

School Improvement Plan FY19 Review



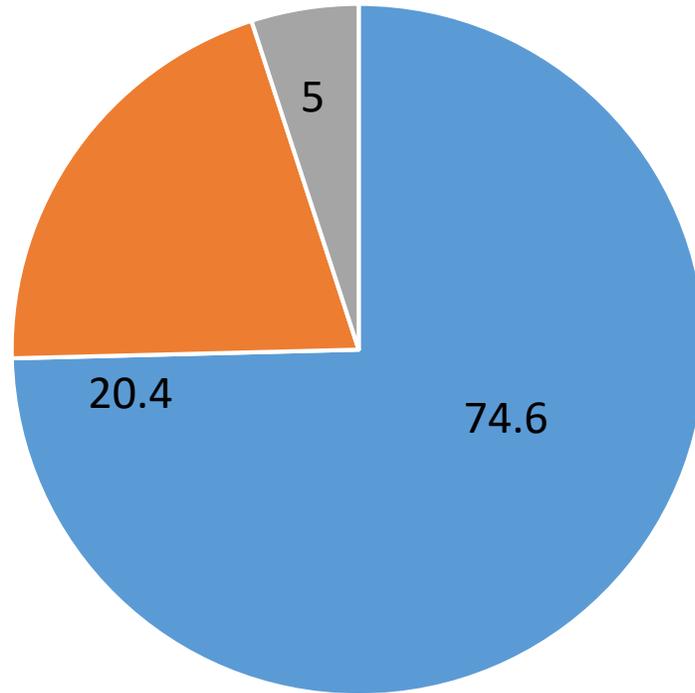
Gayla Childs, Principal

SIP Goal #1 – FY18

- **Goal 1 – By May 2018, 100% of the staff will be trained in relationship-building strategies with 85% implementing them effectively."**
- **Goal met/not met** – Yes, NCES SIP Goal #1 was met.
- **Why/why not?** – NCES receives numerous communication from parent stakeholders that will attest to us meeting and/or exceeding progress of this SIP Goal. In addition, administration shared encouragement and words of appreciation to staff members and teachers implemented the school's theme of "Relationships first! Frog kisses! NCES Strong" that was our weekly reminder received through our Monday Messages, with their students every day.
- **Supporting data** – Some NCES artifacts:
 - Parent Contact Logs
 - Increased of parent involvement in school-wide activities (Parent Sign-In Sheets)
 - Student attendance
 - Staff attendance
 - Student and Parent Surveys

North Columbus Elementary Parent Communication Data Survey

Communication from the School



■ Highly Beneficial ■ Beneficial ■ Somewhat Beneficial ■ Not Beneficial

Attendance Data for North Columbus Elementary Students

School	Grade Range	Total Days Absent	Total Days Made Up**	Unexcused Days	Total Days Present	Total Days Enrolled	Average Daily Attendance
North Columbus Elementary	KK-05	5,220	-	2,166	130,526	135,746	96.15 %

Student average daily attendance for 2017-2018 School Year

SIP Goal #2 – FY18

- **Goal 2 – By May 2018, 100% of the staff will be trained in differentiation strategies in writing with 85% implementing them effectively.**
- **Goal met/not met** – Yes, NCES' SIP Goal #2 was met but at varying levels. (NCES had some variations in start dates with teachers being hired.)
- **Why/why not?** – NCES Administrators met to discuss TKES standard #4 and determined for which teachers this standard proved to be a strength as well as a weakness, based upon observations, teacher feedback and/or requests for support, and meeting the guidelines set forth in the Georgia's Teacher Keys Effectiveness System. While conducting this process, the Administrators utilize all evidence provided to us through observations, grade level planning, lesson plans, or additional feedback provided by the teachers. The Administrators conferenced with teachers where there were areas of concerns and provided support structures. The administrators monitored the progress, gave feedback to the teachers, and gave next steps.
- **Supporting data** - Some NCES artifacts:
 - GMAS EOG Spring 2018 ELA scores
 - 2017-18 Post SGMs Scores
 - Achieve 3000
 - Partnership with Columbus State University - Visiting Author, Chic Cariaga did extensive writing instruction with 4th grade students to develop his new book about a Pawnee Indian boy with a free spirit and his horse.

