

Kellom Elementary School Improvement Plan



Problem Statement: At Kellom Elementary, a significant portion of students are not meeting grade-level expectations in literacy. Currently only 37.1% of students demonstrate proficiency on the NSCAS assessment in the Spring of 2025. This under performance is especially pronounced within our special education subgroup- who require targeted and focused interventions through their Individual Education Plan. In addition, only 33% of our K-2 students showed grade level proficiency on the MAP Growth Assessment in Spring of 2025. There is an urgent need for teachers to be planned and prepped with clear and consistent classroom procedures. This in turn will guarantee that students will receive Tier 1 instruction and reduce Tier 1 behaviors.

Root Causes: Teachers plans are not designed to assess the students’ depth of knowledge and ability to demonstrate work at the expected grade level. Students are not engaged with the lesson. These things cause Tier 1 instruction to not take place in classrooms on a consistent basis. Self -Efficacy and internal motivation is poor among our teachers that they are the change agents.

Goal 1: By May of 2027, we will see an increase from 33.90 % to 70.7% in literacy proficiency on the NSCAS Assessment(On Track or Advanced) for our 3-6 students and a 23.2% to 50% increase in MAP (60th Percentile or higher) for our K-2 students.

26-27: 70.7%

27-28: 80.5%

28-29: 90.3%

29-30: 100%

<u>Strategy:</u> What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	<u>Progress/Outcomes</u> What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? <u>Budget Planning</u>
K-2 Structured Literacy	Implement structured literacy in all K-3 classrooms	Teachers: Utilize multi-sensory responses in phonics	School Wide	MAP: September, December, and May	PD over multi-sensory responses in phonics

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Structure for Lesson Plans	• Provide students with multiple opportunities to practice letters and letter sounds, decoding, encoding, blending, and segmenting • Provide continuous coaching and feedback during structured literacy instruction	• Strong written student responses as compared to developed exemplars. • Observed student discussions with talking stems, sentence stems, and language frames • Collaborative planning during PLCs • Posted/stated learning targets with aligned end of lesson tasks • Peer Observations around Tier 1 Instruction Leadership Team: • Weekly coaching visits from principal and instructional facilitator with immediate feedback • Provides additional guidance and PD as needed			• PD over written student responses with evidence from the text • PD over student discussions using the EL Excellence Everyday • Progress Monitoring • Scaffolds/high yield strategies (language frames, student created anchor charts, graphic organizers, active engagement) We will use the EL Excellence book as a key resource. • PD over Check for Understanding strategies during the Gradual Release of Instruction • PD over lesson planning focused on complex texts and aligning with multiple standards • PD over self-efficacy
			Grade Level	Weekly assessments (K-1) and Module Inventories (K-2)	
			Collaborative Team	Student work analysis protocol(K-6) (bi-monthly) -Module assessments (3-6)	
	• Create PLC structures that are conducive to analyzing student work and planning for lessons. • Establish and Implement Lesson Plan Expectations • Provide a Lesson Plan Checklist	Teachers: • Collaborative lesson planning during PLCs • Collaborative analysis of student work during PLCs Leadership Team: • Facilitate PLCs and student work analysis protocols • Regularly provides feedback on lesson planning/prep	School Wide	Bi-Monthly Lesson Plan Checks	
			Grade Level	Planning and Prep Protocol (Bi-monthly)	

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Constructing Written Responses with Text Evidence K-6th	• Use the gradual release model and scaffolds to develop high quality instruction for all students • Provide coaching cycles to support classroom implementation of Tier 1 instruction	• Provides feedback on instruction aligning with the task	Collaborative Team	Planning and Prep Protocol (Bi-monthly)	
	• Implement engagement and discussion strategies that require reading, writing, and speaking using grade level HQIM • Increase use of sentence stems and language frames with student discourse, agree and disagree, and justification or reasoning, using grade level HQIM • Facilitate PLC planning and student work analyze protocols focused on	Teachers: • Collaborative lesson planning during PLCs • Collaborative analysis of student work during PLCs • Peer Observations over Tier 1 Instruction Leadership Team: • Facilitate PLCs and student work analysis protocols • Regularly provides feedback on checks for understandings, student work exemplars, and standards-based alignment	School Wide	ELPA: Spring MAP: September and December NSCAS: April	

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	increasing the use of scaffolds in correlation with grade level HQIM materials • Use exemplars and rubrics to model grade level expectations	• Provides additional guidance and PD as needed • Provides consistent walk throughs with coaching and feedback	Grade Level Collaborative Team	Student work analysis protocol (bi-monthly) Planning and Prep Protocol (Bi-monthly)	
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Problem Statement: Chronic absenteeism is a significant barrier to student success at Kellom, with 30.68% of students missing 10% or more of the school year—equivalent to nearly four weeks of lost instructional time. This consistent absence disrupts learning continuity, making it difficult for students to develop foundational language and academic skills. As a result, students who are chronically absent face greater challenges in meeting grade-level expectations, widening achievement gaps and limiting their long-term educational progress.

