

# Barnard Elementary School Improvement Plan 2015-16

The work has already begun...

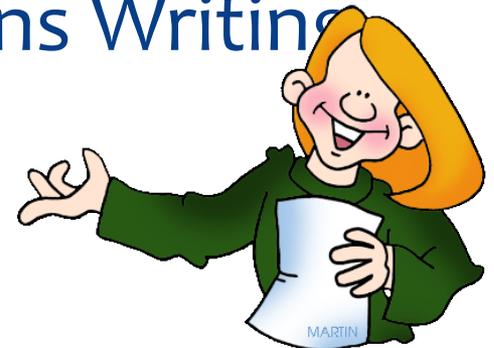


# Points to consider to understand how School Improvement works...

1. All students are expected to show as much growth as possible in all goal areas.
2. Although only one grade may be assessed to determine success in the goal, students in all grade levels are exposed to the strategies, as appropriate to their developmental level.
3. Data is continually collected and analyzed throughout the year to determine continued progress and growth toward the goal. Teachers use the data to drive their instruction.

GOAL: All students at Barnard Elementary will improve their Opinion/Argument Writing in the area of Social Studies.

- \* Measurable Outcome: Using the Writing Pathways Scoring Rubrics, all 4<sup>th</sup> graders will show growth. 70 % of the 4<sup>th</sup> graders will score at 2.5 or above (on grade level) in the area of “Craft” on their Opinion/Argument Writing by March 2016, using the Lucy Calkins Writing Pathways Assessment.

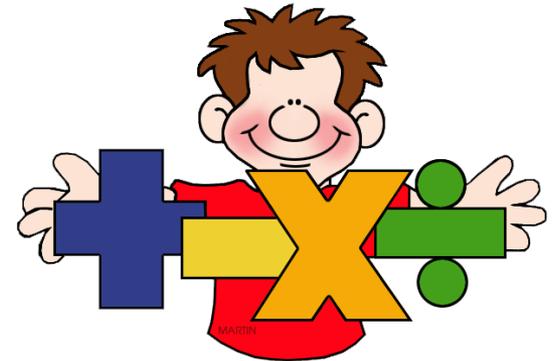


# Strategies across all grade-levels

- \* Using mentor texts and student samples as models to teach “craft.”
- \* Aligning expectations across the same grade-level through collaborative teacher scoring.
- \* Teachers will collaborate with parents so that in daily conversations, parents can encourage their children to see a topic from multiple viewpoints.
- \* Teaching “point of view” to help students “step inside” the position when making an argument on a topic.
- \* Using peer conferencing to engage students in evaluating student work.

GOAL: All students at Barnard Elementary will become proficient in the area of solving math word problems.

- \* Measurable Outcome: Using the Barnard Math Problem-Solving Common Assessment, all 2<sup>nd</sup> graders will show growth. 80% of the students scoring in the bottom 30% of the fall assessment will score 70% or higher on the spring 2016 assessment.

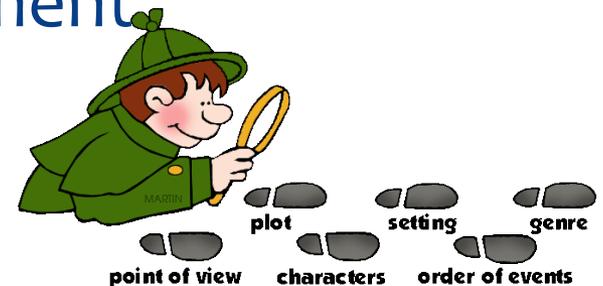


# Strategies across all grade levels

- \* Students in grades 1-5 will use a checklist or rubric to guide their specific steps in solving complex math word problems.
- \* Students will self-assess and self-reflect on their use of the problem-solving steps.
- \* Students will peer conference using a Visible Thinking Routine to give feedback on how to better implement the problem-solving steps.
- \* Parents will be informed of the steps at each grade level, in order to provide support at home

**GOAL:** All students at Barnard Elementary will show growth in making inferences in reading informational texts.

- \* **Measurable Outcome:** All 3<sup>rd</sup> graders will show growth in making inferences when reading informational texts. 70% of the 3<sup>rd</sup> graders will score at least a 2 (out of 3) on the “Beyond the Text” portion of the comprehension assessment by March 2016 as measured by the Fountas and Pinnell Nonfiction Reading Assessment.



# Strategies across all grade levels

- \* Use “close reading” strategies to help students better comprehend informational texts.
- \* Use prompts to guide students in making better inferences.
- \* Use graphic organizers when reading informational text.
- \* Use nonfiction selections on *Raz Kids* to determine which comprehension skills need more focus (vocabulary, author’s intent, etc.)
- \* Apply Visible Thinking routines to reading informational selections
- \* Prompts to help with reading "within the text", "beyond the text" and "about the text" will be shared with parents to use when reading with their child at home.

# Questions?

