FCS School Leadership Team Meeting
December 11, 2014 Agenda
Time: *9:00 am*

Mission: *The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful throughout life.*

Fleming County Schools...Where Kids are First and Learning Never Ends.

Department	Component	DRI	Status
Opening/ Superintendent	1. Celebrations 2. Recognitions	Brian Creasman	
ERL	1. ELEOT Training	Lewis Willian	
ERL/State Assistance	1. Training on using data from the ELEOT Document/School & District Use of Data	Lewis Willian Jim Hamm	
School/District Leadership	Systems Debrief	Brian Creasman Lesia Eldridge Melissa James S. Emmons Jesse Bacon	
School Leadership	1. Report on progress on CSIP (Due Jan. 3 in ASSIST) 2. Bring/Report on Teaching & Learning PDSA (incl benchmark results as well as internal review) – give overview of plan and support needed from district level 3. Bring classroom/library inventory of novels by grade on template provided 4. School Assessment Plan/District Assessment Plan Feedback 5. Principals chart benchmark data on CO data wall	Principals	
School/District Leadership	1. Examples of Evidence for School Systems 2. Observation Tools 3. Set dates/plans/expectations for Principal PLCs for remainder of school year	Lesia Eldridge	

FCS School Leadership Team Meeting
Date: December 11, 2014
Time: *9:00 a.m.*

Name	Signature
Luanne Applegate	
Jesse Bacon	
Denise Brown	
Greg Conway	
Brian Creasman	
Lesia Eldridge	
Greg Emmons	
Stephanie Emmons	
Terra Greer	
Melissa James	
Mark Leet	
Bill Morgan	
Carol Thompson	
Jim Hamm (KDE)	
Felicia Bond (ERS)	
Charlotte Jones (ERS)	
Lewis Willian (ERL)	
Angela Jackson	
Tammy Cowan	
Kevin Sanders	

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Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____ **School** _____ **City** _____ **State** _____ **Grade Level** _____ **Subject Observed** _____

Time In _____ **Time Out** _____ **Check ALL that apply:** **Lesson Beg.** ____ **Lesson Middle** ____ **Lesson End** ____ **Observer** _____

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	4	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	4	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	2	1
SubTotal				
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	4	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	4	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	4	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	3	2	1
SubTotal				
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	4	3	2	1
2. Demonstrates positive attitude about the classroom and learning	4	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	3	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	3	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	3	2	1
SubTotal				

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	Very Evident	Evident	Somewhat Evident	Not Observed
D. Active Learning Environment:				
1. Has several opportunities to engage in discussions with teacher and other students	4	3	2	1
2. Makes connections from content to real-life experiences	4	3	2	1
3. Is actively engaged in the learning activities	4	3	2	1
SubTotal				
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	4	3	2	1
2. Responds to teacher feedback to improve understanding	4	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
4. Understands how her/his work is assessed	4	3	2	1
5. Has opportunities to revise/improve work based on feedback	4	3	2	1
SubTotal				
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
2. Follows classroom rules and works well with others	4	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
SubTotal				
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1
SubTotal				
TOTAL				

NOTES:

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Effective Learning Environments Observation Tool (ELEOT) Ratings Guide

When observing in classrooms, consider the following factors as you determine the rating for each ELEOT item: **Routine and Systemic, Quality of Application, Quantity of Students Applying Item,** and **Frequency of Application**. The factors are listed in order of most to least importance. Thus, the "routine and systemic" category carries more weight than "frequency of application". The rubric which is intended to provide guidance is not the simple average of the four factors. Observers should use professional knowledge and judgment in determining the final item rating based on the rubric below.

(ELEOT) Ratings Guide

Factors to consider when using ELEOT:	Very Evident = 4	Evident = 3	Somewhat Evident = 2	Not Observed = 1
Routine and Systemic	Clearly understood, familiar practice and a regular part of the classroom environment	Generally understood practice but not completely routinized	Singularly used practice and/or not part of the regular routine	Not observed
Quality of Application	Deep and more complex application of item	Moderate to some complex application of item	Superficial or simple application of item	No application of item
Quantity of Students Applying Item	All or most students are applying item	At least half of students are applying item	Some or only a few students are applying item	No students are applying item
Frequency of Application	The item is observed with high frequency	The item is observed with moderate frequency	The item is observed once or very few times	Not observed

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ELEOT Reference Guide

A. Equitable Learning Environment

Environment Item	Look for learners...	Listen for learners...
1. Has differentiated learning opportunities and activities that meet her/his needs	Demonstrating knowledge through multiple modalities: using visuals, hands-on activities, auditory cues	The concepts are easier to understand when I (write an outline, draw a picture, concept map, etc.).
2. Has equal access to classroom discussions, activities, resources, technology and support	Acting as group leader, note taker, timekeeper or presenter; moving freely from learning centers, groups; using resources	I will be the line leader. We need to access Google maps and get the elevation map from the resource file.
3. Knows that rules and consequences are fair, clear, and consistently applied	Self-correcting, apologizing, showing acceptance of rules	I'm moving my behavior clip to yellow.
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	Sharing how content relates from their perspectives, making statements or asking questions about peers' backgrounds, working in groups with students from other backgrounds	In my home country, it is unlawful to protest against the government.

B. High Expectations Environment

Environment Item	Look for learners...	Listen for learners...
1. Knows and strives to meet the high expectations established by the teacher	Engaging in assignment or activity following direction, asking questions or probing teacher about content/concepts, revising work	I will turn this work back in to you by tomorrow morning for extra credit.
2. Is tasked with activities and learning that are challenging but attainable	Organizing information to make meaning of content, locating and using classroom resources, referencing sample work or teacher presented examples	If there wasn't a model posted in our *sample corner*, this lab report would be tougher to finish.
3. Is provided exemplars of high quality work	Using and talking about sample work to complete tasks, making reference to sample work	I can use the mock writing prompt for ideas on plot development.
4. Is engaged in rigorous coursework, discussions and/or tasks	Using content specific vocabulary, using concepts from other disciplines	We could use the formula we learned in math to predict how big our landing area needs to be for our rocket test.
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	Using multiple steps for conclusions, using hands-on materials to arrive at an answer, creating something new from content learned	I'm constructing a new pattern using the different colored blocks.

C. Supportive Learning Environment

Environment Item	Look for learners....	Listen for learners...
1. Demonstrates or expresses that learning experiences are positive	Volunteering to demonstrate/complete a task (e.g., reading aloud, board work, participating in experiment)	I can work through the first problem on the board.
2. Demonstrates positive attitude about the classroom and learning	Presenting individual or group work to teacher or class, complimenting others, showing excitement about being in class	This is my favorite class. I love learning about ancient Greece.
3. Takes risks in learning (without fear of negative feedback)	Proposing non-traditional questions or answers, presenting contrasting opinions, trying new tasks	Why should we strive to have a democratic society?
4. Is provided support and assistance to understand content and accomplish tasks	Seeking help/clarification, asking for additional instruction	If you are available during lunch, may I come back to your room to review the assignment?
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	Receiving small group or individual instruction, accessing supplementary materials or resources	I'm struggling to capture the main idea of the chapter. Can I use the guided reader to complete the assignment?

