KAY ROAD ELEMENTARY
2017-2018

Pamela J. Slocumb, Principal
David Evatt, Assistant Principal
October 31, 2017
Demographics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Teachers</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>KK</td>
<td>4</td>
<td>94</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>99</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>93</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
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<tr>
<td>4</td>
<td>3</td>
<td>88</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>84</td>
</tr>
</tbody>
</table>

Total Current Student enrollment: 584

Administrators - Principal Assistant

Principal
1 Counselor
1 Media Specialist
1 Music Teacher
2 P.E. Teachers
1 ESOL Teacher
6 Special Education Teachers
1 EIP Teacher
Understanding the GA Milestone Achievement Levels

- **Level 1 - Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade/course. The students *need substantial academic support* to be prepared for the next grade level or course.

- **Level 2 - Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course. The students *need additional academic support* to ensure success in the next grade level or course.

- **Level 3 - Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course. The students *are prepared* for the next grade level or course.

- **Level 4 - Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students *are well prepared* for the next grade level or course.
Third Grade Comparison Data

**Third Grade Beginning Learners**

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>37%</td>
<td>18%</td>
<td>24%</td>
<td>37%</td>
</tr>
<tr>
<td>2016</td>
<td>44%</td>
<td>23%</td>
<td>24%</td>
<td>37%</td>
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<tr>
<td>2017</td>
<td>48%</td>
<td>28%</td>
<td>39%</td>
<td>37%</td>
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</table>

**Third Grade Developing Learners**

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>33%</td>
<td>43%</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>2016</td>
<td>33%</td>
<td>43%</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>2017</td>
<td>48%</td>
<td>48%</td>
<td>43%</td>
<td>44%</td>
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</table>

**Third Grade Proficient Learners**

<table>
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<tr>
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<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>25%</td>
<td>25%</td>
<td>22%</td>
<td>6%</td>
</tr>
<tr>
<td>2016</td>
<td>28%</td>
<td>29%</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>2017</td>
<td>22%</td>
<td>22%</td>
<td>23%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Third Grade Distinguished Learners**

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>10%</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>2016</td>
<td>16%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>2017</td>
<td>17%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Fifth Grade Comparison Data

**Fifth Grade Beginning Learners**

- Science: 39% (2015), 41% (2016), 50% (2017)

**Fifth Grade Developing Learners**

- ELA: 22% (2015), 14% (2016), 20% (2017)
- Science: 17% (2015), 25% (2016), 25% (2017)
- Social Studies: 21% (2015), 17% (2016), 18% (2017)

**Fifth Grade Proficient Learners**

- ELA: 1% (2015), 1% (2016), 1% (2017)
- Science: 13% (2015), 13% (2016), 13% (2017)
- Social Studies: 18% (2015), 18% (2016), 18% (2017)

**Fifth Grade Distinguished Learners**

- ELA: 1% (2015), 1% (2016), 1% (2017)
- Science: 5% (2015), 5% (2016), 5% (2017)
- Social Studies: 8% (2015), 8% (2016), 8% (2017)
STRENGTHS

• Increase in developing and proficient math
• 4th grade mathematics
• Increase in 5th grade Lexile Reading Levels
• All 5th grade students scored developing learner or higher in Social Studies

WEAKNESSES

• Writing Skills
• Students reading below grade level
• Achievement of Students with Disabilities
PLAUSIBLE ROOT CAUSES

• Reading: ineffective small group instruction to help meet individual needs; vocabulary knowledge, reading comprehension, lack of vocabulary

• Writing: lack of understanding of the writing process

• Math: student weaknesses in math fluency and facts, student lack of number sense, basic math skills.

• Science and Social Studies: reading levels, academic vocabulary
Interventions

- Math Remediation (3-5)
- Saxon Phonics (K-1)
- Accelerated Reading (K-5)
- Write Score (K-5)
- Study Island (3-5)
- Reading Eggs (K-2)
- Imagine Learning (K & 3rd)
Innovations

GOSA Sustainability-Reading
- 120 Minute Reading Block (K-2)
- Rigby Running Records
- Reading Small Groups
- Writing w/conferring

Positive Behavior Intervention Support (PBIS)
Early Intervention Program
Increased Learning Time (ILT)
Targeted Support for Teachers

---Reading Innovation Workshops (Training for Teachers)

---Paraprofessional Support Group

---Mentor/Mentee Partnership (Teacher Support Group)
   - peer observations, book study, support meetings

---Collaborative Planning

---Monthly Data Team Meetings

---Individual, Grade level, and Content Area Instructional Coaching