Marion County Public Schools

Where we...... Dream Believe Achieve

Goal--LEADERSHIP

Focus Area 1: Teaching & Learning

Guaranteed Viable Curriculum

"What do we want students to learn & be able to do?"

- Common Pacing Guides based on standards/intentional planning with 30-60-90 day/PLCs/intentional plans/lesson planning (planning with the end in mind)
- Essential elements of instruction that meet the level of rigor of the standard using HOT questioning & tasks
- Literacy integrated within all curriculums
- Career Readiness-21st Century Learning using the 6 C's with an emphasis on technology & PBL (Problem/Project/Passion-based)

Data-Driven Decisions using Guiding Feedback & Goal-setting

"How will we know when they have mastered content?"

- Common Standards-based unit assessments/learning checks/live scoring/Progress Monitoring with assessment data
- Professional learning communities/professional learning
- Quality Work based on standards/PBL Displays based on Success Criteria/Service Learning
- Formative assessment cycle with coaching feedback
- Goal-setting/Growth-Mindset
- Learning walks/Teacher informal feedback

Intervening & Enriching

"What will we do when they have masterd the content?"

"What will we do when they have not mastered the content?"

- Systematic & Systemic Tiered System of Interventions & Enrichments-KSI/ Data-based interventions
- Grouping Patterns/Scheduling/small-group instruction
- Researched-based programs/High Yield/High Impact Instructional Strategies
- Student Empowerment-Student ambassadors/leader-in-me/6 C's
- Internships/Work-based learning opportunties/Early College opportunities

Achieve

Six Big Dreams

1. Ready-Set-Grow: Learning begins at birth
2. Preschool Services for all
3. Graduating ALL student CCR
4. Market-CONNECT-Communicate
5. Next Generation Marion County
6. 1 to 1 Tech for 24/7 learning

Marion County Public Schools

Where we......
Goal--LEADERSHIP

Dream
Believe
Achieve

Focus Area 2: High Expectations

Progress Monitoring through Data & Evidence-Accountability

- Monitoring systems that provide coaching feedback and support
- Fiscally responsible use of resources
- Evaluation, Reflection & Refinement with ambitious goal-setting processes
- Clearly defined roles and responsibilities with effective evaluation processes
- Learning walks/facility walks data monitoring
- Monitoring & sharing of student achievement data/evidence/perception surveys
- Celebrations of progress-Annual Summit/Recognitions through PR

Capacity Building "Attract-Recruit-Retain"

