching.
- Teachers will utilize the Accelerated Reader platform to set and monitor student reading goals in grades 1-5. Kindergarten may also use this tool as appropriate. Media specialist will provide professional learning for homeroom teachers.
- Students will be provided with additional research-based interventions and/or remediation opportunities that are specific to their needs.
- (tutoring)
- Teachers will meet weekly for PLCs and data teams. In addition, other opportunities for data analysis and intervention will occur after assessments such as GMAS, MAP, and practice writing assessments.
- Teachers will provide effective and engaging reading instruction through innovative use of technology. Digital coach will provide PL opportunities for teachers on technology integration.
- Teachers and staff will support students who are struggling in reading through a comprehensive RTI program, implemented with fidelity.
- Professional learning will be provided to all teachers on best practices supporting EL students in reading.

Goal Area 1 Academic Achievement

SMART Goal

ELA Writing

The percentage of students in grades 3-5 who score a 2 or higher on the narrative writing portion of the GMAS ELA assessment will increase from the previous year.

- 3: 50% to 55%
- 4: 62% to 65%
- 5: 41% to 50%

(rezoning considered when setting this goal)

Strategies

- Students will participate in writing mock assessments, which will be scored using a consultant/ vendor (Write Score or GCA).
- Teachers in grades 2-5 will integrate literacy into social studies curriculum through developing common DBQs in PLCs.
- Teachers in grades K-5 will collaborate in grade-level PLCs for strategies to improve students' writing stamina and engage students in extended writing opportunities.
- Teachers in grades K-5 will develop a structure for the literacy block. This structure will designate the amount of time spent on each ELA focus area (reading, writing, and language use).
- Teachers will engage in professional learning on utilizing research-based writing strategies (e.g., Lucy Calkins resources, writers workshop, writing with a purpose, effective feedback, etc.).
- Teachers will provide effective and engaging writing instruction through innovative use of technology.
- Teachers will meet weekly for PLCs and data teams. In addition, other opportunities for data analysis and intervention will occur after assessments such as GMAS, MAP, and practice writing.
- Co-teaching model will continue to be implemented as a model for serving students with IEPs.
- Students will be provided with additional research-based interventions and/or remediation opportunities that are specific to their needs.
- (tutoring)

Holsenbeck Elementary School

2017-2018 School Improvement Plan Overview

Goal Area 1 Academic Achievement

SMART Goals

Math - The percentage of students in grades 3-5 who score a level 3 or 4 on the math GMAS will increase.

- 3: 43% to 45%
- 4: 49% to 54%
- 5: 42% to 50%

The number of students meeting or exceeding grade-level expectations on the NWEA MAP math assessment will increase from the BOY to EOY by:

- 2: 10%
- 3: 10%
- 4: 10%
- 5: 10%

Strategies

- Teachers in grades K-2 will develop plan and pacing guide for explicitly teaching students fluency strategies, such as counting up or almost ten.
- Teachers in grades 2-5 will develop plan for explicitly teaching students to use properties (commutative, associative, derivative, etc.) to improve their math fluency.
- Teachers in grades 1-5 will devote at least 10 minutes from their daily math segment for fluency practice, feedback, and intervention.
- Teachers in grades K-5 will implement math workshop, and the BCSS instructional frameworks, to structure their math segment
- Teachers in grades K-3 will implement a CGI lesson with their classes five days per week.
- Teachers in grades K-3 will continue their training in CGI in accordance with the district's professional learning plan.
- Teachers will meet weekly for PLCs and data teams. In addition, other opportunities for data analysis and intervention will occur after assessments such as GMAS, and MAP.
- Instructional coach will provide math workshop job- embedded professional learning .to teachers in grades K-5 through POP cycles (pre-observation, observation, post-conference).
- Students will be provided with additional research- based interventions and/or remediation opportunities that are specific to their needs. (*tutoring*)
- Co-teaching model will continue to be implemented as a model for serving students with IEPs.
- Teachers will provide effective and engaging math instruction through innovative use of technology.
- Teachers and staff will support students who are struggling in math through a comprehensive RTI program, implemented with fidelity.

Goal Area 1 Academic Achievement

SMART Goal

100% of staff members who teach science and/or social studies will implement the new Georgia Standards for Excellence (GSE) in those content areas with fidelity.

Strategies

- Sustained professional learning will be provided throughout the school year to support teachers.
- Teachers will supplement the Barrow County pacing guides with a school-specific pacing plan for the year.
- Teachers will provide a STEAM challenge related to the science standards at least monthly.
- Supplies will be provided for effective science and STEAM instruction based on the GSE.

Goal Area 2 Family and Stakeholder Engagement

SMART Goal

The percentage of families attending APTT meetings will be 80% at the first meeting, 75% at the second meeting, and 72% at the third meeting.

Strategies

Training of core group of APTT school leaders to then train all of our staff. Implement APTT model during the 2017-2018 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.

Goal Area 3 Operational Effectiveness

SMART Goal

Implement PBIS with fidelity by maintaining a 100+ on the 2017-2018 PBIS Benchmark of Quality (BoQ).

Strategies:

- PBIS team will develop a common vision statement for the team's work.
- PBIS team will meet monthly to continually evaluate, monitor, and improve PBIS program.
- PBIS team will review and analyze behavior data at each meeting.

Goal Area 3 Operational Effectiveness

Strategies:

- PBIS team or administration will share behavior data with entire staff at least monthly.
- PBIS team will gather feedback from staff members quarterly on PBIS programming, based on the BoQ or TIC.
- PBIS team and administration will develop narrative and graphical plans for addressing behavior situations, including differentiating between events that should be handled in the classroom or the office.
- Administration will provide professional learning to all staff, including the code of conduct, referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how data is used to guide decision making.
- Signs, posters, and graphics will be updated to be more engaging and motivating for students.
- PBIS team will develop matrix and situational expectations for staff.
- Incentives will be provided to faculty/staff members for and will be delivered consistently.
- A school-wide rewards system will be implemented utilizing the LiveSchool platform.
- PBIS team will plan and oversee a variety of events and other rewards to incentivize positive behaviors for students.
- All grade levels will recognize one "student of the month" who will be displayed in the hall of fame.
- Safety Patrol program will promote positive behavior while also developing student leadership.
- Teachers will provide initial instruction to students on PBIS expectations, contextual rules (e.g., hallway), and reward system. Monthly booster lessons will also be provided as suggested by PBIS team data analysis. Students will be involved in presenting these lessons when appropriate.
- PBIS team will train teachers on instructional and curriculum plans relating to supporting positive behavior.
- PBIS coaches will develop plan for on-boarding new staff and students to PBIS programming. Students will be involved in this when appropriate.
- Teachers and/or administrators will make one positive phone call home per week.
- Administrators will make calls based on "positive office referrals."
- PBIS coaches will facilitate a student focus group with various grade levels to gather feedback on available rewards.
- PBIS information, including expectations and rewards system, will be shared with parents through various outlets (e.g., agendas, handbooks, social media, website, etc.).
- Professional learning will be provided to teachers on at least the following classroom-based topics: teaching classroom rules, identifying activities when problems typically occur (differentiated PL time), teaching expected behavior routines, using immediate and specific praise, recognizing more positive behaviors than negative, tracking classroom behavior problems, and utilizing discipli