School Improvement Plan
FY19 Review
Key Elementary School
SIP Goal #1 – FY18

• Climate Goal: By May 2018, four evidence-based PBIS classroom modules (1 per month) have been delivered to all teachers and the practices are evident in 75% of the classrooms.

• Goal met/not met: No

• Why/why not? The modules took longer to implement than we anticipated when we created the goal.
# Climate Rating Comparison --- CCRPI

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Attendance: Yearly Comparison
(Percent of missing 6 or more days)

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SIP Goal #1 – FY18

- Supporting Documentation
- Classroom Modules Implemented during FY18:
  - Module 1: Rules and Routines
  - Module 4: Instructional Practices for Student Engagement

Results from Classroom Module Observations

<table>
<thead>
<tr>
<th>Total Number of Teachers Observed</th>
<th>Number of teachers implementing module 1</th>
<th>Number of teachers implementing module 4</th>
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<td>26</td>
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SIP Goal #1 – FY18

- Supporting Documentation (continued)
  => Module 4: Instructional Practices for Student Engagement --- Types of Responses

Responses

- Whole
- Individual
- Com/Cont.
- Questioning
- Turn/Talk
SIP Goal #2 – FY18

• Goal: SMART Goal #2 – By May 2018, 80% of teachers will use explicit focused instructional strategies to convey critical content in their teaching.

• Goal met/not met: Yes and No

• Why/why not? Three Professional Learning Days were used to present elements of Explicit Focused Instruction. Focused Walks were used to monitor implementation of these strategies.
### SIP Goal #2 – FY18
Supporting Documentation

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PL Day #1 – FY18

• Focus

• Gradual Release - Focused Instruction: Strategy – Setting the purpose with clear learning targets

• PL of K-5 Gradual Release practices that will support teachers with implementing quality Tier 1 instruction during the Focused Instruction part of their lesson

• Implementation effective? Yes
PL Day #1 – FY18

- Why/why not? This PL was effective because it provided teachers with a framework to plan and implement learning targets.

- Supporting Documentation
PL Day #2 – FY18

Focus

16 Elements of Explicit Instruction
(Archer & Hughes, 2011)

1. Focus instruction on critical elements – teach skills, strategies vocabulary terms, concepts and rules that will empower students in the future and match student’s instructional needs.

2. Sequence skills logically – Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself.

3. Break down complex skills and strategies into smaller instructional units – Teach in small steps.

4. Design organized and focused lessons – Make optimized use of instructional time. Make sure your lessons are organized, sequenced, and focused.

5. Begin lessons with a clear statement of the lesson’s goal and your expectations – Tell learners clearly what is to be learned and why it is important.

6. Review prior skills and knowledge before beginning instruction – Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with the other related skills.

7. Provide step by step demonstrations – Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill.

8. Use clear and concise language – Use consistent, unambiguous wording and terminology.
PL Day #2 – FY18

**Focus**

8. **Use clear and concise language** – Use consistent, unambiguous wording and terminology.

9. **Provide an adequate range of examples and non-examples** – In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples.

10. **Provide guided and supported practice** – In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance.

11. **Require frequent responses** – Plan for high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral, written, or action response) helps them focus on the lesson content.

12. **Monitor student performance closely** – Carefully watch and listen to students’ responses, so you can verify student mastery as well as make timely adjustments in instruction if students are making errors.

13. **Provide immediate affirmative and corrective feedback** – Follow up on students’ responses as quickly as you can. Immediate feedback helps ensure high rates of success and reduces the likelihood of practicing errors.

14. **Deliver the lesson at a brisk pace** – Deliver the instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior.

15. **Help students organize their knowledge** – Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit.

