

Fleming County Schools Improvement Priority Plan/PDSA

School	Ewing Elementary School	Date	2015-2016
Vision	Our vision is to become a School of Distinction		
Beliefs	<p>We believe in....</p> <ul style="list-style-type: none"> ✓ our students ✓ a shared vision ✓ parent and community collaboration ✓ high expectations ✓ transparency ✓ continuous improvement ✓ equitable learning 		
Goals	<p><i>Goal 1:</i> Ewing Elementary will Increase the averaged combined reading and math K-prep scores for elementary from 38.4 % to 50 % in 2015-2016 by monitoring and adjusting curriculum, instruction, and assessment systematically in response to data from multiple assessments of student learning and an examination of professional practice. We will assess our progress through PDSA, benchmark assessments, PLC (school and grade), MAP, GMAP, and KPREP data.</p> <p><i>Goal 2:</i> Ewing Elementary will Increase achievement for all student groups in Kentucky so that the non-duplicated achievement gap increases performance in proficiency from 37.3 % in 2014-2015 to 45 % in 2015-2016 as measured by school report, PDSA, benchmark assessments, PLC (school and grade), and MAP.</p> <p><i>Goal 3:</i> Ewing Elementary will have a strategic focus on the design and delivery of instruction and assessment literacy through the use of data driven decision making centered around continuous improvement efforts to reduce the percent of novice on the school report card. Grade level PLCs will meet weekly to intentionally track students and ensure that core instructional requirements are</p>		

being met and assessed, while maintaining an intervention/enrichment program to service the needs of all learners. Evidence of novice reduction will be monitored through Benchmark, MAP, IC, classroom assessments, and the 2015-2016 school report card.

PLAN

Indicator:

1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

3.2 Curriculum. Instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

3.6 Teachers implement the school's instructional process in support of student learning.

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

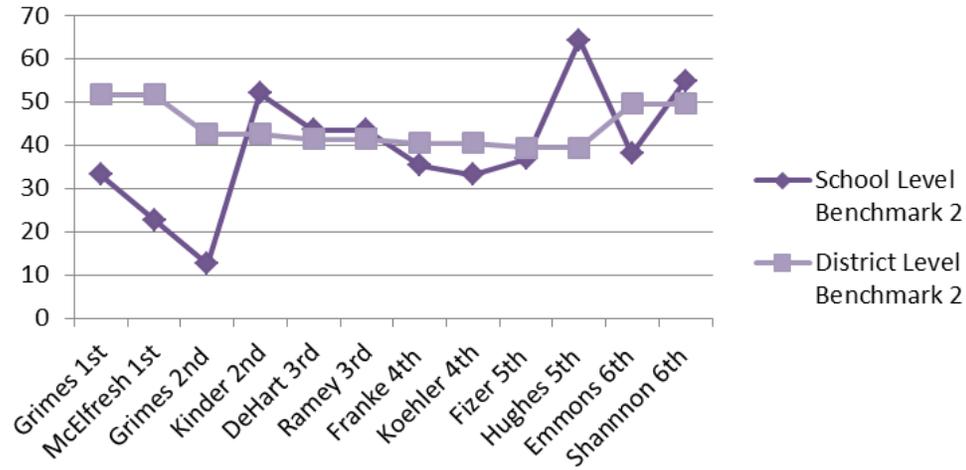
3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

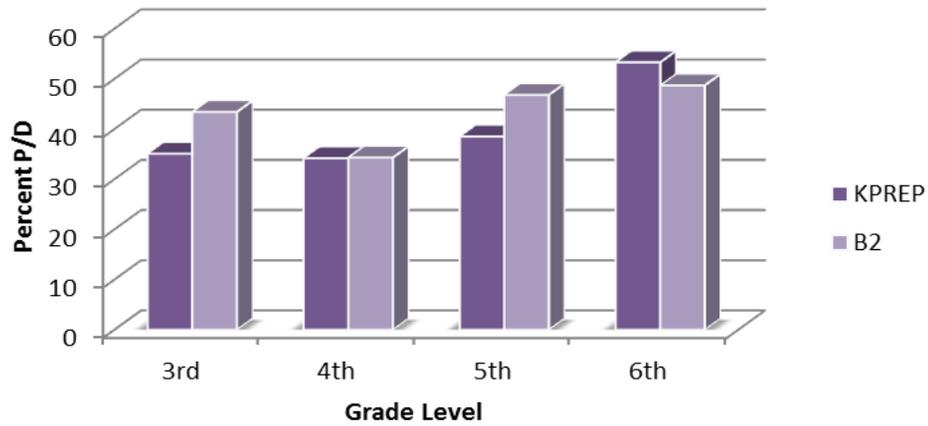
Evidence (Benchmark, KPREP, MAP, EOC, Attendance, other data sources):

