SCHOOL IMPROVEMENT PLAN
2020-2021

Mission Statement

Lamb Elementary School will provide the highest quality educational experience where students will build relationships in a positive culture, while engaging in standards-based instruction to achieve academic excellence.

Vision Statement

Our students will become leaders in their classrooms to enhance the school and the community at large.

Area of Focus 1: Student Engagement

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Studies show that intellectually engaged students are more likely to perform well on standardized tests and are less likely to drop out of school.

Lack of engagement has impacted student across several domains. According to Lambs ESSA data there are 4 subgroups missing the 41% target including Students with Disabilities, English Language Learners, Black/African American Students, and Multiracial Students. Observation data was collected by administration and the leadership team to determine a lack of student engagement as a trend in a multitude of classrooms.

Measurable Outcome

By the end of the 2020 - 2021 school year every below target subgroup will improve by;

Students with Disabilities- 7%

English Language Learners- 5%

Black/African American Students - 6%

Multiracial - 9%

Evidence-based Strategies

-Teachers will participate in bi-weekly team planning supported by literacy and math coaches.

-During collaborative planning teachers will review current student data, analyze student work samples, and develop next steps to engage student learners through sequential learning activities.

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Area of Focus 2: Differentiation

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. This means that teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned.

Differentiated instruction will be used to improve reading, and math proficiency. Based on the data displayed on the Early Warning Systems. Thirty nine percent of students scored a Level 1 on 2019 statewide ELA assessment, and 44% of students scored a Level 1 on 2019 statewide Math assessment. Guided lesson planning facilitated by the academic coaches assisted in determining the lack of differentiation due to the large amounts of whole group instruction that persisted. During the Comprehensive Needs Assessments during January and February 2020 teachers expressed need for planning and implementing this form of instruction in the class.

Measurable Outcome

Based on statewide FSA assessments, the percentage of ELA level 1 students will decrease from 39% to 19%; % of math level 1 students will decrease from 44% to 22%.

Evidence-based Strategies

- Principal and assistant principal will create Professional Development opportunities for staff

- The academic coaching will support both brick and mortar as well as eLearning teachers by modeling differentiation in the classrooms

-Exceptional Student Education resource teachers will plan with general education teachers to create and implement differentiated lessons.

-English Language Learners resource teacher will work directly with general education teachers to differentiate classroom instruction for English Language learners.

-Teams will meet monthly during Professional Learning Communities to discuss overall trends.