North Columbus Elementary EOG 2018 Literacy Data

Grade Level	Reading Status*			English Language Arts							
	Number Tested	% Below Grade Level (Lexile < 830L)	% Grade Level or Above (Lexile ≥ 830L)	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Developing Learner & Above	% Proficient Learner & Above
3rd Grade	127	22.0	78.0	127	518	20.5	33.1	37.8	8.7	79.5	46.5
4th Grade	134	24.6	75.4	134	517	20.9	26.1	44.0	9.0	79.1	53.0
5th Grade	135	20.7	79.3	135	524	17.0	35.6	35.6	11.9	83.0	47.4

PL Day #1 – FY18

- **Focus - Building Relationships: Dave Weber- “Sticks and Stones Exposed: The Truth Behind Words & Relationships**
 - “Helping administrators and teachers improve faculty, communication, collaboration, and ultimately, student achievement”
- **Implementation effective?** Yes, the implementation was successful.
- **Why/why not?** – This PL day was a collaboration between North Columbus, Veterans Memorial and Northside High School Faculties, in which Dave Webber facilitated the learning. All members of the faculty were able to be actively engaged and learn and apply strategies with students, to create optimal learning environments.
- **Supporting Data** - Some NCES artifacts:
 - Student Attendance
 - Staff Attendance

PL Day #2 – FY18

- **Focus - Differentiated Instruction: “Participants Develop Differentiated Instructional Strategies by Varying Content, Process, and Product through literacy instruction.”**
- Participants will learn how to apply the six components of effective differentiated instruction in their own planning.
- **Was a change made from the original plan?** No, there was no change made.
- **Implementation effective?** Yes, implementation was successful at varying levels
- **Why/why not?** –The Administrators continue to set the expectation for PL Goals and collaborative discussions to take place during grade-level collaborative planning, and monitor this through observations when they were able to attend as well as through the Grade Level Meeting Notes that were submitted weekly. The Administrators, and teacher leaders continue to share PL resources through email and/or Faculty Meetings.
- **Supporting Data** - Some NCES artifacts:
 - Lesson plans
 - GMAS EOG Spring 2018 ELA scores
 - 2017-18 Post SGMs Scores

PL Day #3 – FY18

- **Focus - Depth of Knowledge (DOK): Analyze DOK to Increase Instructional Rigor**
- **Was a change made from the original plan?** No, there was no change made.
- **Implementation effective?** Yes, implementation was effective at varying levels.
- **Why/why not?** –The Administrators continue to set the expectation for PL Goals and collaborative discussions to take place during grade-level collaborative planning, and monitor this through observations when they were able to attend as well as through the Grade Level Meeting Notes that were submitted weekly. The Administrators, and teacher leaders continue to share PL resources through email and/or Faculty Meetings.
- **Supporting Data** - Some NCES artifacts:
 - Lesson plans
 - GMAS EOG Spring 2018 ELA scores
 - 2017-18 Post SGMs Scores

Prioritized Needs

10 Needs from CNA p. 75

- Differentiated Learning
- Depth of Knowledge
- Parental Involvement in school based activities

Overarching Needs

Top 4 Needs from CNA pp. 77-78

- Incorporating differentiation instructional strategies in ALL our K-5 classrooms that supports the needs of all our students.
- Close the gap in student learning by offering instruction that supports all needs of students
- Increase parental involvement in school based activities to build positive relationships with all stakeholders
- Create a culture in which ALL students want to participate and excel

Revised Instructional Goal

- By May 2019, 100% of the teachers in grades K-5 will implement literacy writing strategies across the content areas with 80% of the teachers implementing effectively as measured by focus walks, student work samples and TKES evaluations.

