



GARRETT ELEMENTARY SCHOOL 2018-19 SCHOOL IMPROVEMENT PLAN

Vision:

Our vision is to create a safe learning environment where caring adults provide rigorous instruction designed to meet the diverse needs of our learners.

Mission:

Garrett Elementary School's mission is to build a collaborative culture focused on challenging and engaging work for our students. Our teachers and staff support the academic and personal development of each child in order to prepare them for a successful future in a competitive and changing world.

GOAL ONE

Through the implementation of daily targeted intervention and core instruction, Audrey Garrett Elementary School will increase the percentage of students achieving CCR in literacy from 42.9 to 49.6 as measured by the 2018-19 Reading EOG for grades 3-5.

Kindergarten	Goal: 80% of our students will be proficient as measured by DIBELS by the end of the 2018-2019 school year. Goal: 80% of our students will be proficient as measured by mClass composite by the end of the 2018-2019 school year.
1st Grade	Goal: 80% of our students will be proficient as measured by DIBELS by the end of the 2018-2019 school year. Goal: 80% of our students will be proficient as measured by mClass Composite by the end of the 2018-2019 school year.
2nd Grade	Goal: 80% of our students will be proficient as measured by DIBELS by the end of the 2018-2019 school year. Goal: 80% of our students will be proficient as measured by mClass Composite by the end of the 2018-2019 school year.
3rd Grade	Goal: 80% of our students will be proficient as measured by DIBELS by the end of the 2018-2019 school year. Goal: 80% of our students will be proficient as measured by mClass Composite by the end of the 2018-2019 school year.
4th Grade	Goal: At the end of the 2018-2019 school year, we will have 53.5% of our students CCR proficient.
5th Grade	Goal: At the end of the 2018-2019 school year, we will have 54.7% of our students CCR proficient.

ACTION STEPS

- Teachers and students will unpack all grade level/content standards as they are introduced in order to clearly communicate the success criteria of mastering the standard through accurately describing the academic vocabulary.
- Teachers and students will use the clarity of each standard to guide the self-reflection and evaluation process of learning through daily student data-trackers.
- We will provide students enriched learning opportunities through arts integration and specialty classes. Our focus will be on 21st century learning skills through the incorporation of the 4C’s- Collaboration, Communication, Critical Thinking and Creativity. We will increase student engagement, level of rigor with high yield instructional strategies that are infused with technology and multiple intelligences.

Data Set Used to Measure: Standard Charts, Grade level Collaboration, Staff meeting agendas - Vertical progression, Walks-around school photos, Student performance, Student Journals, Walkthrough and Teacher Evaluation data, Student Data Trackers, Common Formative Assessments, Student work samples, Assessments, Gradebook, Collaborative lesson plans & reflection, Learning Walks

GOAL TWO

Through the implementation of daily targeted intervention and core instruction, Audrey Garrett Elementary School will increase the percentage of students achieving CCR in math from 43.4% to 51.8% as measured by 2018-19 Math EOG in grades 3-5

18-19 Math Goals				
		BOY	MOY	EOY
		Cluster 1-3	Cluster 4-6	Cluster 7-9
Kindergarten	Counting Assessment-Use the data for KEA			
	Goal: 80% of our students will be proficient on all AMC assessments.			
	Task 1 & 2	X	X	X

	Task 3		X	X
			Cluster 5	
1st Grade	Goal: 80% of our students will be proficient on Hiding assessment by the end of the 2018-2019 school year.			
	Goal: 80% of our students will be proficient on the Grouping Tens assessment by the end of the 2018-2019 school year.			
	Hiding Assessment:	X		
	Start at 5	Start at 5 and only go as high as 6	X	X
	Grouping Tens		X	X
			Cluster 5	
2nd Grade	Goal: 80% of our students will be proficient on Hiding Assessment by the end of the 2018-2019 school year.			
	Goal: 80% of our students will be proficient on Grouping Tens Assessment by the end of the 2018-2019 school year.			
	Goal: 80% of our students will be proficient on the addition/subtraction assessment by the end of the 2018-2019 school year.			
	Hiding Assessment:	X	X	
	Start at 6			
	Grouping Tens	X	X	X
		Start activities with Cluster 2	Cluster 4	
Addition/	X	X		
Subtraction	Start activities during Cluster 2	At the end of Cluster 5	X	
3rd-5th Grades	Goal: At the end of the 2018-2019 school year, we will have 51% of our students CCR proficient 4th grade Math proficiency will increase from 41.0 % to 51.8% 5th grade Math proficiency will increase from 43.0% to 51.8%			

ACTION STEPS

- Teachers and students will unpack all grade level/content standards as they are introduced in order to clearly communicate the success criteria of mastering the standard through accurately describing the academic vocabulary.
- Teachers and students will use the clarity of each standard to guide the self-reflection and evaluation process of learning through daily student data-trackers.
- We will provide students enriched learning opportunities through arts integration and specialty classes. Our focus will be on 21st century learning skills through the incorporation of the 4C's- Collaboration, Communication, Critical Thinking and Creativity. We will increase student engagement, level of rigor with high yield instructional strategies that are infused with technology and multiple intelligences.

Data Set Used to Measure: Standard Charts, Grade level Collaboration, Data Trackers, Collaborative lessons, Collaborative planning with specialists, Learning Walks, Student Work

GOAL THREE

In 2017-2018, 64 of Garrett Elementary School's 108 office discipline referrals were due to aggressive behavior, inappropriate language/disrespectful behavior, or disruptive behavior. By June 2019, Garrett Elementary will decrease the number of office discipline referrals for aggressive behavior, inappropriate language/disrespectful behavior, or disruptive behavior by 10%.

ACTION STEPS

- All staff members will teach and implement school-wide PBIS expectations and behaviors with fidelity.
- All classroom teachers will conduct at least 15 lessons via the Second Step Social-Emotional Learning Program.
- Classroom guidance lessons regarding peaceful resolution, kindness and empathy, respectful behaviors and coping/self regulation skills will be conducted on a monthly basis. Moreover, grade levels, along with student service team members, will create and facilitate small groups to address more significant concerns.

Data Set Used to Measure: Collaborative Lessons, Collaborative Planning with Student Services, Student Work, ODRs, Pretest/Posttest, Student Work, Collaborative Planning with Student Services, ODRs