D. Active Learning Environment

Environment Item	Look for learners....	Listen for learners...
1. Has several opportunities to engage in discussions with teacher and other students	Participating in small group activities and teacher facilitated lessons, showing listening skills towards other learners	I've worked in two groups for this project. Ms. Simpson asks questions that I want to talk about.
2. Makes connections from content to real-life experiences	Solving problems, applying information, comparing new learning with real-life	That is what I learned in Language Arts! I know how to use this learning to design my own website.
3. Is actively engaged in the learning activities	Asking questions, talking to others about activity, working towards completion of activity	As soon as I finish with this activity, I'd like to work on the group project with Tanya and Marisa.

E. Progress Monitoring and Feedback Environment

Environment Item	Look for learners....	Listen for learners...
1. Is asked and/or quizzed about individual progress/learning	Using checklists or rubrics, answering questions from teacher about progress	I'm almost finished. I need help with #2.
2. Responds to teacher feedback to improve understanding	Correcting written work, responding correctly to questions	Thank you. Now I get it. How is my work now?
3. Demonstrates or verbalizes understanding of the lesson/content	Taking notes, participating in activities, contributing to discussions	This is like yesterday's lesson. I can do it!

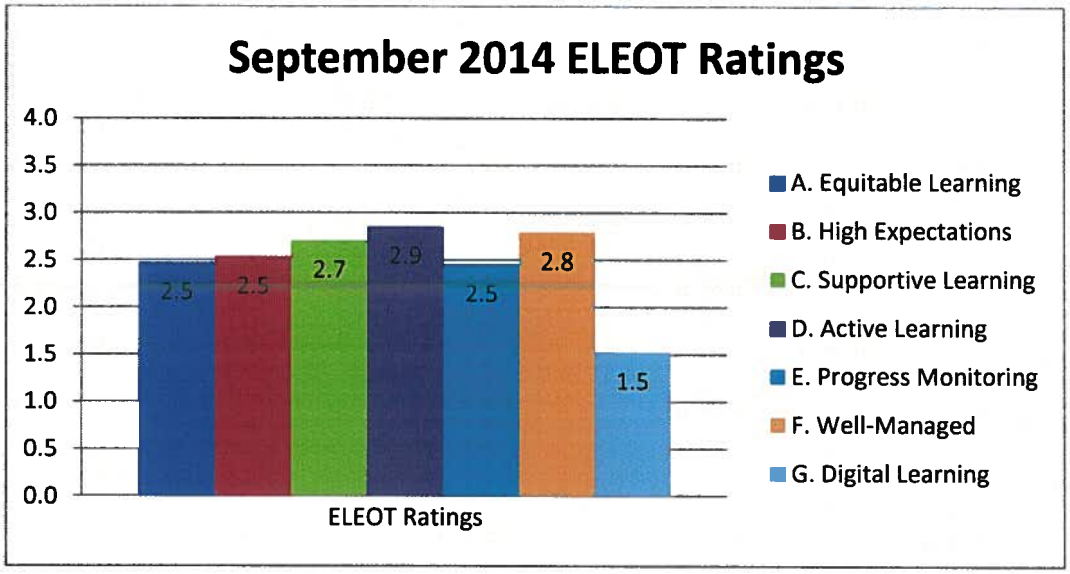
4. Understands how her/his work is assessed	Using rubrics, referring to course syllabus for grading information, reviewing exemplars	I need to finish all four problems to make a good grade. How will the work be graded?
5. Has opportunities to revise/improve work based on feedback	Using additional time to revise work, making note of new due date for work	This is my work that has to be done over. I have my new work to give to you (teacher).

F. Well-Managed Learning Environment

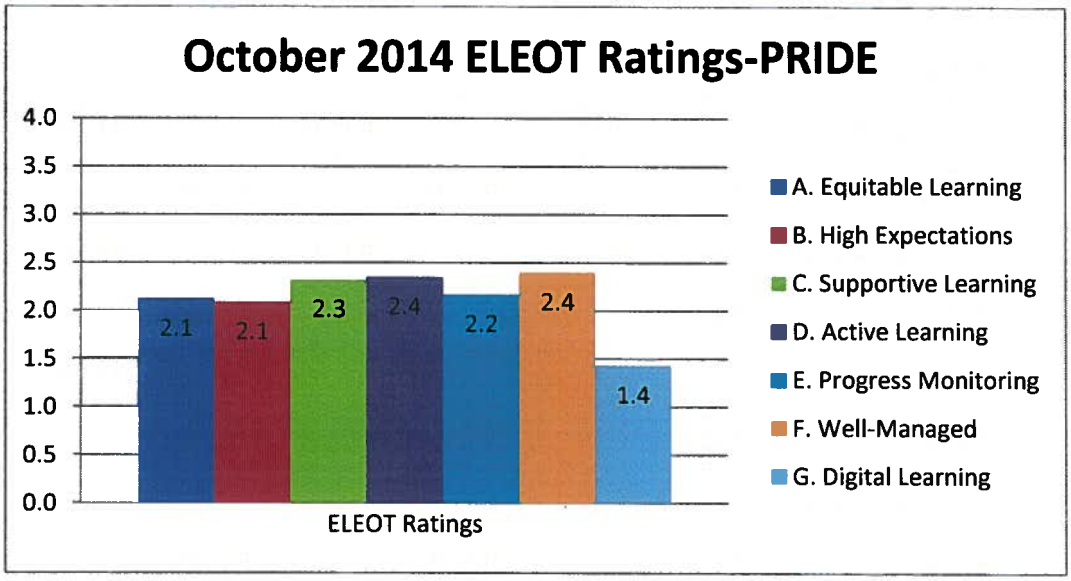
Environment Item	Look for learners....	Listen for learners...
1. Speaks and interacts respectfully with teacher(s) and peers	Raising hand, making eye contact, not laughing or using negative words	I like you. That is good work. I think you are smart/nice/kind...
2. Follows classroom rules and works well with others	Staying in learning space, listening for directions	I know what Mr. Lee wants me to do for this assignment.
3. Transitions smoothly and efficiently to activities	Moving quickly and quietly without additional directions, helping others to move quickly and quietly	I am ready to begin my work in this center.
4. Collaborates with other students during student-centered activities	Asking questions, sharing resources, talking to other students about work, listening to others	What about this? How did you do that? We're in the same group! Let's try this together.
5. Knows classroom routines, behavioral expectations and consequences	Staying in learning space, listening for directions, focusing on task	I know where to go for my group work. Those books/programs are for use at another time.

