McEver Arts Academy's
School Improvement Plan for
2013-2014

(**Last update 6/17/13**)

The utilization of the Arts Integration Model will engage students in a deeper understanding of the Georgia Performance Standards. The following goals will improve student achievement, develop our students into critical thinkers and problem solvers, and motivate our teachers to be part of a collaborative professional learning community. Our targets include the Hall County Competency and Rigor Indicators as well as the McEver Arts Academy Charter Goals (MCAACG).

Hall Co: System Competency and Rigor Indicators (Measurable Goals)
C2: 90% or more will make AYP
C5: 2% increase in grades implementing Singapore Math on CRCT
C7: 2% minimum improvement goal per year in CRCT in every content area
R1: 2% minimum improvement in meets to exceeds in all content areas
R3: 5% increase in MS students taking Carnegie unit

I. Target Area: <u>Reading/ English Language Arts</u>
Measurable Objectives:

- All Students will raise achievement in **<u>Reading</u>** 3rd– 5th grades
  - from ==**92%**== meeting or exceeding standard at the end of SY2012-2013
  - to ==**94.6%**== meeting or exceeding standard at the end of SY2013-2014 as measured by the Reading Totals of the CRCT.
  - Increase the percentage of students exceeding from 30% to **32%**.
  - Increase scores of ELL students in 3rd and 4th grades.
- All Students will raise achievement in **<u>ELA</u>** 3rd– 5th grades
  - from ==**89%**== meeting or exceeding standard at the end of SY2012-2013.
  - to ==**93%**== meeting or exceeding standard at the end of SY2013-2014 as measured by the ELA Totals of the CRCT.
  - Decrease the number of students NOT meeting from 10% to **8%**.
  - Increase percent of students exceeding 25% to ==**32%**==.
- **90 %** of ALL Students K through 5th grades will be on or above grade level in Reading as measured by the DRA 2.

Grade	McEver Reading	System % Mean	McEver Reading	System Reading Exceeds	McEver Reading	System % Meets	McEver Reading	System % M + E	McEver Reading	System % DNM
3rd	834	842 (846)	29%	45 (51)	63%	46 (41)	92%	91 (92)	8%	9 (8)
4th	832	838 (844)	36%	41 (49)	54%	48 (44)	90%	89 (93)	10%	10 (7)
5th	832	833 (838	24%	29 (35)	68%	61 (58)	92%	90 (93)	9%	10 (7)
			30% (22%)		62% (61%)		92% (87%)		7.5% (13%)	

Grade	McEver ELA	System % Mean	McEver ELA	System Reading Exceeds	McEver ELA	System Meets	McEver ELA	System M + E	McEver ELA	System DNM
3rd	825	829 (836)	18%	23 (35)	70%	64 (53)	88%	87 (88)	12%	13 (12)
4th	826	830 (838)	27%	29 (38)	56%	59 (52)	83%	88 (90)	16%	12 (10)
5th	836	838 (842)	28%	33 (40)	68%	59 (54)	96%	92 (94)	4%	8 (6)
			25%(21%)		64%(67%)		89%(88%)		10%(12.3%)	

FOCUS AREA- Vocabulary, Readers/Writers Workshop across all grade levels, Explicitly teaching Comprehension Strategies, Writing the Summary across all grade levels.

- *Focus for All Students EXPLICITLY teaching Comprehension Strategies, Vocabulary, Text Features and Structures for both Fiction and Non-Fiction Text.*
- *Intentional focus on **Lexiles** and increasing exposure to **Non-fiction/Informational Text that focus on Science and Social Studies Standards.***
- *Progress Monitoring using running records, DRA to guide instruction, grouping students and to continue to track progress for All Students(monthly) and Below Level Students every two weeks (to include EIP students, RTI- Tier 2, 3, & 4)*
- *Implement the Common Core GPS and expanding use of Art-based Strategies for teaching all content areas.*
- *Use of Thinking Maps and computer-generated resources as the graphic organizers across grade levels and content areas.*
- *Engage in the teaching of reading and writing using Reader's/Writer's Workshop.*
- *Implementation of a Bilingual Dual Immersion Program in Kindergarten for ELL and English Speakers (program of choice)*
- *Increase the use of technology as a Teaching and Learning Tool.*