- Grow Leadership Skills
- Identify future leaders/teachers and provide supports
- Professional learning-staff development days/pd academies/implementation of district & school improvement plans
- Partnerships with Universities, Area Technology Center & other community outreach partners to support Big Dreams
- Salary comparison analysis and benefit packages
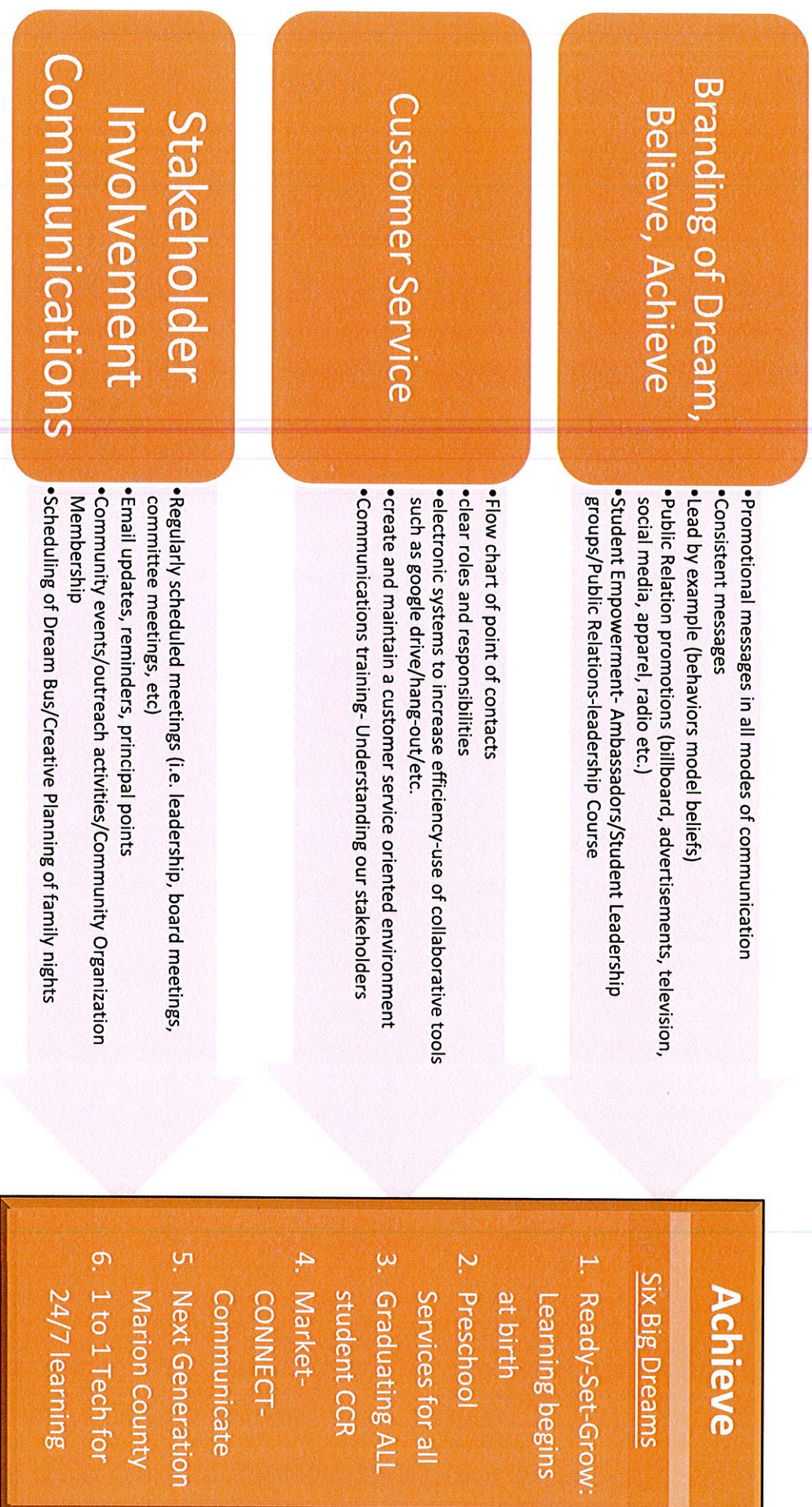- Job Fairs/Recruitment expansions

Achieve

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Goal--LEADERSHIP

Focus Area 3: Communications

Branding of Dream, Believe, Achieve

- Promotional messages in all modes of communication
- Consistent messages
- Lead by example (behaviors model beliefs)
- Public Relation promotions (billboard, advertisements, television, social media, apparel, radio etc.)
- Student Empowerment- Ambassadors/Student Leadership groups/Public Relations-leadership Course

Customer Service

- Flow chart of point of contacts
- clear roles and responsibilities
- electronic systems to increase efficiency-use of collaborative tools such as google drive/hang-out/etc.
- create and maintain a customer service oriented environment
- Communications training- Understanding our stakeholders

Stakeholder Involvement Communications

- Regularly scheduled meetings (i.e. leadership, board meetings, committee meetings, etc)
- Email updates, reminders, principal points
- Community events/outreach activities/Community Organization Membership
- Scheduling of Dream Bus/Creative Planning of family nights

Achieve

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Calvary Elementary School

Plan on a Page 16-17

Proficiency Goal

Reading 74.5%
Math 73.3%
Social Studies 79.4%
Writing 72.4%

- Align academic systems towards school achievement goals (4DX, Scoreboards, Leadership Binder, Goal Setting)
- Students lead their own learning (student choice, PBL, growth mindset, test analysis, 21st Century Learning)
- Reach Lighthouse Status
- Highly Effective PLC's
- Effective Feedback (peer/self assessment, use of feedback, effective questioning, clear targets/success criteria)

