

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>By October 2016, Ewing Elementary will have a positive impact of student outcomes through a continuous improvement system that supports and monitors effective teaching and learning practices evidenced by novice reduction, non-duplicated gap closure and meeting or exceeding our AMO.</i></p>		

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.

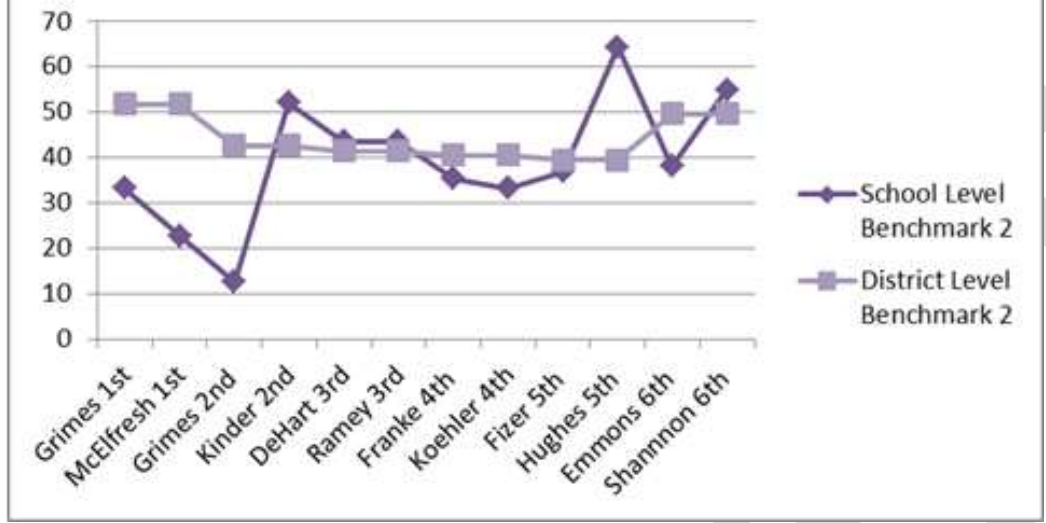
3.9

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

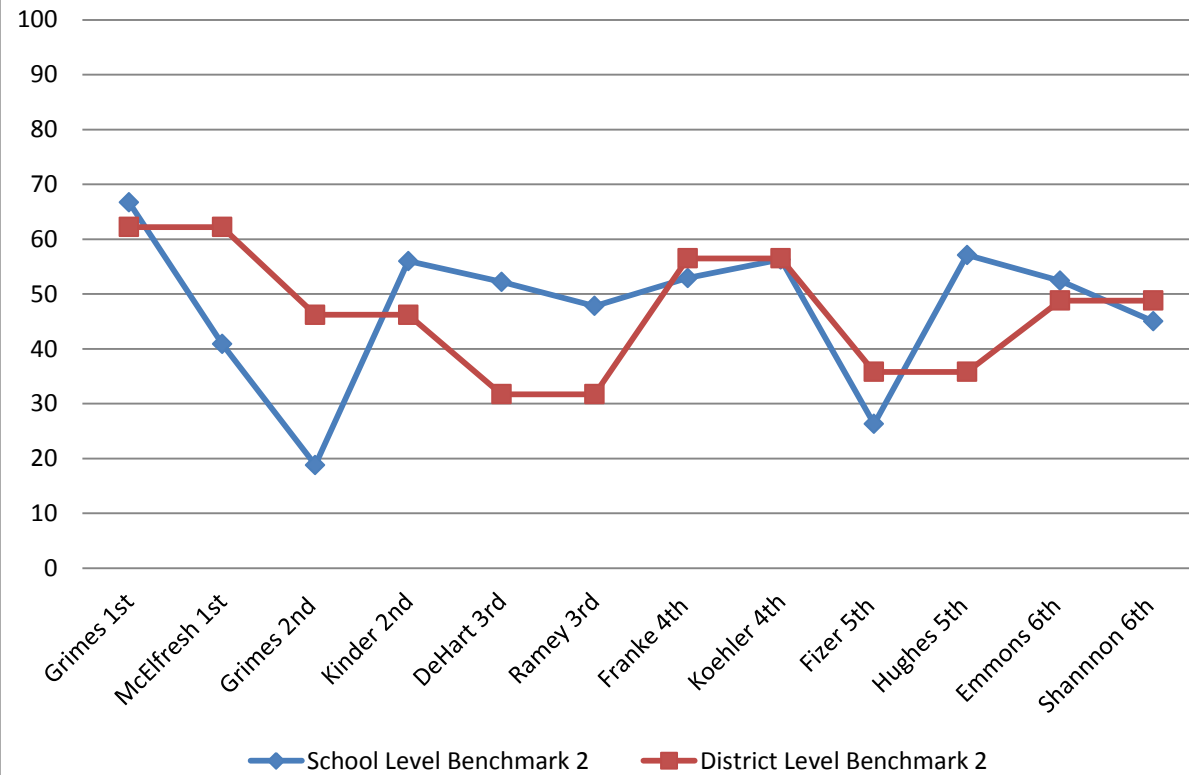
Evidence (Benchmark, KPREP, MAP, EOC, Attendance, other data sources):

	Benchmark	KPREP	Benchmark	KPREP	Benchmark	KPREP	Benchmark	KPREP
ELA	3rd		4th		5th		6th	
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



Benchmark Round 2 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. **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, attendance, behavioral referrals 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		Reduction of novice students.	
# 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. (12/29/15)	Michelle Hunt Leadership Team SBDM Teachers			
# 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			

DO

	# 4	<p>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. (12-29-15)</p>	<p>Michelle Hunt Leadership Team SBDM Teachers</p>			
	# 5	<p>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.</p>	<p>Principal</p>			
	# 6	<p>Revise school communication plan through SBDM to include a process of two-way communication to staff and stakeholders.</p>	<p>Michelle Hunt Leadership Team SBDM Teachers</p>			
	# 7	<p>Identified stakeholders will work collaboratively creating the school's CSIP that is based on identified needs. (12-29-15)</p>	<p>Michelle Hunt Leadership Team SBDM Teachers</p>			

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			
# 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			
# 10	Develop administrative classroom observation feedback form to use on a regular basis utilizing warm and cool feedback to improve instructional practices. (12-29-15)	Principal Leadership Team			
# 11	Weekly requirements of submission of lesson plans and updated IC.	Principal			

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

# 12	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			
# 13	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			

# 14	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			
# 15	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) (12-29-15)	Principal FRYSC			
# 16	Leadership team will develop a calendar outlining when and how families will be provided information on their child's progress. (12-29-15)	Principal Leadership Team			
# 17	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			
3.9 The school					
3.12 The school provides and coordinates learning support services to meet the unique learning needs of students					
# 18	School 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			
#19	Gifted and talented teacher will work with gifted and talented students to meet their unique learning needs every three weeks.	Principal G/T Teacher			
#20	Offer professional learning centered on unique learning needs of students	Principal G/T Teacher Special Education Teachers Teachers			

	#21	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			
	#22	Master schedule supports daily RTI time for each grade level.	Principal Leadership Team SBDM			
	#23					
	Will this require additional fiscal resources? __YES __X_NO			Estimate cost		\$
	Will this require additional human resources? __X_YES __NO			Estimate cost		\$
<i>How will we work together to get better? What will we do differently?</i>						
STUDY	Analyze results/Report progress (Insert narrative and charts/graphs, as appropriate)					
	<i>What happened?</i>					
ACT	Adjustments/Next Steps					
	<i>What did we do with what we learned?</i>					

REPEAT THE CYCLE

DRAFT