	Benchmark	KPREP	Benchmark	KPREP	Benchmark	KPREP	Benchmark	KPREP
	3rd		4th		5th		6th	
ELA								
Novice	28.2	27	25	42.1	15.6	28.2	17.9	24.4
Apprentice	28.2	37.8	40.6	23.7	37.5	33.3	33.3	22.3
P/D	43.4	35.1	34.3	34.2	46.8	38.5	48.7	53.3
Math								
Novice	13.3	18.9	21.2	55.3	31.2	15.4	19.5	11.1
Apprentice	37.8	43.2	24.2	34.2	31.2	41	31.7	60
P/D	48.9	37.8	54.5	10.5	37.5	43.6	48.8	28.9

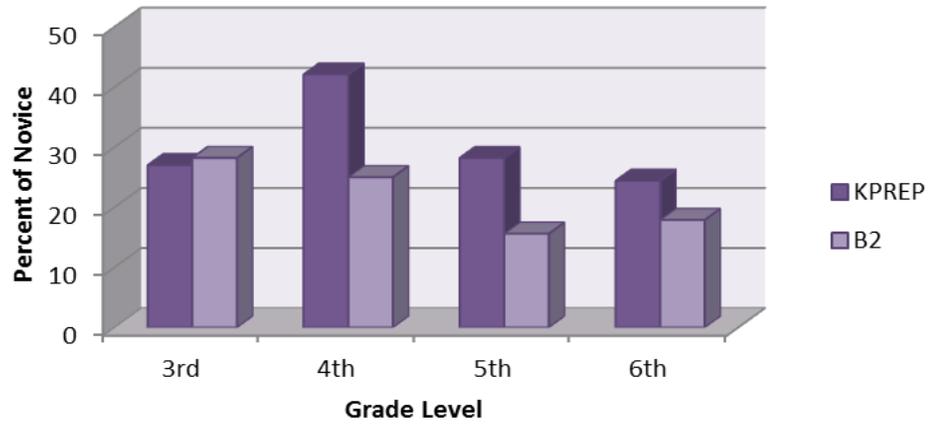
Benchmark ELA Round 2



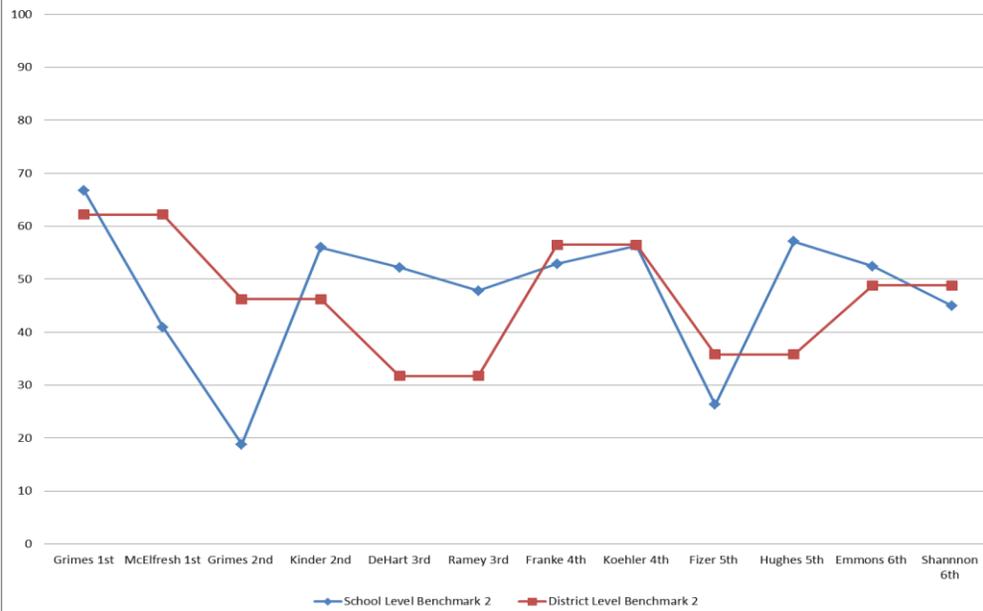
KPREP vs. Benchmark P/D in ELA



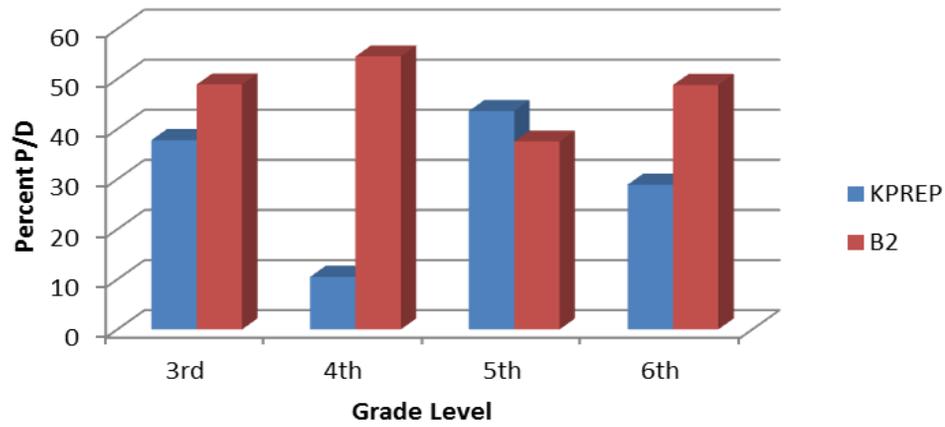
Novice Reduction in ELA



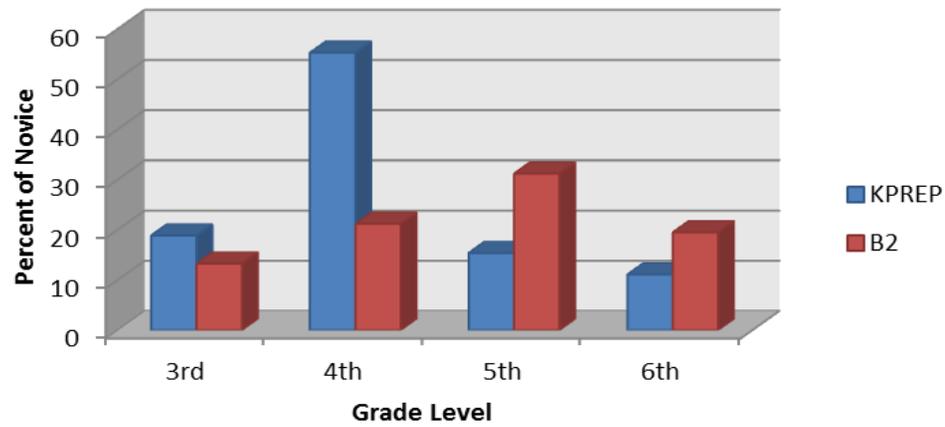
Benchmark Round 2 Math



KPREP vs. Benchmark P/D in Math



Novice Reduction in Math



How are we doing? How do we know?

Priority Statement:

1. **Develop a system that supports continuous improvement of student learning.**
2. **Develop a system to monitor and adjust curriculum and instruction to enhance student learning.**
3. **Develop a calendar to monitor and support the effectiveness of instructional practice to support student learning.**
4. **Implement with fidelity the curriculum long range plan to support student achievement.**
5. **Develop a calendar outlining when and how families will be provided information on their child's progress.**
6. **Develop a formal adult advocate structure that is supported by the master schedule.**
7. **Identify unique student learning needs and create a plan that coordinates learning support services to meet those needs.**

Impact Statement/Measure of Success:

By October 2016, continuous improvement will be evidenced by growth in student achievement on multiple assessment data resources as well as completion of our PDSA for 2015-2016. We will measure success by MAP, Benchmark, KPREP, authentic classroom assessments, PLC minutes, and survey results.

Why are we here? What do we need to do well together? How will we know how we're doing?

Adopt and deploy an approach to continuous improvement. Action steps will be developed collaboratively with school staff and these steps will be monitored at least monthly with completed tasks highlighted in **GREEN**, tasks in process marked in **YELLOW** and tasks not started marked in **RED**.