G. Digital Learning Environment

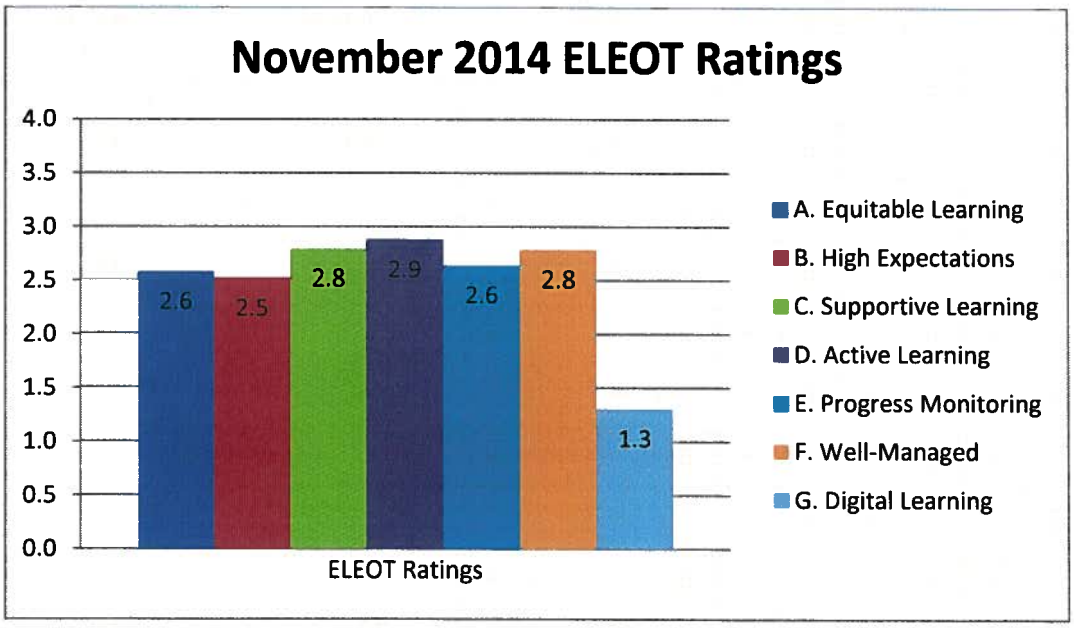
Environment Item	Look for learners....	Listen for learners...
1. Uses digital tools/technology to gather, evaluate and/or use information for learning	Showing confidence, self-assurance; touching screen/using keyboard with ease, using tools without assistance, accessing search engines	This site is my favorite for finding information on how to write a research paper.
2. Uses digital tools/technology to conduct research, solve problems and/or create original works for learning	Showing confidence, self-assurance; touching screen/using keyboard with ease, using tools without assistance, using multi-media tools (video, camera)	Creating charts and graphs using is so easy. I will use this program to make edits to my research paper.
3. Uses digital tools/technology to communicate and work collaboratively for learning	Showing confidence, self-assurance; touching screen/using keyboard with ease, using tools without assistance, using Wiki, blogs, social media	Have you checked my blog? Ms. Mac's posting helped me to understand the assignment.



Observations from FCHS Admin Team – September 2014 ELEOT Walkthroughs



Observations from FCHS Admin Team – October 2014 ELEOT Walkthroughs in PRIDE



Observations from FCHS Admin Team – November 2014 ELEOT Walkthroughs

ELEOT is used to collect data on 30 aspects of effective classrooms:

These 5 areas were our highest scores for November, 2014:

A.2 Student has equal access to classroom discussions, activities, resources, technology and support (Avg = 3.2)
C.4 Student is provided support and assistance to understand content and accomplish tasks (Avg = 3.0)
D.3 Student is actively engaged in the learning activities (Avg = 3.0)
F.1 Student speaks and interacts respectfully with teachers and peers (Avg = 3.0)
F.2 Student follows classroom rules and works well with others (Avg = 2.9)

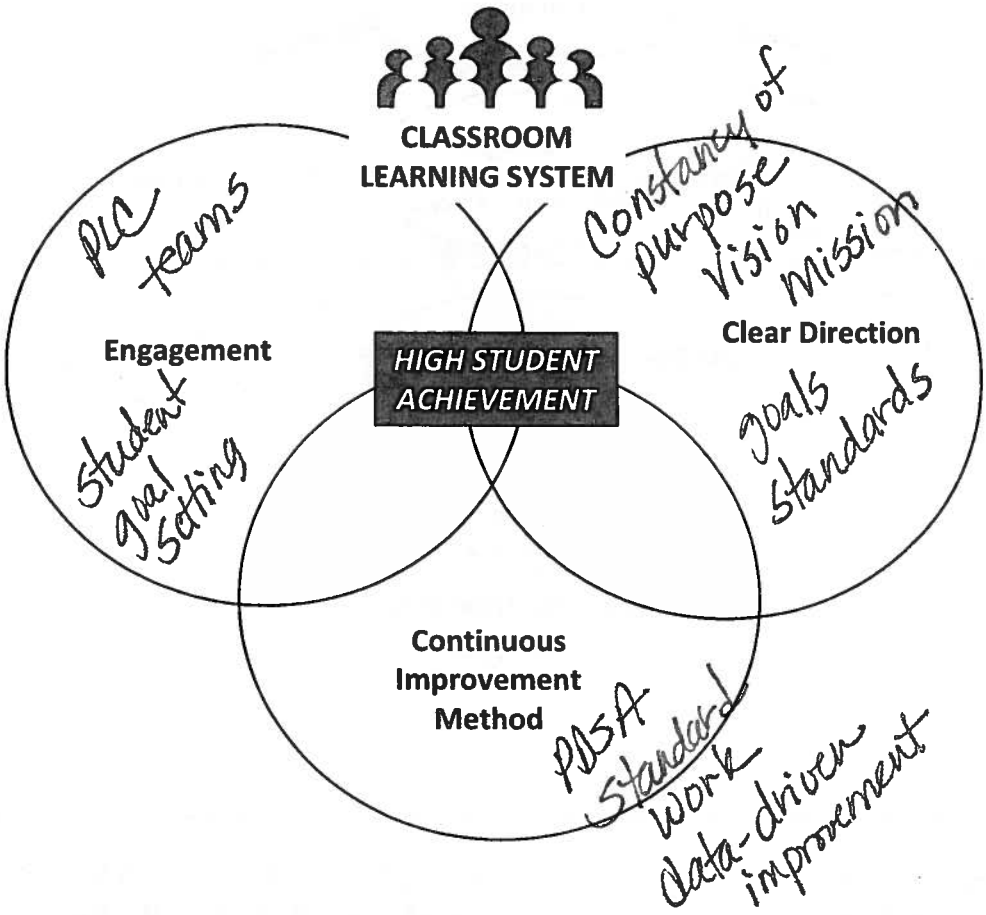
These 6 areas were our lowest scores for November, 2014:

G. 3 Student uses digital tools/technology to communicate and work collaboratively for learning (Avg = 1.2)
G. 2 Student uses digital tools/technology to conduct research, solve problems and/or create original works for learning (Avg = 1.3)
G.1 Student uses digital tools to gather, evaluate and/or use information for learning (Avg 1.4)
B. 3 Student is provided exemplars of high quality work (Avg = 1.8)
A.4 Student has ongoing opportunities to learn about their own and other's background/cultures/differences (Avg = 2.1)
A.1 Student has differentiated learning opportunities and activities that meet her/his needs (Avg = 2.2)

Basics of a Systems Approach

Connect all 3 / Get great Results!

High student achievement is a product of engagement, clear direction, and ongoing evaluation and improvement of the classroom learning system.



