

**Gallatin County Upper Elementary
School Improvement
2020-2021**

Proficiency: Reading 52.1%; Math 51.4%; Writing 41.7%; Social Studies 57.9%; Science 36.7%

Distance learning has presented many obstacles/challenges. The #1 problem with distance learning in our building is students not completing work. We are making phone calls (by both teachers and then administrators), and if satisfactory results are not obtained then we are creating lists for Mr. Booher and/or Mrs. Flowers to make home visits. We are also making student appointments for both tutoring and for work completion.

What are we doing to improve instruction/student achievement:

Key Core Work Processes:

#1: Design and Deploy Standards

- Worked with DKE on aligning standards to our instruction/lesson plans
- Walk-throughs focused on student engagement, discussion opportunities (focus last year), and standards (they should be posted, aligned to state, aligned to lesson, and referred to throughout instruction).

#2: Design and Deliver Instruction

- New teacher/grade level teams based upon our observations of their areas of strength.
- Planbook.com: teachers must plan a week in advance and include all tabs for each lesson promoting purposeful planning.
- Worked in teams to update curriculum and pacing guides
- iReady Curriculum
- Edgenuity

#3: Design and Deliver Assessment Literacy

#4: Review, Analyze and Apply Data

- PLC meetings each Friday
- Analyzing data from iReady assessments in a whole staff setting

#5: Design, Align and Deliver Support

Support for teachers:

- Meaningful/impactful PD at the beginning of the year and throughout the year including:
 - Writing PD by KDE
 - PD in technology for distance learning provided by outside sources as well as staff presentations

- PBIS
- iReady curriculum training in both reading and math
- Teachers' mental health/balance
 - Making an effort to show appreciation through notes, treats
 - Holding door decorating and pumpkin decorating contests/fun activities
 - Hosted lunch for staff prior to Halloween

Support for students/families:

- Tutoring by appointments on distance learning (@HOME) days
- Appointments to help catch students up on incomplete work
- Appointments to help families with technology support
- RTI and Enrichment
- ESS beginning next week
- Bitmoji office with important information links as well as to the counselor's office where forms, SEL lessons, etc. can be found

#6: Establishing Learning Culture and Environment

MTSS/PBIS:

- Staff created expectations matrix for common areas
- Staff created a draft for a behavior flowchart designed to promote consistency for all
- Sources of Strength (SEL program)
- Leader in Me
- School year theme: We are all on the same team.
- School Virtual Newsletter



Math 12:35pm - 2:05pm

The Meaning of Multiplication

Standards

3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

I can explain multiplication using equal groups and arrays.

Bell Ringer

Bell Ringer: [Number of the Day](#)

Materials/Resources/Technology

Bell Ringer: [Number of the Day](#)

Discussion Opportunities

BIG IDEA: EXPLORE the Meaning of Multiplication TE: p.93-96

Connect to Prior Knowledge by preparing students for multiplication by practicing repeated addition.

Lesson/Instruction/Evidence of Learning

Find each sum by skip-counting.

$$2+2+2+2+2+2$$

$$5+5+5+5+5$$

MODEL IT: Read "What is going on when you multiply?" Tell students that they will use the idea of repeated addition to learn what multiply and multiplication mean.

ADD ACADEMIC MATH WORDS TO THE WORD WALL

- factor
- product
- multiply
- array
- equation
- multiplication

DISCUSS IT: Encourage students to talk about how numbers 2 & 3 are used in each equation.

-How is your addition equation like your partner's addition equation?

-I think the X in problem 3 means....

Complete lesson focusing on #1-7.




SUPPORT VOCAB DEVELOPMENT:

Have students gesture to show the orientation of rows and columns.

PREPARE FOR MULTIPLICATION p.95-96

Instructional Strategies

 Mix-Pair-Share

Differentiation/Accommodations

Differentiation:

Students are heterogeneously mixed for discussion groups (Kagan).

Attachments

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Teacher:

Assessment:

Date:

Overall %:

Standards Assessed:

