

College Park Elementary School/650316 Executive Summary: Instructional Improvement Plan

COMMUNITY BUILDING:	CONTENT PLANNING:
<p>All staff will model and teach leadership skills daily.</p> <p>Teachers will help students develop goals quarterly based on their benchmark or current data; 80% of students will reach their goals.</p> <p>Each student will participate in a club of their interest to prepare them for college or a career. Students will complete personal surveys.</p> <p>Each student will complete a data notebook to share with parents, peers, and community partners (mentors) ongoing throughout the school year.</p> <p>Students, parents, community volunteers (Watchdogs, Church of the Servant, Rotary club, Notre Dame Club, and UNCW Seahawks Athletic Team), and staff will participate in perceptions surveys annually to make recommendations for improvements.</p> <p>Staff will connect with UNCW for internship and field experience opportunities.</p>	<p>Classroom teachers will participate in intentional collaborative planning twice a month with instructional coach or collaborative grade level team.</p> <p>Classroom, AIG, and Itinerant teachers will participate in monthly professional development on Learning Focused Lesson Planning.</p> <p>Classroom teachers will plan with EC and ESL teachers weekly to discuss how to use previewing and scaffolding techniques to accelerate learning for at-risk students.</p> <p>Grade level professional learning communities will plan at least twice a week during their 60-minute uninterrupted weekly planning time.</p> <p>Classroom teachers will collaborate to share best teaching Math strategies.</p> <p>Classroom teachers will meet with MTSS coordinator quarterly or as needed to collaborate on student data, Tier 2 interventions, and the MTSS process.</p> <p>Classroom teachers will meet after BOY, MOY, and EOY with instructional coach to analyze data from universal screenings and monthly benchmarks to develop pre/post assessments and differentiate instruction for intentional content planning.</p> <p>Classroom teachers will meet with AIG teacher quarterly or as needed to collaborate on student data and AIG process</p>
INSTRUCTION:	ASSESSMENT FOR LEARNING:
<p>Classroom teachers will use the Mathematical framework and the bar model method for math problem solving.</p> <p>Classroom teachers will use the Learning Focused Lesson Planning Framework to plan for ELA and math instruction.</p> <p>Classroom teachers will use the iReady Toolbox to plan instruction</p> <p>Teachers in K-2 will use Wilson Foundations and teachers in grades 3-5 will use Wordly Wise to teach vocabulary content</p> <p>Teachers will teach students to use rubrics for writing to self-assess their work 80% of the time.</p>	<p>Students will complete formative or summative assessments (pre/post) for math, reading, and science (5th grade only) using schoolnet, Raz, mClass, AIMS, Scholastic Reading, iReady, Discovery Tech Book or other supplemental resources weekly, monthly, or quarterly.</p> <p>Students will use journals for writing and math.</p> <p>Students in grades 2-5 will be assigned to complete at least 2 extended reading passages weekly.</p> <p>Students will use written response rubrics to self assess their writing 100% of the time.</p> <p>Students and staff will track specific performance data utilizing</p>

Teachers will include in their daily schedule an opportunity for students to practice basic math facts, writing, and sustained silent reading practice.

data notebooks weekly.

Students will practice reading and math fluency drills and graph their performance.

Administrative team will conduct walkthroughs and provide collaborative feedback on instruction.