What strategies do you use to…

- Engage students?
- Set clear direction?
- Regularly and frequently evaluate and improve teaching and learning processes?

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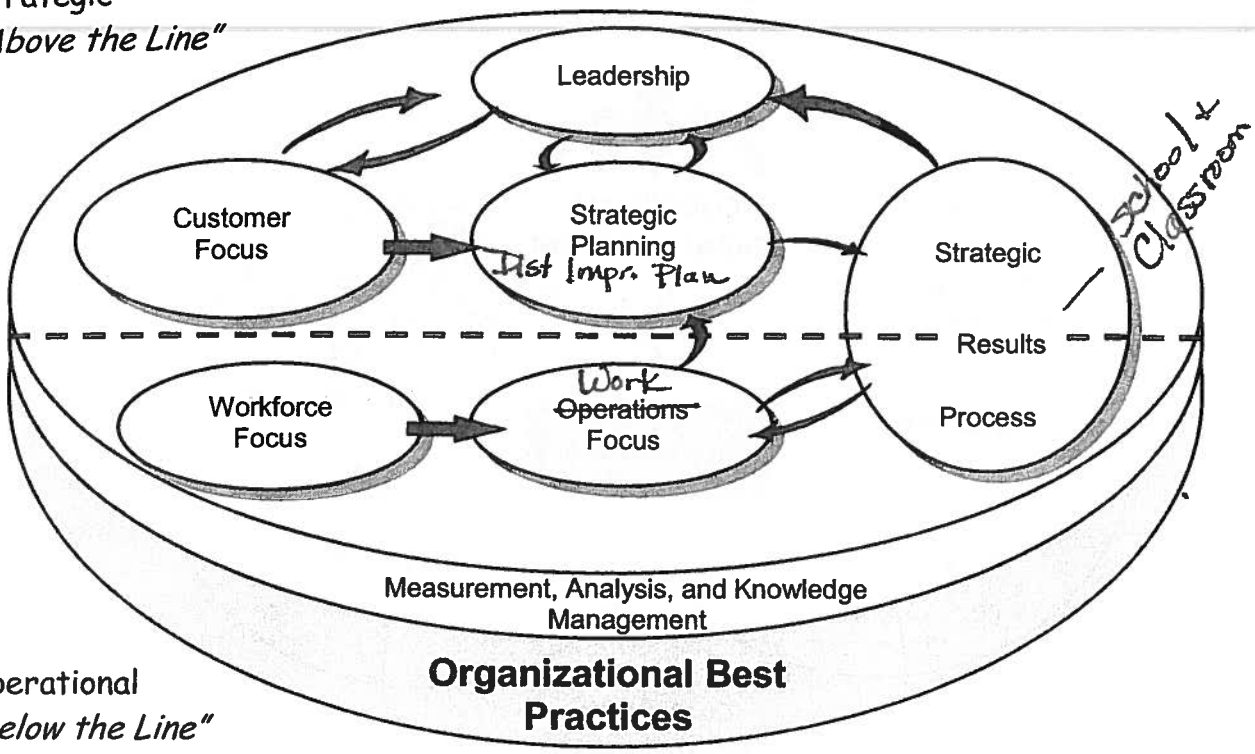
November 2012

Basics of a Systems Approach

Strategic
"Above the Line"



Operational
"Below the Line"

* The black arrows are a big deal.

PERFORMANCE EXCELLENCE CRITERIA (Baldrige)	ORGANIZATIONAL BEST PRACTICES THAT SUPPORT CONTINUAL IMPROVEMENT
• Leadership • Strategic Planning • Customer Focus • Measurement, Analysis, and Knowledge Management • Workforce Focus • Operations Focus • Results	• Visionary Leadership • Student-Centered Excellence • Organizational & Personal Learning • Valuing Workforce Members and Partners • Agility • Focus on the Future • Managing for Innovation • Management by Fact • Societal Responsibility • Focus on Results & Creating Value • Systems Perspective

* all criteria come from outside
State, federal, legislature, grants
Gap analysis

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Systems Thinking 12-5-14

Sheila Baugh * Hub School

Franklin - Simpson HS / Simpson Co.

- Vision / Mission
- Bd Policy - all College or Career Ready
- PBIS w/ Fidelity
- Instr Focus @ bd mtg
- CSIP / CDIP / 30-60-90
- C/A, Sp. Ed Leadership Mtgs
- Supt Student Advisory

Goals for Accountability

CCR, Gap, Growth, Achievement, Grad rate.

→ Continuous Classroom Improvement

EDC 40% → 59% → 70%

55

→ 8 steps

1. Learning Requirements
2. Class Learning Goals
3. Class Learning Results
4. Class, Course, Program Mission
5. Plan - Need → Purpose, Goal, Measure
6. Do
7. Study
8. Act

* Leader in Me

* Posted in classroom

- Individual Student Progress Graphs - Students Chart their own data. W/ line for Class/School goal

- Classroom Autopsy of the Test. Students participate in analysis of questions - Why missed and make corrections.

- DO - Teacher's Role (Instr Strat)
Student's Role (Learning Strat) - Know names of strategies

By classroom door:

→ Plan - Pacing Guide + Weekly Overview
on BB - Tools of Historian - Strategies
Posted. Strategies for Co-teaching.
Also posted - School/Class data Charts.
→ Study - Results, +Δ - Student
generated
→ Act - Next Learning Cycle - What
do differently?

2013 42.6 → 60.0 Navig only CC1
NS History EOC
Growth Mindset

Jim Godbey - Lexicon County HS
- Systems
- Agency
- Put data/goals in Pronto Sts/Tchrs
- Interim Assessments 4x/yr
+ PASA process w/data
Created dashboard
P/D; F/R Lunch; Spec. Ed
- Grade Cam - Import into CIITS
- Do: Do Differently
- Created Toolbox from Marzano
for teachers to use to address
- Mini CSIP - Take dashboard info
and Create Improvement plan

12-5-14

Jim Shipley - Systems Thinking

Unit of Change - District
If not, unable to sustain the changes

Attendance is a function of the system.

* What are SE leadership team goals? What are individual goals & program or dept goals?
* What is our leadership system?

PLC - not improvement process. Are strategy for engagement.

WHATEVER IT TAKES!

