

Lamar-Milledge Elementary School-SIP 2026-2027

Focus: Literacy, Numeracy, and Attendance Through a Schoolwide Instructional System

Literacy

Objective

Increase the percentage of students reading on or above grade level as measured by i-Ready and/or GMAS (grades 3-5) by strengthening Tier 1 literacy instruction, closing foundational skill gaps, and embedding consistent literacy practices across all content areas using structured small group and station-based instruction.

Critical Initiatives

Tier 1 Literacy Instruction

- Daily use of **complex texts, explicit vocabulary instruction, and writing about reading**
- Weekly **RACE writing across all content areas**
- Use of **Reader's Response Journals (RACE)**
- Posting and consistent use of **writing rubrics and success criteria**

Small Group & Station-Based Instruction

- Daily **small group instruction within the literacy block**
- Implementation of **station rotations**, including:
 - Teacher-led targeted instruction
 - Independent reading/writing
 - Vocabulary/comprehension tasks
 - Technology-based practice (aligned to limits)
- Groups formed using **current data** and adjusted every 4–6 weeks
- Groups must address both:
 - **Remediation (below grade level)**
 - **Acceleration (on/above grade level)**

Foundational Skills & Fluency

- **Foundations (K–3) implemented daily with fidelity**
- Weekly reading fluency checks with bi-weekly progress monitoring
- Targeted decoding and fluency support in grades 2–5

Data-Driven Instruction & Intervention

- **Student data folders** actively maintained and used in conferences
- Weekly **90-minute collaborative planning (PLC)** focused on data and instructional response
- Intervention groups with progress monitoring every 2–3 weeks

Cross-Curricular Literacy & STEAM Integration

- Literacy embedded in **science, social studies, and all specials (STEM, art, music, PE, health)**

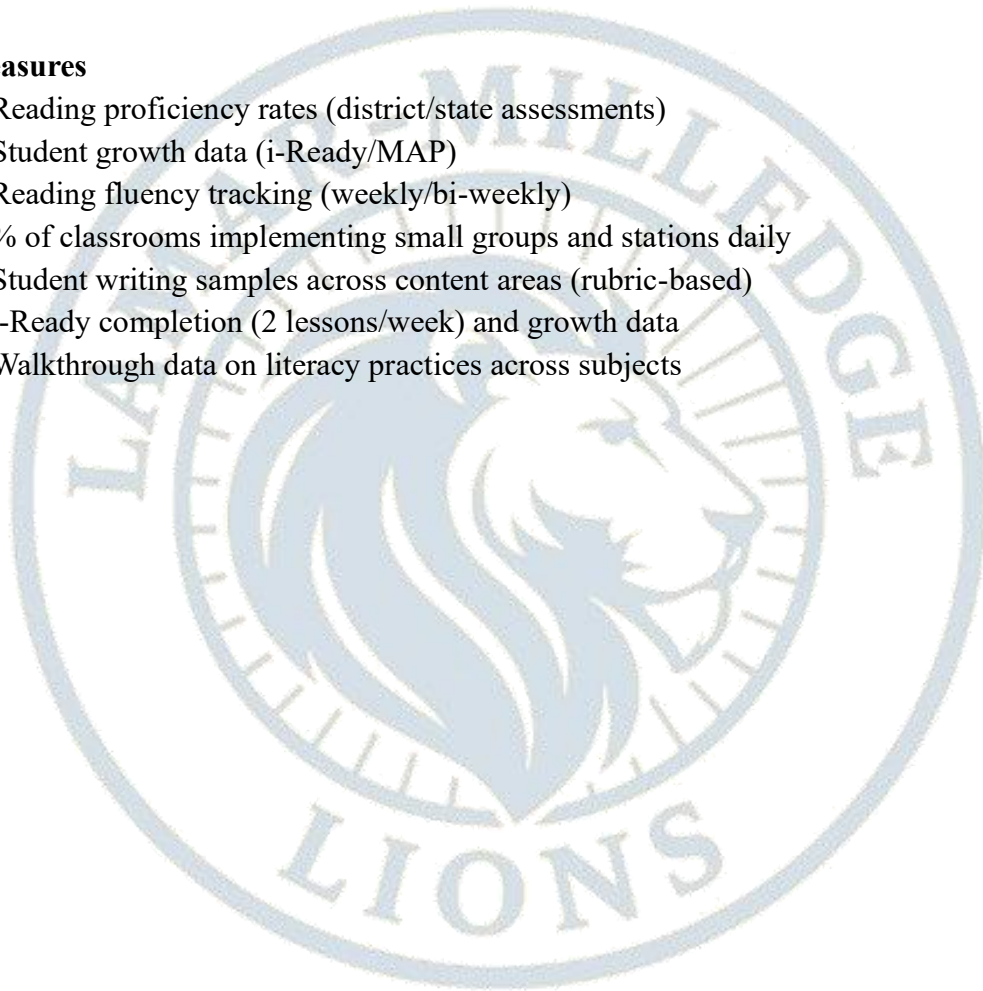
- Writing required across all subjects (RACE, reflections, explanations)
- Quarterly **STEAM/Project Based Learning units** requiring reading, writing, and problem-solving

