

## Sembach Elementary School School Improvement Plan

Goal One	Goal Two
<p>All students will increase reading comprehension skills across the curriculum by one year's growth annually as measured by system-wide and school-based assessments. At SES, reading comprehension skills are defined as making connections, questioning, inferencing, determining importance and visualizing.</p> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• Guided reading through a balanced literacy program.</li> <li>• Use of explicit instruction of the comprehension skills when teaching all content areas.</li> </ul> <p><b>Targeted Subgroup:</b></p> <ul style="list-style-type: none"> <li>• Students in grade K-3 that are below the standard on the student data board according to the DRA2.</li> <li>• Students that score below 25<sup>th</sup> percentile on Star Early Literacy</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>TerraNova, Reading subtest (Grade 3)</i></li> <li>• <i>Administered: March</i></li> <li>• <i>DRA II (Grades: 1-3)</i></li> <li>• <i>Administered: September, February, May (K-3)</i></li> <li>• <i>SRI (Grades: 2-3)</i></li> <li>• <i>Administered: September, February, May</i></li> <li>• <i>Star Early Literacy (Grades K-1)</i></li> <li>• <i>Administered: September, February, May</i></li> </ul>	<p>All students will increase their math problem solving with an emphasis on mastery of computation skills and the communication skills to explain their thinking as measured by increasing the number of children in the top two quarters and reducing the number in the bottom quarter on system-wide and school-based assessments.</p> <p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>• Four step problem solving model to include explaining thinking both orally and as appropriate in writing.</li> <li>• Math Lab as an environment to promote exploration, concept development and communication of problem solving strategies.</li> <li>• IXL Computer Program for increasing computation skills.</li> <li>• Daily Spiral Review to focus computation skill practice on weak areas.</li> <li>• Explicit instruction in problem solving strategies to include: act out or use objects, make a picture, use or look for a pattern, brainstorm, guess and check, use a table, make an organized list, make it simpler, work backwards, and use logical reasoning, building in a greater resource of strategies to use.</li> </ul> <p><b>Targeted Subgroup:</b></p> <ul style="list-style-type: none"> <li>• Students that score below 25<sup>th</sup> percentile on Star Math.</li> </ul> <p>Students in grade K-3 that are below the standard on</p>

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- *Reading Streets Subtests that reflects our goal*
- *Administered: September, May (Grade: K-3)*

beginning/ end of the year test, and the local problem solving assessment

### **Assessments:**

- *TerraNova, Math subtest (Grade 3)*
  - ❖ *Administered: March*
- *Star Math (Grades:1-3)*
  - ❖ *Administered: September, February, May*
- *Grade level beginning and end sub-tests (Grades: K-3)*
  - ❖ *Administered: September, May*
- *Local Problem Solving Assessment(Grades: K-3)*
  - ❖ *Administered: September, February, May*