MCEVER ARTS PLAN FOR IMPROVING ACADEMIC ACHIEVEMENT IN READING/ ELA

Strategy / Action	Timeline/Implementation	Person(s) Responsible	Resources	Artifacts/Means of Evaluation	Monitoring Plan
Continuation of Reader's/Writer's Workshop, increasing vocabulary and participation in optional adult writing class	August 2013-May 2014 Schedule that works for Workshop	Teachers, Instructional Coach and Administrative Team	Leveled Library, Big Books, Hovercam, TV, Mentor Text, Anchor Charts, Active Slates, and other technology resources.	Student writing, retells, Common Rubrics for Writing (K-5) Vocabulary Journals	Walk-throughs, Progress Monitoring using Running Records, DRAs. Record student performance data using EXCEL and providing it to the Instructional Coach monthly.
Focus on Science and Social Studies standards Reading more Non-Fiction, building vocabulary, lexiles, understanding of text features, and comprehension.	August 2013-May 2014	Teachers, Instructional Coach and Administrative Team	Leveled Library, Big Books, Hovercam, TV, Mentor Text, Anchor Charts, Active Slates, and other technology resources	Student writing, retells, Common Rubrics for Writing (K-5) Vocabulary Journals	Walk-throughs, Progress Monitoring using Running Records, DRAs
Continue to implement Arts-based Strategies and Arts Integration Model	August 2013-May 2014	Teachers, Instructional Coach and Administrative Team	*Creating Meaning Through Literature and the Arts* by Claudia Cornett	Student Electronic Portfolios, Integrated Units on McEver Website	Maintaining website, sharing activities from Book Study
Common Core Curriculum Enhancement	August 2013-May 2014 Book Study - Optional	Instructional Coach	Pathways to Common Core	Unit work for Instructional Planning and student work	Instructional Coach will work with faculty.
Integrate technology into classroom instruction	August 2013-May 2014 Using the Technology Matrix, our staff will make significant progress along the continuum. 21st Century Teachers will be leaders in this effort.	Teachers, Media Specialist, E-Specialists, Technology Specialist, 21st Century Teachers, Instructional Coach and Administrative Team	Laptops, shared drive, hovercams, active slates, TV, Brain-honey, Safari Montage, Lexia, Education City, Renzulli, touch screen TVs in K-1, other software.	Student work, software reports, lessons posted on Safari Montage and Renzulli	Matrix self assessment by teachers, Walk-Throughs, 21st Century Classroom teachers provide Professional Learning for other staff members.

II. Target Area: Math

- **Measurable Objectives:** All Students will raise achievement in **Math** 3rd– 5th grades from <mark>**86%**</mark> meeting or exceeding standard at the end of SY2012-2013 to <mark>**88.1%**</mark> meeting or exceeding standard at the end of SY2013-2014 as measured by the Math Totals of the CRCT.
  - Increase the percentage of students exceeding from 33% to **35%**.
  - Increase scores of ELL students in 3rd and 4th grades.
  - **Target standards-Numeration & Computation / Number Sense & Estimation/ Geometry and Measurement.**
- *Focus at ALL grade levels on Math Vocabulary, EDC Calendar Math, Small Group Guided Instruction for Math*
- *Provide students with multiple opportunities to apply Mathematical thinking with the implementation of Bar Modeling and Math Exemplars.*

Factors affecting student achievement - The Math section of the CRCT depends on a students ability to read and follow multiple step processes which is challenging for our Hispanic and ELL students therefore the focus on Math Vocabulary, Exemplars, and Use of Manipulatives and Visual Modeling will be part of the daily math instruction. Utilizing Guided Math small group instruction and providing interventions will help students make the necessary gains in student achievement.

Grade	McEver	System Math Mean	McEver	System Math % Exceeds	McEver	System Math % Meets	McEver	System Math % M + E	McEver	System Math % DNM
3rd	829	834 (842)	36%	37 (44)	40%	38 (35)	76%	75 (79)	25%	25 (22)
4th	824	831 (837)	24%	32 (39)	59%	49 (45)	83%	81 (84)	17%	19 (16)
5th	840	837 (845)	37%	39 (47)	59%	47 (43)	96%	86 (90)	4%	14 (10)
			33%(20%)		53%(54%)		86%(74%)		14%(26%)	