No one fails; but all must meet standards

Do Differently

Engage NY - has strategies

Marzano

Hattie

FCHS

Sections - Internal Review (Nov 14) and CSIP (to Julia by Dec 19)			STATUS AS OF FRIDAY Dec 5
	INTERNAL REVIEW		CSIP
Executive Summary *(DRAFTED in ASSIST – 10/29)*	X	←Used in Both→	X
Self Assessment (5 Standards) *(DRAFTED in ASSIST – 10/22)*	X		
KDE Needs Assessment *3 sections drafted: 4th conclusion section needs to be drafted by Mark and Leadership Team*	X	←Used in Both→	X
Stakeholder Feedback Diagnostic *(not started)*	X		
Student Performance Diagnostic *(not started)*	X		
The Missing Piece *(Narratives copied into WORD for Mark to update/edit w/ Faculty input – need also to do through and answer 30+ bullets – Mark and others)*	X	←Used in Both→	X
Goals & Plans			Lewis Starting
Improvement Plan Stakeholder Involvement			X
KDE Assurances			X - MARK Includes Title I Information
Compliance and Accountability			x must be completed after goals and plans
School Safety Diagnostic			X Lewis & Tony

Fleming County Schools
30/45/60-Day Focus Progress Report (12.09.2014)

Standard 1: The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.		
	DRI	**Due Date**
1.1 Goal Strategic Plan – collect stakeholder feedback Release on December 1, 2014 – due back by January 30, 2015	Senior Leadership Team	December 1, 2014 January 30, 2015
1.2 Goal Each school leadership team; develop a school-based assessment plan aligned to the district-wide assessment plan.	Lesia Eldridge	December 19, 2014
1.3 Goal Develop a plan to address areas of improvement from the 2013 TELL Survey	Senior Leadership Team	December 19, 2014
1.3 Goal Attend Systems Training and report back to Senior Leadership Team	Senior Leadership Team	December 5, 2014
1.3 Goal Schedule time with ERL to discuss Systems Training	Brian Creasman	TBD
1.3 Goal Create Diagram of District Systems	Senior Leadership Team	November 17, 2014
1.3 Goal School/District Vision Statement Alignment	Senior Leadership Team & Principals	January 1, 2015
1.4 Goal Train principals on how to use the district-wide walk-through data	Brian Creasman – Jim	December 11, 2014
1.4 Goal Train principals on how to use the ELEOT Instrument	Lesia Eldridge – Lewis	December 11, 2014
1.4 Goal Create PDSAs based on the T & L review	Brian Creasman – Jim	December 11, 2014
1.4 Goal Purchase ELEOT Walk-through for District-wide use	Lesia Eldridge	January 1, 2015

Standard 2: The system operates under governance and leadership that promote and support student performance and system effectiveness.		
	DRI	**Due Date**
2.1 Goal Finalize district policies and procedures from October/November worksessions	Senior Leadership Team	December 19, 2014
2.2 Goal Create and Finalize 2015-16 professional learning plan	Senior Leadership Team	February 19, 2015
2.2 Goal Develop Draft of Academic Calendar for 2015-2016 to maximize Professional Learning Opportunities	Karen Kirby	January 30, 2015

2.2 Goal Release Instructional Technology Survey	Denise Brown	December 1, 2014
2.2 Goal Develop Draft of Financial Clinics for Principals and Bookkeepers	Greg Conway	December 1, 2014
2.3 Goal Monitor school-based data analysis and communication to stakeholders – through individual school meetings	School Liaisons	December 19, 2014
2.4 Goal District-wide curriculum implementation plan & create school formative assessment plan	Senior Leadership Team & Principals	December 19, 2014
2.5 Goal Finalize Community Engagement Plan	Mendy High/FRYSC	December 12, 2014
2.6 Goal Finalize Administrative Professional Learning Goals	Senior Leadership Team	December 16, 2014
2.6 Goal Review certified evaluation plan	Senior Leadership Team	December 16, 2014
2.6 Goal TPGES, PPGES Training, Certified Evaluation	Lesia Eldridge Brian Creasman	December 15, 2014

Standard 3: The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

	Lead	Due Date
3.1 Goal Finalize Fleming County Student Intervention System revision	Melissa James	December 19, 2014
3.1 Goal Create ILP Goals	Lesia Eldridge Melissa James Denise Brown	December 19, 2014
3.2 Goal Evaluate use of the district-wide assessment plan – seek feedback from stakeholders	Lesia Eldridge	December 19, 2014 December 11, 2014
3.2 Goal Evaluate Common Core Implementation - using Instrument	Senior Leadership Team	December 22, 2014
3.2 Goal Finalize Draft of FCS Teaching and Learning Framework	Brian Creasman	January 30, 2015
3.2 Goal Develop standardized process to collect benchmark feedback from principals and teachers	Lesia Eldridge	January 16, 2015
3.3 Goal Finalize Fleming County Student Intervention System revision	Melissa James	December 19, 2014

3.4 Goal Train principals on how to use the district-wide walk-through data	Brian Creasman – Jim	December 11, 2014
3.4 Goal Train principals on how to use the ELEOT Instrument	Lesia Eldridge – Lewis	December 11, 2014
3.4 Goal Create PDSAs based on the T & L review	Brian Creasman – Jim	December 11, 2014
3.4 Goal Purchase ELEOT Walk-through for District-wide use	Lesia Eldridge	January 1, 2015
3.5 Goal Finalize PLC Implementation Framework	Brian Creasman	February 19, 2015
3.5 Goal Create and Finalize 2015-16 professional learning plan	Senior Leadership Team	February 19, 2015
3.5 Goal Develop Draft of Academic Calendar for 2015-2016 to maximize Professional Learning Opportunities	Senior Leadership Team	January 30, 2015
3.6 Goal Engage NY implementation plan & homework framework	Senior Leadership Team & Principals	January 30, 2015
3.7 Goal Framework for induction	Greg Emmons Lesia Eldridge	January 16, 2015
3.8 Goal Finalize Community Engagement plan	Mendy High/FRYSC	December 12, 2014
3.8 Goal Finalize PREP – Parents Reinforcing Educational Priorities	Mendy High/FRYSC	December 12, 2014
3.9 Goal Finalize student mentoring framework (student advocacy)	Guidance Counselors	December 19, 2014
3.10 Goal SBG Continued Meetings & Draft a Plan for Improvement	Lesia Eldridge	January 30, 2015
3.11 Goal Develop Draft of Academic Calendar for 2015-2016 to maximize Professional Learning Opportunities	Karen Kirby	January 30, 2015
3.11 Goal 2015-16 professional learning plan	Senior Leadership Team	February 19, 2015
3.11 Goal Obtain Board Approval of Classified evaluation plan	Greg Emmons	December 10,2014
3.12 Goal Finalize Fleming County Student Intervention System committee	Melissa James	December 19, 2014

Standard 4: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.		
	Lead	**Due Date**
4.1 Goal Develop framework for a Teacher Leadership Academy & Aspiring Principal/Asst. Principal Academy	Greg Emmons Lesia Eldridge	February 19, 2015
4.2 Goal Race to Excellence school-based funding plan	Greg Conway	December 19, 2014
4.3 Goal **Pre-inspection reports and system**	**Greg Conway** **Greg Dunaway**	**December 19, 2014**
4.3 Goal **Review Pre-Inspection Data and Formulate Plan**	**Greg Conway** **Greg Dunaway**	**December 19, 2014**
4.3 Goal Revise and Implement *Electronic* School-based checklist for facilities	Greg Conway Greg Dunaway	December 19, 2014
4.3 Goal Create and implement bus notification system	Denise Brown	December 19, 2014
4.4 Goal Draft of 3, 5, and 10 year facilities plan	Greg Conway Denise Brown Greg Dunaway	February 17, 2015
4.4 Goal *Continue* facility plan update & Facility walkthroughs	Greg Conway Greg Dunaway	December 19, 2014
4.5 Goal Analyze cost effectiveness of transportation data (fuel, mileage, and time)	Greg Conway	January 19, 2015
4.5 Goal Race to Excellence school-based plan	Greg Conway	December 19, 2014
4.6 Goal Analyze Instructional Technology Survey data and develop plan	Denise Brown	January 16, 2015
4.7 Goal Finalize student mentoring framework (student advocacy)	Guidance Counselors	December 19, 2014
4.7 Goal **PE Grant Evaluation plan**	**Greg Conway**	**December 19, 2014**
4.7 Goal *Finalize* FCSIS evaluation plan	Melissa James	December 19, 2014
4.8 Goal Finalize December 1st Headcount	Melissa James	December 1, 2014
4.8 Goal FCSIS review	Melissa James	January 19, 2015

