

# School Improvement Overview

William B. Gibbs Jr. Elementary School

<p><b>System Goal:</b> <i>All students will meet 2 or more Evidence of Learning Measures</i></p> <p><b>School Goal(s):</b> Increasing the percentage of students scoring within the average/high average and high categories within MAP assessments.</p> <p><b>Instructional Goal(s):</b></p> <ul style="list-style-type: none"><li>● Increase student mastery of phonics and phonological awareness, vocabulary acquisition, and literacy.</li><li>● Increase student mastery of measurement and data, numbers and operations, operations and algebraic thinking.</li></ul>	
<p><b>Pre-K-2 Goals:</b></p>	<p><b><u>Phonics and Phonological Awareness</u></b></p> <ul style="list-style-type: none"><li>● Initial sound- name letters, ID letter sound, sort by initial sound</li><li>● CVC word building and blending</li><li>● Phonemic manipulation</li><li>● Decode one syllable words</li></ul> <p><b><u>Measurement &amp; Data</u></b></p> <ul style="list-style-type: none"><li>○ identify data- sorting, represent sorts on a pictograph, read data from a pictograph</li><li>○ represent &amp; interpret data</li></ul> <p><b><u>Numbers and Operations</u></b></p> <ul style="list-style-type: none"><li>○ Place Value (composing and decomposing numbers)</li><li>○ comparing numbers</li></ul>
<p><b>3-5 Goals:</b></p>	<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"><li>● Determines central idea in literary text</li><li>● Determines theme in literary text</li></ul> <p><b><u>Vocabulary Acquisition and Use</u></b></p> <ul style="list-style-type: none"><li>● Uses the base word to determine the meaning of a word</li><li>● Uses context to confirm initial understanding of words or phrases</li></ul>

	<p><b><u>Number and Operations</u></b></p> <ul style="list-style-type: none"> <li>Solves multi-step word problems using all mathematical operations (addition, subtraction, multiplication, and division).</li> </ul> <p><b><u>Operations and Algebraic Thinking</u></b></p> <ul style="list-style-type: none"> <li>Identifies and solves for the unknown (in any position) in word problems. (addend, sum, subtrahend, minuend difference, factor, product, dividend, divisor, quotient,).</li> </ul>
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	What will the focus of your work be?
<b>Professional Learning on the Standards</b>	<p>Literacy Professional Development:</p> <ul style="list-style-type: none"> <li>Literacy components as defined by Fountas &amp; Pinnell</li> <li>PRESS model</li> <li>Small guided reading instruction</li> <li>Orton-Gillingham approaches/ Really Great Reading Interventions</li> <li>Collaborative team planning with a focus on the four critical questions and use of cooperative learning structures that encourages student discourse</li> <li>School-wide Literacy PLC</li> </ul> <p>Math Professional Development:</p> <ul style="list-style-type: none"> <li>Small guided math instruction</li> <li>Collaborative team planning with a focus on the four critical questions and use of cooperative learning structures that encourages student discourse</li> <li>Text study on <u>The Common Core Mathematics Companion: The standards Decoded</u></li> <li>i-Ready Math interventions</li> <li>School-wide STEAM PLC</li> <li>Math Junior Gator Academy</li> </ul>
<b>Analyzing Data to Inform Instruction</b>	<ul style="list-style-type: none"> <li>Use of Performance Matters to analyze and discuss classroom, district, and external student data.</li> <li>Regular informal classroom visits by members of Core Team</li> </ul>

	<ul style="list-style-type: none"> <li>● Quarterly grade level literacy and math data meetings</li> <li>● Weekly collaborative planning in both literacy and math</li> <li>● Monthly PLC meetings</li> <li>● Staff surveys related to school climate and culture</li> </ul>
<p><b>Equitable and Culturally Responsive Instructional Strategies</b></p>	<p><b><u>Cooperative Learning Structures</u></b></p> <p>Teachers and students will increase the use of Kagan team-building structures in order to build positive relationships and to increase student engagement in the classroom.</p> <p><b><u>Mindfulness</u></b></p> <ul style="list-style-type: none"> <li>● Teachers will use and practice de-escalation strategies.</li> <li>● Teachers will assist students with emotional self-regulation.</li> <li>● Select students who will receive check in/check out support daily.</li> </ul> <p>Equitable &amp; Culturally Responsive Instructional Strategies Professional Development:</p> <ul style="list-style-type: none"> <li>● Strategies from <u>Kagan Cooperative Learning</u>, Dr. Spencer Kagan</li> <li>● Strategies from <u>Silly Sports and Goofy Games</u>, Kagan</li> <li>● Student Support Team PLC</li> </ul>
<p><b>School Climate and Culture</b></p>	<p><b><u>Mindfulness</u></b></p> <ul style="list-style-type: none"> <li>● Teachers and students will learn and practice mindfulness and self care strategies.</li> </ul> <p>Climate and Culture Professional Development:</p> <ul style="list-style-type: none"> <li>● Text study: <u>Mindful Teaching and Teaching Mindfulness</u>, Deborah Schoeberlein David</li> <li>● Strategies and readings from <u>Building Resilience in Students Impacted by Adverse Childhood Experiences</u>, Romero, Robertson, and Warner</li> <li>● Wellness PLC</li> <li>● Student Support Team PLC</li> <li>● Community Outreach PLC</li> </ul>