MCEVER ARTS PLAN FOR IMPROVING ACADEMIC ACHIEVEMENT IN MATH

Strategy / Action	Timeline/Implementation	Person(s) Responsible	Resources	Artifacts/Means of Evaluation	Monitoring Plan
TEACH the Math CCGPS using the components of Singapore Math, using a small group guided math delivery model, implementing EDC, utilizing Curriculum Maps, Pacing Guides, Frameworks, and Formative Assessments (C, R)	August 2013- May 2014. Monthly math curriculum meetings at Grade level. Math Meetings with Math Coach/Math leader, Schmitt or video conference to provide feedback on instruction, demonstration lessons, and examine data.	Teachers, Media Specialist, E-Specialists, Technology Specialist, 21st Century Teachers, Instructional Coach and Administrative Team	Math coach. Video Conferencing on Math Concepts. Ongoing support for planning and implementation. Laptops, shared drive, hovercams, active slates, TV, Brain-honey, Safari Montage, Education City, Renzulli, other software.	Math Walk-through Instrument will be used to assess the fidelity of the implementation. Formative assessments, observations, peer coaching, and CRCT Test scores in Total Math.	Walk-throughs. Assessment tracking by grade levels on various assessments to determine % of student mastery on power standards.
Focus on Math Vocabulary	August 2013- May 2014.	All Teachers, Instructional Coach, and Administrators	Math vocabulary lists, math vocabulary games, partner games,	EDC assessments, Informal Assessments, Thinking Maps	Grade level meeting minutes focus on building vocabulary and thematic units.
Math Facts Campaign across grade levels	August 2013- May 2014. Daily Practice and routine check-offs. Post student progress and involve parents.	All Teachers, Instructional Coach, and Administrators	Math Facts Graph my Progress Boards, Math facts "Plan for Success" goal sheet	Example: Driver's License Reward	Math fact incentives
Implementation of real world math and/or other assessments projects	August 2013- May 2014.	All Teachers, Instructional Coach, and Administrators	Math Exemplars, state frameworks, and word problems	Performance tasks utilized to assess students' problem-solving and communication skills	Use of Standards-based rubrics, annotated anchor papers for each task
Integrate technology into classroom instruction	August 2013- May 2014. Using the Technology Matrix, our staff will make significant progress along the continuum. 21st Century Teachers will be leaders in this effort.	All Teachers, Instructional Coach, media specialist, and Administrators	Hovercams, active slates, TV, integrating music, drama, visual demonstrations, and video clips to differentiate math activities, 10 Marks, Kahn Academy, Renzulli	Assessment Matrix for teachers, students using technology to showcase their work	Matrix self assessment by teachers, Walk-Through, 21st Century Classroom teachers provide Professional Learning for other staff members

III. Target Area: SCIENCE AND SOCIAL STUDIES

- **Measurable Objectives:** All Students will raise achievement in **SCIENCE** 3rd– 5th grades from <mark>67%</mark> meeting or exceeding standard at the end of SY2012-2013 to <mark>82.3%</mark> meeting or exceeding standard at the end of SY2013-2014 as measured by the Science Totals of the CRCT.
- *MCEVER ARTS PLAN FOR IMPROVING ACADEMIC ACHIEVEMENT IN SCIENCE*
  - Increase the percentage of students exceeding from 17% to **25%**.
  - Increase scores of ELL and Hispanic students in 4th and 5th grades.
  - Increase requirements for reading of informational text across all grade levels.
  - Require hands-on activities that meet the standards in Science to build understanding.
  - Focus on content vocabulary development across all grade levels.
  - Provide students with multiple opportunities to apply new knowledge with writing across content areas.

Grade	McEver	System Science Mean	McEver	System % Exceeds	McEver	System Science % Meets	McEver	System Science % M + E	McEver	System Science % DNM
3rd	818	823 (831)	17%	25 (35)	53%	48 (44)	70%	73 (79)	31%	27 (22)
4th	811	827 (841)	14%	31 (44)	47%	45 (39)	61%	76 (83)	39%	24 (17)
5th	817	822 (838)	21%	28 (39)	49%	42 (40)	70%	70 (79)	31%	30 (20)
			17%(18%)		50%(52%)		67%(70%)		33%(31%)	

- **Measurable Objectives:** All Students will raise achievement in **SOCIAL STUDIES** 3rd– 5th grades from <mark>65%</mark> meeting or exceeding standard at the end of SY2012-2013 to <mark>81.3%</mark> meeting or exceeding standard at the end of SY2013-2014 as measured by the Social Studies Totals of the CRCT.
- *MCEVER ARTS PLAN FOR IMPROVING ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES*
    - Increase the percentage of students exceeding from 8% to **20%**.
    - Increase scores of ELL and Hispanic students in 4th and 5th grades.
    - Increase the mean score to 825 for all students in grades 3-5.
    - Focus on content vocabulary development across all grade levels
    - Increase requirements for reading of informational text and writing in the content areas across all grade levels.
    - Require the use of arts integration in the teaching of Social Studies content.

Grade	McEver Social	System Studies Mean	McEver	System SS % Exceeds	McEver	System SS % Meets	McEver	System SS % M + E	McEver	System SS % DNM
3rd	817	821 (833)	10%	16 (31)	64%	62 (53)	74%	78 (84)	26%	22 (17)
4th	804	817 (828)	1%	11 (26)	54%	64 (56)	64%	75 (82)	45%	25 (19)
5th	820	817 (827)	13%	14 (25)	73%	59 (56)	86%	73 (81)	14%	27 (19)
			8%(5%)		65%(61%)		73%(66%)		27%(33%)	