Instructional Goal:

Revised Action Steps

- Teachers will use the Georgia Standards of Excellence, 6 + 1 Traits of Writing, the writing process, text structures, writing comprehension strategies, and Reading Wonders instructional framework to address literacy skills. Teachers will use high impact instructional practices to improve literacy in all content areas. Teachers will do the following:
 - utilize standards-based classroom instruction
 - utilize The Gradual Release of Responsibility Instructional Framework
 - implement mini lessons through the use of modeling effective writing strategies
 - incorporate guided and close reading/writing into lesson planning
 - implement daily journal writing in all content areas
 - utilize writing journals to confer with students and provide feedback on their writing
 - utilize Achieve 3000/SMARTY Ants software to support phonics, vocabulary, reading, comprehension, and writing

Revised Climate Goal

- By May 2019, 100% of faculty and staff will have implemented the discipline management system, Class Dojo to foster a safe and effective learning environment with 85% implementing effectively as measured by office discipline referrals and parent contact data.

Climate Goal: Revised Action Steps

- Implement NCES school-wide Life Skills.
- Implement monthly Character Education lessons.
- Recognize behaviors that reflect a respectful and safe school climate each month that include Life Skill Winners, Star Tickets, Perfect Attendance Bookbag Tags, Principal Pops, Positive Post Cards, and implement ongoing parent contact throughout the year.
- Utilize Class DOJO to promote a school-wide environment conducive to learning.
- Facilitate parent engagement workshops to share resources and strategies needed for parents to become full partners in their children's education.

FY19 PL Day Focus

❖ 8/3/18 – Overview of 6+1 Traits of Writing and NCES Implementation of School-wide Discipline Plan and Class Dojo Management System

- **Recognizing the Six Traits** - Through grade-appropriate writing samples, physical “triggers,” and graphic icons, teachers learn to recognize and celebrate the six ingredients of all good writing — ideas, organization, voice, word choice, sentence fluency, and conventions.
- **Rolling Out the Trait Language to Students** - Learn how to lay the foundation for a year of writing instruction as a systematic approach for using icons and physical “triggers” to introduce students to the Six Traits of Writing.
- **Overview of School- wide Discipline Plan and Class Dojo Management System –** Teachers will review the school-wide discipline plan, Class Dojo (management system) and start set-up of the management tool.

❖ 10/8/18 – Next Steps: Going Deeper with 6 + 1 Traits of Writing Implementation & Literacy Writing in Math

- **Developing Ideas** – Teachers learn how to demonstrate innovative and memorable strategies for students to add depth and detail within their own writing. Observe mini lessons executed in second and fourth grade classrooms, that offer ways to develop ideas through revision and elaboration in first drafts.
- **Delivering Trait-Based Mini-Lessons in Writing** - Learn how to build a yearlong vision for teaching writing under the umbrella of the Six Traits.

FY19 PL Day Focus

❖ 1/7/19 – Dissect Rubrics for the 6 Traits of Writing & Literacy Metacognitive Strategies in Math

- **Building Kid-Friendly Writing Rubrics** (Kindergarten Targeted Audience)- Learn how to build an initial rubric with young writers that is kid-friendly and age appropriate. Then learn strategies to adjust the same rubric to represent students' growing skills as they advance from drawing pictures to writing multiple sentences.
- **Building Kid-Friendly Writing Rubrics** (grades 1 -5) - Once the traits have been introduced, it's time to build an everyday writing rubric with students. Learn the facets and functions of an analytic rubric, strategies to build and grow one throughout the year, and how to convert rubric scores to grades.
- **BONUS: Standardized Testing - Strategies to Increase Students' ELA Assessment Test Scores** – Teachers will review strategies for preparing students to be successful on state reading assessments. Identifying main idea, developing constructed responses, and citing textual evidence are key components of focus.