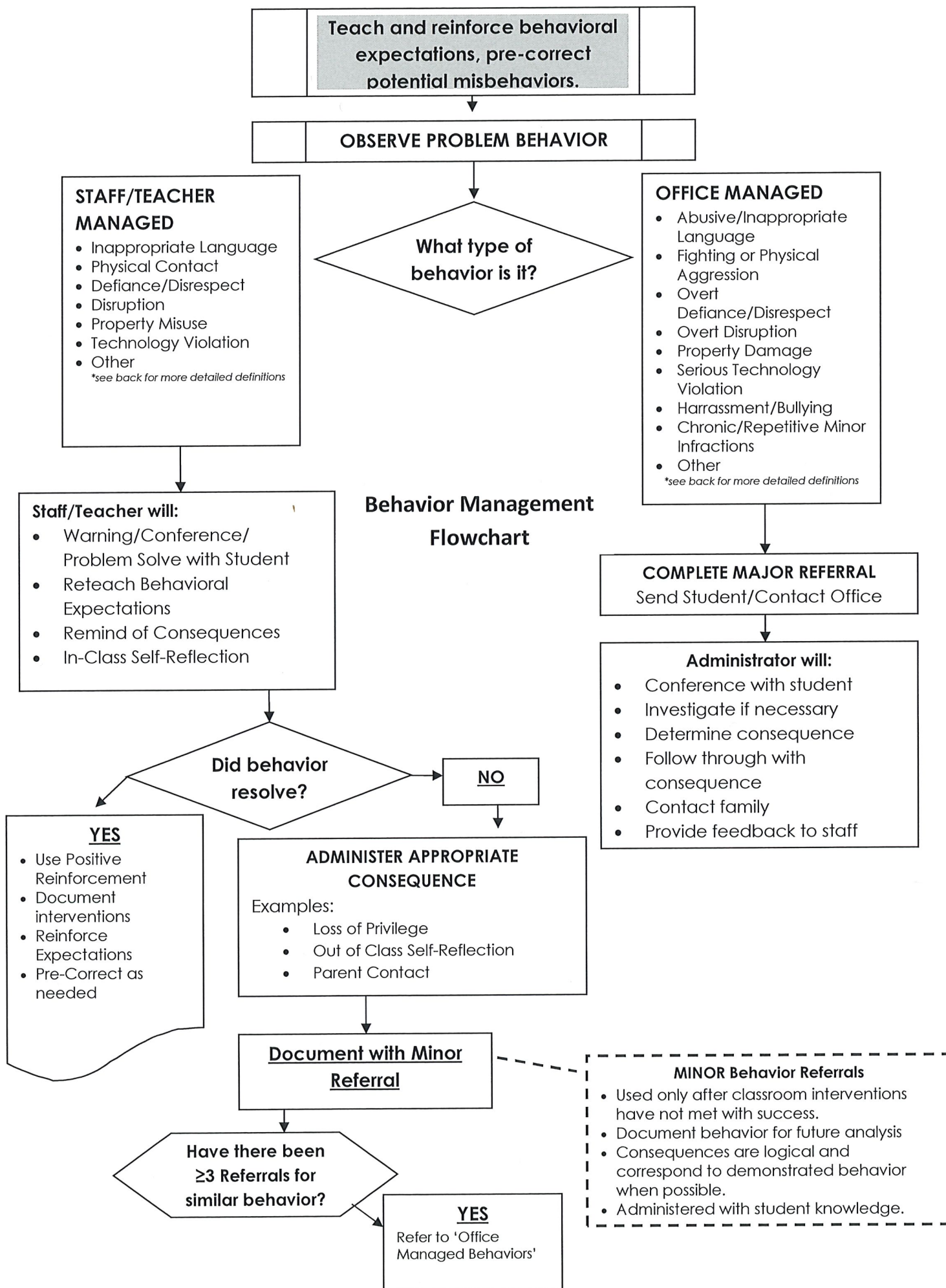
	% 3	Meets and Names	Approaching and Names	Not meeting and Names
All Students				
State-Identified Gap Students				
ESL Students				
Spec. Ed. Students				

Individual Assessment Reflection: (please bring a copy of the unit assessment along with this individual reflection to team data analysis meeting, & provide a copy to Megan)

Standards with the highest achievement	3 MC Question #s with most correct responses	SA Average
Standards to Reteach/Revisit:	MC Question #s Less Than 70%	ERQ Average

Gallatin County Upper Elementary

Expectation	Playground	Hallways/Stairs	Bathroom	Water Fountain
Create a Safe Environment	<ul style="list-style-type: none"> • Use equipment appropriately • Keep hands, feet, and other objects to yourself. 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Walk. • Keep hallways clean and clear. • Walk facing forward. 	<ul style="list-style-type: none"> • Wash your hands. • Keep water off the floor • Maximum of 3 people in the bathroom at one time. 	<ul style="list-style-type: none"> • Keep water off the floor. • Keep your mouth off the fountain. • Keep hands, feet, and objects to yourself.
Act Responsibly	<ul style="list-style-type: none"> • Report problems to an adult. • Put equipment away after using it. • Line up quickly when the whistle blows. • Dress for the weather. 	<ul style="list-style-type: none"> • Stay on the right side of the hallway. • One step at a time on the stairs. • Go directly to and from your destination. • Voice level 0 in line, level 1 at lockers. 	<ul style="list-style-type: none"> • Use facilities correctly. • Use only a level 1 voice. 	<ul style="list-style-type: none"> • Only fill your own bottle. • Level 0 when in line or filling your water bottle. • Get what you need and move on quickly.
Treat Others with Respect	<ul style="list-style-type: none"> • Play by the rules. • Use kind words and actions. • Take turns and share. • Use school appropriate language. 	<ul style="list-style-type: none"> • Enjoy bulletin boards and hallway displays with your eyes 	<ul style="list-style-type: none"> • Respect others' privacy. • Flush the toilet. • Place paper towels in the trash can. 	<ul style="list-style-type: none"> • Keep your water in your water bottle. • Stay in line and wait your turn nicely.
Strive for Excellence	<ul style="list-style-type: none"> • Be a good sport. • Synergize. • Problem-solve conflicts. 	<ul style="list-style-type: none"> • Help someone in need. • Use leadership skills. 	<ul style="list-style-type: none"> • Leave the bathroom better than you found it. • Report issues to an adult. • Strive to be a bathroom monitor. 	<ul style="list-style-type: none"> • Use only what you need. • Return to your line or classroom quickly.



**Behavior Management
Flowchart**



Expectation	Bathroom
C reate a Safe Environment	<ul style="list-style-type: none">• Wash your hands.• Keep water off the floor• Maximum of 3 people in the bathroom at one time.
A ct Responsibly	<ul style="list-style-type: none">• Use only a level 1 voice.• Use facilities correctly.
T reat Others with Respect	<ul style="list-style-type: none">• Respect others' privacy.• Flush the toilet.• Place paper towels in the trash can.
S trive for Excellence	<ul style="list-style-type: none">• Leave the bathroom better than you found it.• Report issues to an adult.• Strive to be a bathroom monitor.



WILDCATS