Translate the approach into aligned action.

Steps	Actions to Accomplish Plan	Person Responsible	Date	Measurable Impact	Next/ Communication
<p>1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</p> <p>3.2 Curriculum. Instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p>					
# 1	Develop PLC protocol that has a laser focus on curriculum and data. Teachers will work through the PDSA process analyzing student data to adjust instruction to meet individualized student needs.	Michelle Hunt Leadership Team SBDM Teachers	Sept. 2015	Radar focus on data driven instruction where involved stakeholders sit at the table to develop weekly intervention plans for students who do not meet benchmark. Growth will be evidenced by Benchmark, MAP, KPREP, ESS data logs, classroom assessments, etc.	Communication weekly at PLC meetings
# 2	PLC T.E.A.M. locker room will be determined where school wide data is readily available and posted. Each grade level will have a data binder that tracks each student's progress.	Michelle Hunt Leadership Team SBDM Teachers	Ongoing	Data binders will allow us to develop a system of tracking student progress to ensure all student needs are met. Growth will be evidenced by Benchmark, MAP, KPREP, ESS data logs, classroom assessments, etc.	Communication weekly at PLC meetings.

DO

# 3	School Wide PLC's will have a central focus on curriculum and continuous improvement. Multiple expert guests will be invited to provide Professional Learning to the staff.	Michelle Hunt Leadership Team SBDM Teachers	Sept. 2015 (Ongoing)	Radar focus on data driven instruction where involved stakeholders sit at the table to develop weekly intervention plans for students who do not meet benchmark. Growth will be evidenced by Benchmark, MAP, KPREP, ESS data logs, classroom assessments, etc.	Communication weekly at PLC meetings.
# 4	PLC T.E.A.M. locker room will have data walls for school wide data as well as grade level data. We will exhaust all data that is trending and current for each student to help with progress monitoring using a student coding system.	Michelle Hunt Leadership Team SBDM Teachers	Sept. 2015 (Ongoing)	Data walls will allow us to develop a system of tracking student progress to ensure all student needs are met. Growth will be evidenced by Benchmark, MAP, KPREP, ESS data logs, classroom assessments, etc.	Communication weekly at PLC meetings.
# 5	A set schedule for weekly grade level PLC meetings and monthly school wide PLC meetings will be established. The principal or designee will also be present at grade level meetings.	Principal	Sept. 2015	Accountability piece to ensure that all student needs are met in a timely and appropriate manner. Measured by PLC notes.	Communication weekly at PLC meetings.
# 6	Revise school communication plan through SBDM to include a process of two-way communication to staff and stakeholders.	Principal Leadership Team SBDM Teachers	Dec. 2015	Accountability piece to ensure that two-way communication is transparent and consistent centered on student learning and progress. Evidenced by various modes of communication logs, sign in sheets, social media.	Communication on a frequent and regular basis.

# 7	Identified stakeholders will work collaboratively creating the school's CSIP that is based on identified needs.	Principal Leadership Team SBDM Teachers	Oct. 2015- Jan. 2016	CSIP will ensure intentional focus on gap reduction, novice reduction, and high-yield strategies that will increase the effectiveness of teaching and learning.	Communication with all stakeholders
3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.					
# 8	Observation tools such as ELEOT and PGES will be utilized regularly and frequently to monitor and support improvement of instruction.	Principal Liaison	Aug. 2015 (Ongoing)	Strengthen teaching skills by providing prompt constructive feedback of instructional strategies. Outcome of Benchmark/MAP/KPREP will indicate the effectiveness of these practices on student performance.	Weekly observation schedule
# 9	Identified teacher leaders will serve as coaches in our building to help support rigorous and high-yield instruction. Teacher leaders will meet with principal monthly to report progress with improvement of instructional practices.	Principal Teacher Leaders	Dec. 2015 (Ongoing)	Strengthen teaching skills by providing mentoring, coaching, and co-teaching through the use of teacher leaders. Outcome of Benchmark/MAP/KPREP will indicate the effectiveness of these practices on student performance.	Monthly meetings Scheduled time for classroom visits

