Tate Elementary School

School Improvement Plan At-a-Glance 2019-2020

Overarching Need 1: There is a need for effective reading and writing instruction across the curriculum.
Goal 1: During the 2019-2020 school year, we will increase the percentage of students scoring at levels 3 and 4 in grades three and four in ELA as measured by G.M.A.S by 3% from 47% (FY19) to 50% (FY20).

Action Step 1: Implement contracted services to provide extra instructional support to at risk students (differentiated instruction)

Action Step 2: Ensure a 135 minute ELA block (Bookworms).

Action Step 3: Continue the services of our Academic Coach. The Academic Coach will provide professional learning and support for teachers.

Action Step 4: Implement Growing Readers program and training from Jennifer Serravallo. Teachers will implement reading strategies from Growing Readers and Jennifer Serravallo. K-3 teachers will receive district level training in Growing Readers and training and support from the academic coach.
Fourth grade ELA teachers will participate in online professional training from Jennifer Serravallo and may participate in out-of-district training that is offered.
Action Step 5: Implement revised Bookworms program. ELA teachers will continue to refine Bookworms curriculum by implementing the program's revisions in a 135 minute block. K-4 ELA teachers will participate in online professional training.
collaborative planning.

Action Step 7: Build Parent Capacity and provide resources for home use. Offer Family Literacy Nights.
Send home Summer Success Kits to support students' success through the summer months.
Action Step 8: We plan to use pacing guides, deconstruct standards, and develop and use unit plans.

Overarching Need 2: We see the need to improve students' understanding of conceptual Math across all grade levels.
Goal 2: During the 2019-2020 school year, we will increase the percentage of students scoring at levels 3 and 4 in grades three and four in Math as measured by GMAS by 3% from 59% (FY19) to 62% (FY20).
Action Step 1: At-risk students will receive extra learning support from contracted personnel. Teachers will identify at-risk students through the data collected from RTI, EIP, benchmarks, GKIDS, Milestones, and teacher observations.
Action Step 2: Implement daily math fluency warm-ups to promote number sense. The academic coach will provide training in the development of teachers' skills and abilities to implement Number Talks.
The administration will develop a schedule designating times for professional learning meetings and designate a time slot during the instructional block for Number Talks.

Action Step 3: Collaborate and vertically plan conceptually-based math instruction. Teachers will participate in common planning within the grade level, analyze student work, and use assessment data from benchmark, progress monitoring, and classroom assessments. Teachers will utilize the data to plan for instruction vertically within collaborative teams as part of the work of the Professional Learning Community. The academic coach will provide training in the development of common assessments and the development/utilization of pacing guides. The academic coach will also do informal observations and provide feedback. Teachers will participate in professional learning communities and may attend out-of-district or indistrict training that is classroom-focused, ongoing, sustained, and job-embedded. The administration will review lesson plans, schedule monthly Professional Learning Community meetings, and develop a master schedule with designated times.

For a complete copy of the School Improvement Plan, please contact Stephanie Hall at stephaniehall@pickenscountyschools.org or by phone at 706-253-1860.