

2016-2017 SES Plan

Sterlington Elementary
Ouachita Parish School System

Mrs. Katherine S. Wheeler, Principal
9040 Hwy 165 North
Sterlington, LA 71280

TABLE OF CONTENTS

Overview.....	1
Goals Summary.....	2
Goal 1: SES students will master major content in math with an emphasis on conceptual understanding and application.	3
Goal 2: All students at Sterlington Elementary will comprehend texts of varying complexity and use text evidence and elaboration in written response to higher order questions.....	3
Activity Summary by Funding Source.....	5

Overview

Plan Name

2016-2017 SES Plan

Plan Description

This plan includes two goals for our school.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	SES students will master major content in math with an emphasis on conceptual understanding and application.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Sterlington Elementary will comprehend texts of varying complexity and use text evidence and elaboration in written response to higher order questions.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: SES students will master major content in math with an emphasis on conceptual understanding and application.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency with a strong rating of major content in Mathematics by 05/24/2017 as measured by the LEAP 2025 assessment.

Strategy 1:

Math Literacy Plan - Ouachita Parish has implemented Writing for Literacy in all schools. The goal of this plan is to know how the Mathematical Practices and Talk Moves are utilized in MDC Tasks/Formative Assessment Lessons and practice strategies that support classroom discourse, thinking, and reasoning. Teachers are continuing to implement this plan for the 2016-2017 school year. Through this entire process, children build a deep understanding of both math and literature. This plan incorporates all of the pieces of effective classroom instruction, engages students in research, incorporates higher order thinking and problem solving, and enhances learning in effective classroom discussions so that students can be successful.

Research Cited: The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math Design Collaborative is plan with the goal to understand how the Mathematical Practices and Talk Moves are utilized in MDC Tasks/Formative Assessment Lessons and practice strategies that support classroom discourse, thinking, and reasoning.	Professional Learning	09/21/2015	05/24/2017	\$0	District Funding	All staff members are being trained in the Math Design Collaborative.

Goal 2: All students at Sterlington Elementary will comprehend texts of varying complexity and use text evidence and elaboration in written response to higher order questions.

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency by scoring mastery or advanced level in English Language Arts by 05/24/2017 as measured by the ELA portion of the LEAP 2025.

Strategy 1:

Writing for Literacy - Ouachita Parish has implemented Writing for Literacy in all schools. There are four stages of implementation that teachers participated in during the 2015-2016 school year. Teacher leaders were trained by the district support team, and then the teacher leaders return to their schools to train their own faculty. This year we are continuing to add on to the literacy plan. At our professional development in-services, teachers bring student work to share where students are improving and also to ask questions on how to better implement the strategy in their classrooms. Through this entire process, children build deep understanding in science, social studies, mathematics, literature and other areas. This plan incorporates all of the pieces of effective classroom instruction, engages students in research, incorporates higher thinking and problem solving, and enhances learning in effective classroom discussion so that students can be successful writers. We will practice and prepare for assessments and the increase in rigor of the Louisiana ELA Standards through the use of activities and strategies in the parish's literacy plan designed to improve thinking and writing in response to higher order tasks and questions, participating in Best Practices Cluster Meetings, maximizing the use and effectiveness of instructional time, and providing support and intervention for our At-Risk and Bubble students.

Research Cited: Through analysis of last year's standardized test scores we found that on average 15% of our third, fourth, and fifth grade students were rated as "weak" in ELA. By analyzing benchmark tests, classroom observations, and LEAP scores our teachers identified comprehension of complex texts and writing in response to higher order questions while requiring the use of text evidence and elaboration as a major struggle for our students. Our hopes are that by continuing to implement the Ouachita Parish Literacy plan we will continue improving our literacy as well as our ELA LEAP scores.

Activity - Writing for Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing for Literacy is a strategy created by the Ouachita Parish support team that will help children build deep understanding in science, social studies, mathematics, literature and other areas. We are continuing to implement this plan for the 2016-2017 school year.	Professional Learning	09/21/2015	05/24/2017	\$0	District Funding	All staff members are being trained in Writing for Literacy.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing for Literacy	Writing for Literacy is a strategy created by the Ouachita Parish support team that will help children build deep understanding in science, social studies, mathematics, literature and other areas. We are continuing to implement this plan for the 2016-2017 school year.	Professional Learning	09/21/2015	05/24/2017	\$0	All staff members are being trained in Writing for Literacy.
Math Design Collaborative	The Math Design Collaborative is plan with the goal to understand how the Mathematical Practices and Talk Moves are utilized in MDC Tasks/Formative Assessment Lessons and practice strategies that support classroom discourse, thinking, and reasoning.	Professional Learning	09/21/2015	05/24/2017	\$0	All staff members are being trained in the Math Design Collaborative.
Total					\$0	