# 10	Develop administrative classroom observation feedback form to use on a regular basis utilizing warm and cool feedback to improve instructional practices.	Principal Leadership Team	Dec 2015 (Ongoing)	To provide essential feedback to improve teaching and learning effectiveness, ultimately increasing student achievement and measured by multiple assessments.	Weekly communication
# 11	Weekly requirements of submission of lesson plans and updated IC.	Principal	Oct 2015 (Ongoing)	Principal will review to ensure that lesson plans are congruent with long range plan and CCS.	Weekly communication
#12	Put into place a high-yield strategy wall in the PLC room where teachers can share out ideas in regards to effective student centered instructional practices that they have incorporated.	Administration Teachers	Nov. 2015 Ongoing	Teachers will be able to have access to strategies that have been effective in other classrooms for a visit. They can also set up a peer observation of that strategy to see it in action if they wish. Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.	Grade Level PLC's Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.
<p>1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</p>					
<p>3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p>					
# 13	School mission, vision, and beliefs will be widely promoted throughout the building, social media, newsletters, and web page. In addition, it will be incorporated into student and parent activities in collaboration with our PTO.	Principal All staff	Aug. 2015 (Ongoing)	The mission, vision, and beliefs will become a part of the schools culture and add to the enhancements of the expectations of student and staff in the building.	Monthly Leadership Team Meetings Bi-weekly Administrative Team Meetings

# 14	Classroom PDSA and student data binders are being implemented with validity across all grade levels, monitoring this piece occurs in grade level PLC.	Principal Teachers	Oct. 2015	Teachers will use the continuous improvement strategies, specifically plan/do/study/act, to target the all in-coming assessment data at their grade level. Outcome will be a reduction in gap and novice students as evidenced by multiple assessment sources.	Weekly PLCs
# 15	Data Night will be held for parents quarterly to engage families in meaningful conversations centered on student learning and progress.	Principal Counselor Leadership Team All staff	Aug. 2015 (Ongoing)	Data Nights will become a part of the school's culture and add to the enhancements of the expectations of school to home communication	Quarterly
# 16	School will utilize volunteers to participate in a variety of ways to support student achievement (e.g. classroom volunteers, Watch D.O.G.S, community outreach)	Principal FRYSC	August 2015 (Ongoing)	Volunteer created schedule and duties will be strategically placed with identified high need classrooms.	Weekly
# 17	Leadership team will develop a calendar outlining when and how families will be provided information on their child's progress.	Principal Leadership Team	Nov. 2015	Developed calendar will promote home to school connection	Leadership Meeting
# 18	School will have activities and communications throughout the academic year with various modes with families, including a collection of data from parent surveys	Principal All staff	Aug. 2015 (Ongoing)	Communication will be consistent and provide valuable information regarding events, school culture, student achievement, etc.	Weekly

3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

# 19	Leadership team will match every student to an adult advocate in the building. Adult advocates will be given a list.	Principal Leadership Team All staff	Oct. 2015 (Ongoing)	Students will be strategically matched and adults will meet with students once a month formally.	Ongoing basis
# 20	The master schedule will support a time for formal adult advocate structure (Fifth Quarter)	Principal	Oct. 2015 (Ongoing)	Students will be strategically matched and adults will meet with students once a month formally.	Ongoing basis
#21	Students will formally meet with adult advocate once a month for thirty minutes. Adult advocates will informally make contact with students on a weekly basis.	All staff	Nov. 2015 (Ongoing)	Students will be strategically matched and adults will meet with students once a month formally.	Ongoing basis