16. **Provide distributed and cumulative practice** – Distributed practice refers to multiple opportunities to practice skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills.
PL Day #3 – FY18

• Focus
  => Focused Instruction
    1. Effective Modeling with Noticing
    2. Effective Modeling with Teacher Think Alouds
Implementation Effective: Yes
Supporting Data 2017-18

55% of Key Elementary 3rd graders have successfully scored within the Developing, Proficient, and Distinguished areas on the ELA portion of the Georgia Milestones Assessment System.
Supporting Data

2017-2018

51% of Key Elementary 4th graders have successfully scored within the Developing, Proficient, and Distinguished areas on the ELA portion of the Georgia Milestones Assessment System.
Supporting Data 2017-2018

58% of Key Elementary 5th graders have successfully scored within the Developing, Proficient, and Distinguished areas on the ELA portion of the Georgia Milestones Assessment System.
Supporting Data 2017-2018

81% of Key Elementary 3rd graders have successfully scored within the Developing, Proficient, and Distinguished areas on the Math portion of the Georgia Milestones Assessment System.
72% of Key Elementary 4th graders have successfully scored within the Developing, Proficient, and Distinguished areas on the Math portion of the Georgia Milestones Assessment System.
Supporting Data
2017-2018

56% of Key Elementary 5th graders have successfully scored within the Developing, Proficient, and Distinguished areas on the Math portion of the Georgia Milestones Assessment System.
Supporting Data 2017-2018

48% of Key Elementary 5th graders have successfully scored within the Developing, Proficient, and Distinguished areas on the Science portion of the Georgia Milestones Assessment System.
Supporting Data 2017-2018

57% of Key Elementary 5th graders have successfully scored within the Developing, Proficient, and Distinguished areas on the Social Studies portion of the Georgia Milestones Assessment System.
Prioritized Needs
10 Needs from CNA p. 75

- Utilization of High Impact Instructional Strategies
- Differentiation of Instruction
- More Depth of Knowledge (DOK) Levels 3 and 4
- Reading Comprehension, Growth in Lexile Levels and Writing
- Student Engagement
- More rigor in Math, Science, Social Studies and Technology
- Student Attendance
- Full Implementation of PBIS
- Parental Involvement
- Focus Walks
Overarching Needs
Top 4 Needs from CNA pp. 77-78

• 50.5% of our students have missed 6 or more days during the 2017-18 school year.
• Over 60% of our ODR’s are classroom referrals
• More than 50% of students in grades 3rd, 4th and 5th scored at the beginning level in ELA on the Georgia Milestones
• Student Engagement
Revised Climate Goal

- By the end of the school year 2018-2019, 100% of the teachers will implement the Second Step Curriculum to decrease the number of office referrals.
Climate Goal:
Revised Action Steps

• Review professional development on SEL curriculum
• Review PBIS plan and classroom matrices with teachers
• Complete a staff book study using *Power of Our Words* to establish a common school wide language.
• PBIS team will meet monthly to analyze data and identify areas of concern
• Upon completion of professional learning book study *Teaching with Poverty in Mind*, Administration will redeliver to faculty.
Revised Instructional Goal

• By May 2019, 100% of teachers will be trained on collaborative learning strategies with 75% if teachers effectively modeling and facilitating the use of collaborative learning in all content areas, to include higher level thinking, long term memory skills, writing and STEM activities.
Instructional Goal: Revised Action Steps

- Plan for Focused Instruction using the Gradual Release Model and implement with fidelity
- Engage students with questioning beyond recall by effectively using DOK 2, 3 and 4 questions
- Create common formative assessments based on focused instruction
- Imbed Achieve 3000 & Smarty Ants Into Instruction
- Actively participate in weekly PLC meetings
- Purchase STAR Reading with Accelerated Reader
Instructional Goal: Revised Action Steps

• Purchase IXL for Math
• Purchase Flocabulary
• Purchase PL for Professional Art Integration Resource (PAIR)
• Hire part-time intervention teacher
• Attend educational conferences that align with math, reading, instruction and STEAM
• Tutoring sessions – with explicit instruction using USA Test Prep
• Parent Workshop – STEAM nights
• Purchase STEAM related instructional materials and resources
FY19 PL Day Focus
8/3/18
• Second Steps curriculum
• Overview of MTSS
  • Overview of Professional Arts Integration Resource (PAIR)
  • Explanation of DOK questioning
  • S.H.I.N.E.
• 10/8/18
  • Beginning STEAM implementation towards certification
  • Faculty book study “Power of Our Words”
• 1/7/19
  • PBIS Classroom system
  • Administration book study Teaching Through Poverty