Standard 5: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.		
	Lead	**Due Date**
5.1 Goal Evaluate benchmark data and develop intervention and improvement plan	Senior Leadership Team	December 19, 2014
5.1 Goal Teaching and Learning Review Data – Develop PDSAs (District & School-Based	Senior Leadership Team KDE, Principals	December 19, 2014
5.2 Goal Work with principals to create data walls, implement data evaluations, and to use data notebooks in the classrooms (The Importance)	Senior Leadership Team	December 11, 2014
5.2 Goal Data evaluation framework	Senior Leadership Team	December 19, 2014
Data book review plan	Senior Leadership Team	December 19, 2014
5.2 Goal Finalize Create 2015-16 professional learning plan	Senior Leadership Team	February 19, 2015
5.2 Goal Develop Draft of Academic Calendar for 2015-2016 to maximize Professional Learning Opportunities	Karen Kirby	January 30, 2015
5.3 Goal Operational data analysis framework	Senior Leadership Team	December 19, 2014
5.4 Goal Review implementation of school-based PDSAs based on the T & L Internal Review and Benchmark Data	Senior Leadership Team Jim	December 19, 2014
5.4 Goal Create School-based Progress Report based on PDSA	Senior Leadership Team	December 19, 2014
5.5 Goal *Finalize* Community engagement plan	Mendy High/FRYSC	December 19, 2014
5.5 Goal Analyze and post district benchmark data online and present to the school board.	Senior Leadership Team	December 10, 2014 December 19, 2014
5.5 Goal Develop individual student letters based on benchmarks to send home to parents	Senior Leadership Team	December 19, 2014

PDSA

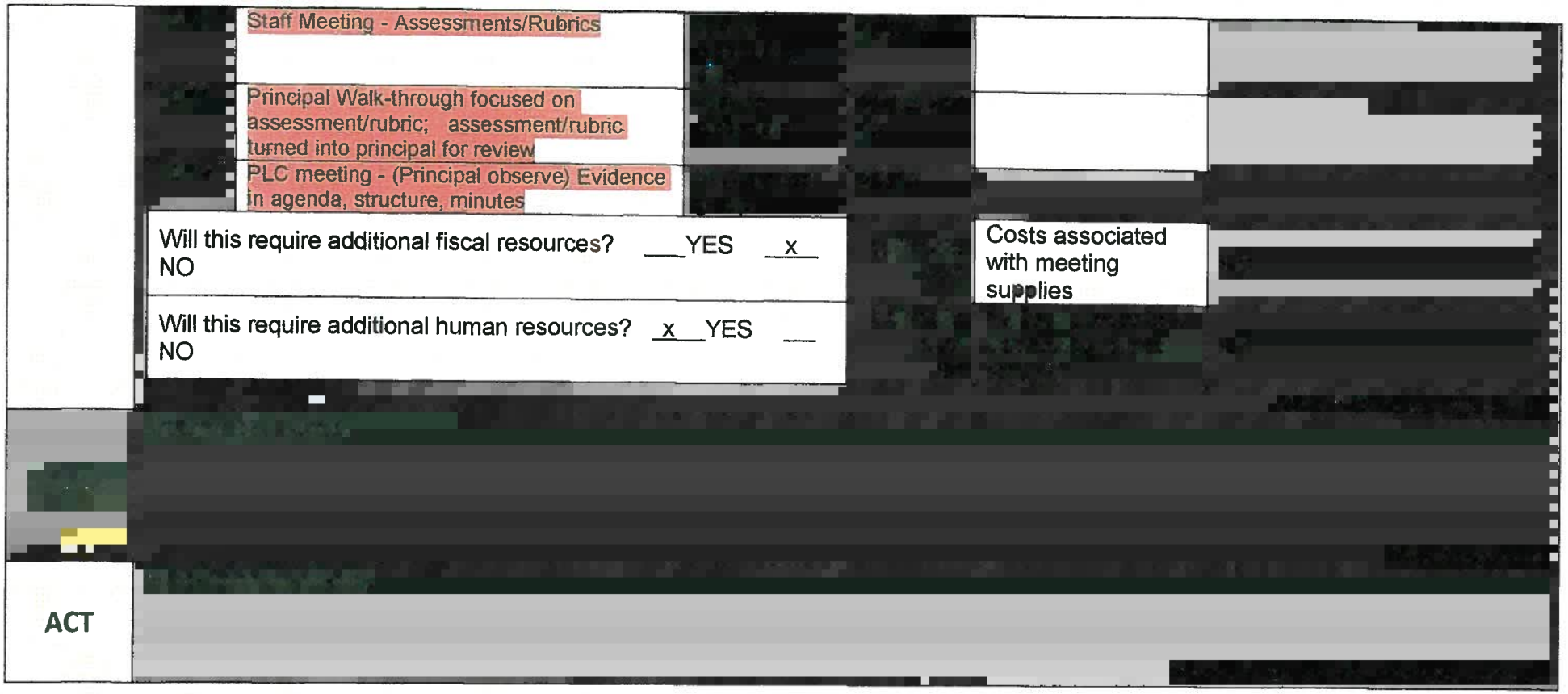
PLAN	Six Steps to Improvement
	A recent Internal Review Audit noted the following areas of improvement: **1. Conducting and documenting PLC's;** **2. Instructional strategies; and** **3. Assessments** **Benchmark data from Fall 2014 evidenced needed improvement in both math and reading. The areas indicated above will target Improvement in those areas.** *How are we doing? How do we know?*
	Our purpose is to conduct/document PLC's that promote continuous student improvement, use instructional practices that meet the needs of all students and promote student academic improvement/success; and design assessments that are aligned to the standards and congruent to instruction. **Student data, district walk-throughs, principal walk-throughs, lesson plans, and created assessments will allow faculty/staff/principal to see just how we are doing in our endeavor to promote/monitor student continuous improvement.** *Why are we here? What do we need to do well together? How will we know how we're doing?*
DO	**Adopt and deploy an approach to continual improvement.** **Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit 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.

How will we work together to get better?

Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Responsible	Date	Effectiveness	Next/ Communication
# 1	Staff Meeting - PLC training; School-wide reading initiative; School-wide writing initiative	Luanne Applegate, Principal	12/8/14		
# 2	PLC groups created, team norms developed, and PLC expectations discussed/developed	Luanne Applegate, Principal; teachers	12/8/2014		
# 3	Staff Meeting - Instructional Strategies presentation(Marzano; Haddy); Plan for 1st PLC meeting (instructional strategy to be analyzed)	Luanne Applegate, Principal	12/15/14		
# 4	Principal Walk-through focused on instructional strategy to be analyzed; walk-through data, lesson plan check for strategy, PLC analysis	Luanne Applegate, teachers	1/5/15-1/9/15		
# 5	1st PLC meeting (Principal observe) Evidence in Agenda, structure, minutes	PLC created groups	1/8/15		
# 6	Staff Meeting - Instructional Practices (differentiation, high expectations, real-life connections, alternate instruction, immediate feedback, exemplars, grouping)	Luanne Applegate, teachers	1/12/15		
# 7	Principal Walk-through focused on differentiation; lesson plan check for differentiation implementation	Luanne Applegate	1/13/15-1/16/15		
# 8	PLC meeting - (Principal observe) Evidence in agenda, structure, minutes	PLC created groups	1/19/15		
# 9	Principal Walk-through focused on real-life expectations; lesson plan check for real-life connections	Luanne Applegate	1/19/15-1/23/15		



REPEAT THE CYCLE

Flemingsburg Elementary
2014-15 PDSA

PLAN	Six Steps to Improvement
	Validate the need for improvement. After completion of AdvancED diagnostic on Standard 3: Curriculum and Instruction we know that we have four priority improvements: 1. Commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. 2. Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple measurements of student learning and an examination of professional practice. 3. Teachers engage students in their learning through instructional strategies that ensure achievement of learning experiences. 4. Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. *How are we doing? How do we know?*
	Clarify purpose, goals, and measures. Goal 1: Monitor and adjust curriculum, instruction, and assessment systematically in response to data from multiple assessments of student learning and an examination of professional practice. Ensure congruency to state-adopted standards in order to provide equitable and challenging learning experiences for all students. Assessed through 30/60/90, benchmark assessments, PLC (school and grade), MAP, and KPREP data. Goal 2: Engage students learning through instructional strategies that ensure achievement of learning expectations. Assessed through formative and summative classroom data and PLC (grade and school) agendas and minutes. Goal 3: Create and implement mentoring, coaching, and induction programs consistent with the school's values and beliefs about teaching, learning, and conditions that support learning. Ensure that these programs set high expectations for all school personnel and include valid and reliable measures of performance. Assess teacher performance data. *Why are we here? What do we need to do well together? How will we know how we're doing?*
DO	**Adopt and deploy an approach to continual improvement.** **Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit 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.

Goal 1: Monitor and adjust curriculum, instruction, and assessment systematically in response to data from multiple assessments of student learning and an examination of professional practice. Ensure congruency to state-adopted standards in order to provide equitable and challenging learning experiences for all students. Assessed through 30/60/90, benchmark assessments, PLC (school and grade), MAP, and KPREP data.

How will we work together to get better?

Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Responsible	Date	Effectiveness	Next/ Communication
# 1	Adjust PLC Structure to focus on curriculum. Teachers will bring curriculum problems based on data, bring student work, give input as to effective teaching strategies to enhance professional teaching proficiency.	Principal, Asst. Principal, Teachers	2/6/15	Teachers focus on curriculum, teaching strategies, and effectiveness	Communication occurs weekly during grade level PLC's.
# 2	A school wide writing system will take place to target the school's writing needs. This system will be incorporated K-6	Principal, Asst. Principal, Teachers	2/6/15	Enhance the schools writing scores in On-Demand and Language Mechanics	Communication will occur weekly during grade level PLC's and biweekly during school wide PLC's
# 3	School wide PLC's will begin to focus on the use of the CASL text and focus on more in-depth student assessment that matches the rigor of the Common Core State Standards	Principal, Asst. Principal	2/6/15	Enhance the rigor of classroom assessments being conducted both summative and formative to determine if students are meeting the standards.	Communication bi-weekly. Teacher will bring classroom assessments to the PLC's and student performance data to discuss.
# 4	PLC room will be assigned where school wide data as well as grade level data will post. Resources will be provided so teachers have easy access during the meeting.	Principal, custodians, counselor, teachers	2/6/15	Assigned place where all teaching staff has access to school data, resources, and professional practices to enhance teaching and learning.	Communication occurs weekly during grade level PLC's. Leadership team will also meet to discuss the productiveness and resources that may be needed in the future.

	#5	PLC room will have data walls for school wide data and grade level data. School wide data will be targeting KPREP and state accountability data. Grade wide data will include benchmark assessment tracking, KPREP accountability data and MAP testing. On these data sheets each grade level will mark goals for next administration of assessment. School goals will also be posted. Each grade level data will be tracked from the time they enter FES starting this year, until that group of students leaves after 6th grade.	Administration, Counselor, Teachers	Ongoing	Tracking our grade and school level outcomes from year to year and from administration of each test. Setting school and grade level goals based on data. A school wide approach to looking a student outcomes.	Weekly PLC's meetings. After each administration of assessment.
	# 6	Teachers will look at the benchmark assessment data and adjust curriculum based on student performance of each standard. They will know what standards to spiral throughout the instructional year to review with students. Benchmarks will be given again in February and April. Teachers will continue to monitor that data to look for trends in skills that students need as well as use the data to group during RTI.	Teachers Counselor	Ongoing	Ongoing data based on the Common Core Standards for teachers to look at to adjust curriculum	Weekly PLC's, biweekly school wide PLC's, administration of assessments three times per year.
	# 7	School mission, vision, and beliefs will be widely posted throughout the building, implemented into daily announcements, posted on school letter head, posted on Facebook and school website, and incorporated into student and parent activities (PTO, classroom competitions, etc)	Principal, Asst. Principal	3/6/14	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.	Weekly administrative meetings.
	# 8	School administration will meet with each student and discuss with them their performance on 2013-14 KPREP and the first benchmark assessment.	Principal, Asst. Principal, School Counselor	2/6/15	To let students reflect on their own performance on assessments and let them know that encourage them to do their best and are here to enhance their education so that they can be productive.	Weekly administrative meetings.
	# 9	Share and discussion school wide KPREP, MAP, and Benchmark results after each administration to SBDM. All agenda's and minutes will be shared via the schools website.	Principal	Ongoing	To be transparent in school progress with stakeholders	Monthly SBDM

# 10	Teacher will utilize DOK level questions matrix's to ensure higher order questioning within classroom questioning as well as formative and summative assessments.	Teacher Principal	Ongoing	This will impact the level of rigorous questioning being provided in the classroom.	Walkthrough documentation will be reviewed with staff at out biweekly school wide PLC's.
# 11	Administration of first Kindergarten CASE Benchmark assessment in January 2015.	Principal, Counselor, Teacher, Support Staff	Ongoing (three times per year)	This will give data to Kindergarten on where their students are in regards to the ELA and Math Standards	Grade Level PLC's
# 12	School communication plan put into place targeting the communication of initiatives that are set forth within the school in regards to instruction and assessment.	Administration Teacher Leaders, Support Staff	02/15/14	Putting a system in place for communicating to all stakeholders	Bi monthly leadership team meetings.
Will this require additional fiscal resources? _X_YES NO			Estimate cost	Costs associated with meeting supplies	$ 200.00
Will this require additional human resources? __YES _X NO			Estimate cost		$

Goal 2: Engage students learning through instructional strategies that ensure achievement of learning expectations. Assessed through formative and summative classroom data and PLC (grade and school) agendas and minutes.

Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Responsible	Date	Effectiveness	Next/ Communication
# 1	During weekly grade level PLC's administration will bring researched based instructional strategies to the teachers that are focused on student centered learning. Teachers will implement strategy and bring back data to determine effectiveness.	Principal, Asst. Principal	Ongoing	Move instruction away from teacher centered and towards student centered	Communication occurs weekly during grade level PLC's. Student use of Plus/Delta and formative assessment to determine success of strategy. Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.

# 2	Have teachers take part in peer observations to enhance their own skills and instructional toolbox by watching other teachers teach.	Teachers	3/6/15	Strengthen teaching skills by observing one another.	Weekly PLC's and bi-weekly school wide PLC's Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.
# 3	Walkthroughs to gauge where the school is in regards to high expectations and rigorous curriculum.	Administration	Ongoing	To accumulate ongoing data in regards to having a temperature on where the school is and where it needs to go.	Weekly administrative meetings. Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.
# 4	Student centered strategy will be shared out at weekly PLC's. Student work/feedback through PLUS/DELTAS, student reflections, formative assessments will be shared on the strategy that was implemented by the teacher. Very effective strategies will be determined and will be shared at school wide PLC's	Teachers Students Administration	Ongoing	Teachers will work with one another as a resource for strategies that can be implemented into their instruction. In addition, teacher leadership will be fostered.	Weekly PLC's and bi-weekly school wide PLC's Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.
#5	Put into place a 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	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.	Grade Level PLC's Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.
# 6	School wide PLC's will begin to focus on the use of the CASL text and focus on more in-depth student assessment that matches the rigor of the Common Core State Standards	Principal, Asst. Principal	2/6/15	Enhance the rigor of classroom assessments being conducted both summative and formative to determine if students are meeting the standards.	Communication bi-weekly. Teacher will bring classroom assessments to the PLC's and student performance data to discuss. Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.

# 7	Teachers will incorporate the PDSA process at each grade level.	Teacher Administration	3/6/15	Teacher will use the plan/do/study/act to target the second benchmark data at the grade level	Weekly P.LC's Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.
# 8	Teachers will incorporate the PDSA process at each classroom level.	Teacher Administration Student	8/1/15	Teacher will use the plan/do/study/act to target the needs of their classroom as well as teach student how to use this process and track their own student data	PD will be provided to train teachers on the process and how to incorporate it at the classroom level. Outcome of CASE/MAP/KPREP will indicate the effectiveness of these practices on student performance.
# 7					
# 8					
# 9					
# 10					
# 11					
# 12					
Will this require additional fiscal resources? __YES __NO			Estimate cost	Costs associated with meeting supplies	$
Will this require additional human resources? __YES _NO			Estimate cost		$

Goal 3: Create and implement mentoring, coaching, and induction programs consistent with the school's values and beliefs about teaching, learning, and conditions that support learning. Ensure that these programs set high expectations for all school personnel and include valid and reliable measures of performance. Assess teacher performance data.

What will we do differently?

Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Responsible	Date	Effectiveness	Next/ Communication
# 1	New hires will be partnered with a mentor within the building. That team will meet bi-monthly to target any needs that may arise that a new employee may need to target to smoothly transition into the position.	Teachers	8/1/15	Smooth transition for new employees.	Ongoing
# 2	Have teachers take part in peer observations to enhance their own skills and instructional toolbox by watching other teachers teach.	Teachers	8/1/15	Strengthen teaching skills by observing one another.	Weekly PLC's and bi-weekly school wide PLC's

	# 3	Develop an SBDM policy that targets the need for mentoring and coaching within the building to build teacher capacity.	Administration SBDM	8/1/15	Ensure that policy supports the initiative of the building.	Monthly SBDM meetings
	# 4	Based on evaluation information and walkthrough data teachers will be matched based on weaknesses and strengths utilize one another as resources to build on.	Teachers Administration Counselor	8/1/15		
	# 5					
	# 6					
	# 7					
	# 8					
	# 9					
	# 10					
	# 11					
	# 12					
	Will this require additional fiscal resources? __YES __NO			Estimate cost	Costs associated with meeting supplies	$
	Will this require additional human resources? __YES _NO			Estimate cost		$
STUDY	**Analyze the results.** *What happened?*					
ACT	**Make improvements.** *What did we do with what we learned?*					

REPEAT THE CYCLE

WARD ELEMENTARY PDSA 2014-2015

PLAN

Six Steps to Improvement

Validate the need for improvement.

The recent Diagnostic Review Results indicate the need for improvement in the following: instructional strategies, questioning, teacher feedback, and exemplar work samples.

Indicator 3.3- Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
Indicator 3.6-Teachers implement the school's instructional process in support of student learning.
Indicator 3.7-Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
Indicator 3.11- All staff members participate in a continuous program of professional learning.

How are we doing? How do we know?

Clarify purpose, goals, and measures.
Our purpose is to provide students with an education that will promote success in life and career skills. To embed such strategies and thinking that will provide them the ability to solve problems and utilize inquiry based skills throughout their life.

Specific goals-Continuous professional learning among staff, increase the use of instructional strategies that include active learning and higher order questioning during instruction. Utilize the ELLIOT document to gather data and provide information to teachers for future growth. Utilize data to target areas and improve student retention using exemplars as evidence of success.

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

DO

Adopt and deploy an approach to continual improvement.
Action steps will be developed collaboratively with school staff to correct deficiencies found in the management audit 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.

How will we work together to get better?

Translate the approach into aligned action.

Steps	Actions to Accomplish Plan (Drivers)	Responsible	Date	Effectiveness	Next/ Communication

	# 1	PLCs-Use data to keep focus on instruction. PLC protocol and documentation.	Teachers			Data Wall to track MAP and KPREP progress for each teacher. Benchmark data to be added.
	# 2	ELEOT document will be utilized to do walkthroughs. Each walkthrough will have a different focus.				
	# 3	Provide feedback/document on walkthroughs.	Greer			Develop schedule
	# 4	Exemplar work will be utilized and displayed within the building.	Teachers			
	# 5	Teachers will model various instructional strategies. Teachers will develop "toolkit" of strategies that focus on identified strand across primary and intermediate grades.	Teachers			KAGAN strategies
	# 6	Identify common weakness among grade levels on benchmark testing and develop lesson plan to include instructional strategies and assessments.	Teachers Greer			
	# 7	Document the work completed at PLC meetings	Greer			Develop/utilize agenda/planning form
	# 8					
	# 9					
	# 10					
	# 11					
	# 12					
	Will this require additional fiscal resources? __YES _x_NO			Estimate cost	Costs associated with meeting supplies	$
	Will this require additional human resources? __YES _x_NO			Estimate cost		$

What will we do differently?

STUDY

Analyze the results.

What happened?

ACT

Make improvements.

What did we do with what we learned?

REPEAT THE CYCLE