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students

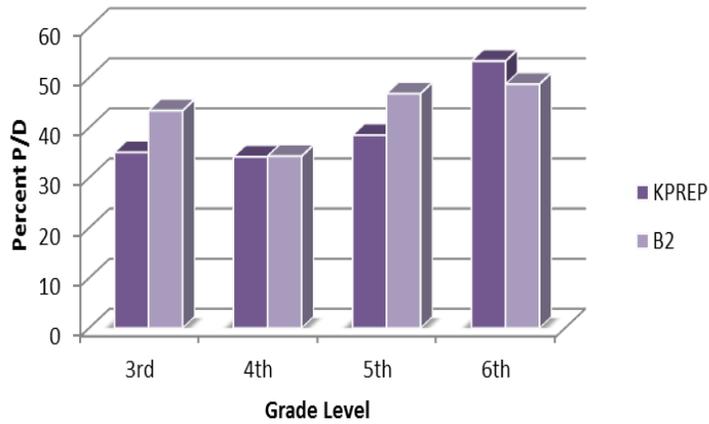
# 22	Leadership Team will develop a plan for learning support services as well as identify the student population served by these services.	Principal G/T teacher Special Education Teacher Regular Education Teachers Leadership Team	Sept. 2015	Plan will support all unique learning. Targeting specifically G/T, Tier II, Tier III students with additive support services to promote student achievement.	Weekly PLCs
#23	Gifted and talented teacher will work with gifted and talented students to meet their unique learning needs every three weeks.	Principal G/T Teacher	Sept. 2015 (Ongoing)	Targeted G/T student achievement progress on assessment data	Quarterly
#24	Offer professional learning centered on unique learning needs of students	Principal G/T Teacher Special Education Teachers Teachers	Sept. 2015 (ongoing)	Tailored PD sessions will target unique learning needs and strategies to meet these needs, evidenced by achievement growth.	Weekly review of data in PLCs
#25	Daytime ESS schedule promotes intentional focus on Tier II students and provide them with highly effective intervention using high-yield strategies.	Principal Teachers ESS support staff	Sept 2015 (Weekly)	Students receiving Tier II and Tier III intervention will reduce in novice evidenced by Benchmark, Map, KPREP	Quarterly review of data Quarterly meetings with leadership team and ESS support staff to discuss any issues with master schedule

#26	Master schedule supports daily RTI time for each grade level.	Principal Leadership Team SBDM	Aug. 2015	Students receiving Tier II and Tier III intervention will reduce in novice evidenced by Benchmark, Map, KPREP	Quarterly review of data Quarterly meetings with leadership team and ESS support staff to discuss any issues with master schedule
#27	Multi-tiered academic intervention	Principal Teachers ESS Support Staff	Sept 2015 (Ongoing)	Students will be leveled based on ability and receive intervention/extension on a regular basis	Weekly
#28	Co-Teaching for Gap Closure (CT4GC)	Teachers	Sept 2015 (Ongoing)	Regular Education and Special Education teachers will regularly co-teach in an effort to minimize gap groups. This evidence will be monitored with benchmark, Map, KPREP, and classroom assessments	Daily
Will this require additional fiscal resources? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			Estimate cost		\$
Will this require additional human resources? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			Estimate cost		\$

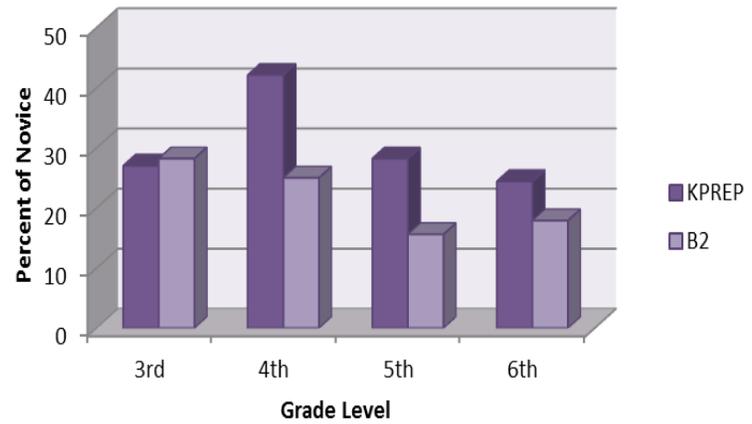
How will we work together to get better? What will we do differently?

Analyze results/Report progress (Insert narrative and charts/graphs, as appropriate)

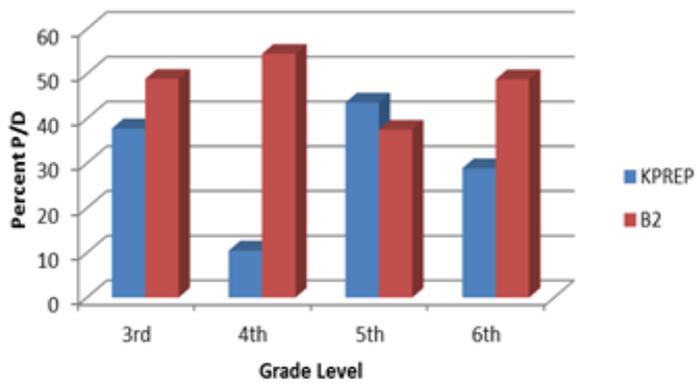
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