Root Causes: Students missing more than 10% of the school year can be caused by a combination of factors, including but not limited to: inadequate access to transportation, poor health or chronic absenteeism due to illness, lack of engagement or motivation, and family instability or personal challenges. More specifically, students missing more than 10% of the school year can also be largely driven by a lack of perceived value or importance placed on consistent attendance, both by students and their families. This may stem from factors such as low academic engagement, cultural or community attitudes that downplay the significance of education, and external pressures like family responsibilities or financial hardships.

Goal 3: By May 2027, we will see a decrease from 27.86% to 15.11% of Kellom students being considered chronically absent, as evidenced on the District Tableau.

26-27: 15.11%

27-28: 14.10%

28-29: 13.03%

29-30: 11.94%

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here	Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
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Effective Communication	Communicate with Parents and Students about the Importance of Attendance Recognize students and families who have missed less than 5% of quarter and school year Notify parents when students have hit attendance milestones (i.e., 20 days missed)	Perfect Attendance and Quarterly Awards (Counselor/Attendance Team) Develop list/notice to provide parents that outlines the importance of students' attendance and explains excused vs. unexcused absences Keep parents in communication with quarterly report cards regarding attendance (SSL) and calls when students reach 5, 10,15, 20 days (Attendance Team). Calls can be made more frequently based on student data from previous years.	School Wide	-Check Tableau and Classroom Attendance Rates at Bi-Monthly Attendance Meetings -Shared Attendance Folder and Communication Logs -Attendance tracker	Effective Parent and Student Relationship Building Strategies Parent Scripts for Phone Calls and Messages SEL; Morning Meeting MTSS-B Trainings Community Speakers Restorative Justice Practices Excused vs. Unexcused Absences Information to help parents partner with attendance team in promoting good attendance
			Grade Level	See Above	
			Collaborative Team	See Above	
Building Relationships	-Encourage teachers to build relationships with students, as well as families	Messages on Seesaw Positive Postcards and Notes Home Positive Phone Calls Home each Quarter Phone Call and Letters Home to Help Address Barriers to Attendance	School Wide	Check Tableau and Classroom Attendance Rates at Bi-Monthly Attendance Meetings Shared Attendance Folder and	SEL; Morning Meeting MTSS-B Trainings Restorative Justice Practices

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				Communication Logs	
			Grade Level	See Above	
			Collaborative Team	See Above	

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Problem Statement: students demonstrate challenges transferring academic skills learned in one setting to other educational environments. Without consistent accommodations, behavior supports and instructional supports across settings, the students experience difficulty achieving grade-level expectations and making adequate progress toward IEP goals.

Root Causes: Inconsistent implementation of IEP accommodations, instructional supports, and behavioral interventions across settings is driven by insufficient staff training, limited understanding of IEP requirements, inconsistent inclusive practices, inadequate paraprofessional preparation, and a lack of systems for collaboration and accountability. These factors result in variable support for students and hinder progress toward IEP goals.

Goal 2: By May 2027, the percentage of students with IEPs meeting or exceeding proficiency on state assessments will increase from 7.5% to 15%, through consistent implementation of IEP accommodations, instructional supports, and behavior interventions across all educational settings. To support this outcome, 100% of general education teachers, special education teachers, and paraprofessionals will receive training on IEP implementation, inclusive practices, and behavior supports, as measured by progress monitoring forms, implementation walkthroughs, and fidelity checks.

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here		Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
Using Accommodations in a General Education Setting	-Materials Created, for each student, based on IEP -Collaboration with SPED Team -Create one page accommodation sheet for each student -Access to Grade Level HQIM	Teachers: Teach grade level materials with the use of accommodations. Increased engagement with our special instruction students. Progress Monitoring data shows improvement	School Wide	• Module Assessments	1. PD over Accommodations 2. PD over Reading an IEP and understanding roles and responsibilities 3. PD over SPED materials in a general education classroom 4. PD over BIP Plans
			Grade Level	○ Written Responses	
			Collaborative Team	○ IEP Progress Monitoring ○ Fidelity Checks	

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	-Model how to provide accommodations for students	Leadership: Fidelity Checks, walk through observations, providing trainings, timely feedback through coaching, and collaboration with SPED			5. Para Training over Deescalation and how to support SPED students in a general education setting
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