Outcomes

- Increased percentage of students reading on/above grade level
- Reduced percentage of students performing 2+ grade levels below
- Improved reading fluency, vocabulary, and comprehension
- Consistent literacy instruction across all classrooms and content areas

Key Measures

- Reading proficiency rates (district/state assessments)
- Student growth data (i-Ready/MAP)
- Reading fluency tracking (weekly/bi-weekly)
- % of classrooms implementing small groups and stations daily
- Student writing samples across content areas (rubric-based)
- i-Ready completion (2 lessons/week) and growth data
- Walkthrough data on literacy practices across subjects



Chronic Absenteeism

Objective

Reduce chronic absenteeism by implementing a consistent, tiered attendance intervention system aligned to district protocol, strengthening family engagement, and increasing student engagement through rigorous, relevant instruction.

Critical Initiatives

Attendance Systems & Accountability

- Daily, accurate attendance entry and coding
- Clear schoolwide procedures for absences/tardies
- Annual staff training on attendance expectations and systems

Attendance Review Team (ART)

- Establish ART with designated **Attendance Point of Contact (APC)**
- Meet **twice monthly** to monitor attendance and assign interventions
- Maintain required documentation (contact logs, letters, intervention records)

Tiered Attendance Intervention System (Protocol-Driven)

Tier 1 (1–4 absences):

- Immediate parent contact and documentation
- Notifications and verification of attendance expectations

Tier 2 (5–8 absences):

- 5-Day letter issued
- Parent meeting and attendance contract
- Social worker referral and support

Tier 3 (10+ absences):

- Superintendent letter issued
- CHINS referral and court involvement

Family Engagement & Barrier Removal

- Early outreach beginning with first absences
- Connection to community resources (housing, transportation, etc.)
- Beginning-of-year communication of attendance expectations

Instructional Engagement (Connected to Core SIP Work)

- Daily engagement through:
 - Small groups and personalized instruction
 - STEAM/PBL learning experiences
 - Writing and problem-solving across subjects
- Quarterly academic showcases (STEAM, writing, data projects)

Outcomes

- Reduced chronic absenteeism rate
- Increased average daily attendance

- Earlier identification and intervention for at-risk students
- Increased family engagement and responsiveness
- Improved student engagement and connection to school

Key Measures

- Less than 20% of students chronically absent
- Average daily attendance rate 80% or better
- Number of students at each attendance tier III decreases
- Timeliness of interventions by absence threshold
- ART meeting frequency and documentation
- Family contact and response rates
- Attendance improvement among targeted students



Mathematics Performance

Objective

Increase math proficiency as measured by i-Ready and/or GMAS (grades 3-5) by strengthening foundational skill mastery and embedding mathematical reasoning across all content areas using structured small group and station-based instruction.

Critical Initiatives

Core Math Instruction

- Daily instruction includes:
 - Conceptual understanding
 - Procedural fluency
 - Problem solving
- Consistent use of **math journals (ROPES)** for explaining reasoning

Small Group & Station-Based Instruction

- Daily **math small groups** based on current data
- Station rotations include:
 - Teacher-led targeted instruction
 - Fluency practice
 - Problem-solving/application tasks
 - Technology-based practice (aligned to limits)
- Groups adjusted every 4–6 weeks for:
 - **Remediation**
 - **Acceleration**

Fact Fluency & Skill Development

- Weekly numeracy fluency checks with bi-weekly tracking
- Use of **IXL, i-Ready, and First in Math** for targeted practice

Data-Driven Instruction

- Student data folders and PLC cycles used to guide instruction
- Progress monitoring aligned to identified skill gaps

Cross-Curricular Math & STEAM Integration

- Science: measurement, data analysis, modeling
- Social studies: graphs, timelines, data interpretation
- Specials:
 - PE: time, distance, performance tracking
 - Art: geometry, symmetry
 - Music: fractions, patterns
- Math reasoning required across content areas

Outcomes

- Increased percentage of students meeting math proficiency

- Improved foundational skill mastery
- Increased student ability to apply math concepts in real-world contexts
- Improved performance in measurement, data, and algebraic thinking

Key Measures

- Math proficiency rates (district/state assessments)
- Student growth data (i-Ready/MAP)
- Fluency assessment results
- % of classrooms implementing math small groups and stations daily
- Evidence of math reasoning in journals and across subjects
- Domain-specific performance data
- Walkthrough data on math instruction and application