GAP Goal

Reading 66.5%
Math 73.3%
Social Studies 70%
Writing 67%

- Continuous professional learning (Payne, Jensen, Jackson)
- Additional instructional time (ESS, Study Buddies, peer/adult mentors, small group, Summer Dream Academy)
- Flexible Strategy Group (K-1 Strategy groups, 3-5 guided reading groups)
- High expectations for ALL (goal setting, monitoring of student progress)
- Systematic and Systemic Tiered Interventions/Enrichments
- Kindergarten Readiness

Novice Reduction Goal

- Explicit/Direct Instruction (5 phases, zone of proximal development)
- Strong Tier One instruction (embedded classroom interventions)
- High Yield/High Impact Instructional Strategies (>.4 Effect Size)
- Metacognitive Strategies
- Mnemonic Devices

We CAN:

- Give our best to ourselves and others
- Gain excellence in our school and community
- "Goal set" and work to achieve those goals
- Grow into our full potential and talents
- Guarantee a safe and loving environment
- Guide life-long learning and leadership

Glasscock Elementary School
Comprehensive School Improvement Plan 2016-17

Proficiency Goal-All students at GES will improve proficiency in the following: Reading from 56% in 12/13 to 74.9% in 18/19; math from 49.3% in 12/13 to 73.1% in 18/19; social studies from 70.5% in 12/13 to 77.2% in 18/19; and writing from 47% in 12/13 to 63.3% in 18/19

- Guaranteed Viable Curriculum-Common Assessments, Formative Assessments, Rigor/Higher Order Thinking Skills, Literacy Strategies
- Interventions and Enrichments-Progress Monitoring/Goal Setting, Differentiated Instruction, Feedback, Arts Enrichment Opportunities, Project Lead the Way Launch
- Implementing Leader in Me-Staff Leadership and Student Leadership

GAP Goal-All GES GAP students will improve proficiency as follows:Reading from 56% in 12/13 to 71.3 in 18/19, math from 49.3% in 12/13 to 68.3% in 18/19; social studies from 70.5% in 12/13 to 73.3% in 18/19; and writing from 47% in 12/13 to 61.7% in 18/19

- Interventions-Internet Program Interventions, KSI Team Meetings, Kindergarten Readiness Activities, Daytime Waiver ESS, Literacy Groupings
- Understanding Poverty Book Study

Novice Reduction Goal

- Progress Monitoring with On-Going Interventions Kentucky System of Interventions
- PLC meetings-discussing effective feedback, metacognition strategies, frontloading, comprehensive interventions and direct/explicit instruction.
- Student Leadership Opportunities

Lebanon Elementary School Plan on a Page 2016-2017

Proficiency Goal: The proficiency percentage for combined reading and math will increase from 52.7% in 2015 to 73.1% in 2019; Social Studies from 47.6% in 2015 to 71.8% in 2019 and Writing from 42.9% in 2015 to 65.3% in 2019.

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- Guaranteed viable curriculum – higher order thinking questions, rigor, roll-out of Science standards and assessments
- Pacing guides for all subjects, including Social studies
- Learning Walks – District and Principal
- Live scoring
- Common Assessments and Benchmarks
- Kindergarten Readiness
- PLCs – literacy and sharing and analyzing student work
- Leadership opportunities for teachers and students

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GAP Goal: to increase proficiency for the Lebanon Elementary Gap students in reading from 53.8% to 70.0%; math from 66.9% to 69.4%; social studies from 34.8% to 68.5% and writing from 45.7% to 61.6% by end of the school year 2018-19.

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- RTI – Reading Recovery, Read 180, Compass Learning, G/T, ESS, Math Recovery, RTI meetings with team
- Small Group instruction for ECE students

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Novice Goal – To decrease the percentage of novice students in reading from 16.4% in 2016 to 12% in 2017 and in math from 9.8% in 2015 to 5% in 2017.

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- RTI – Reading Recovery, Read 180, Compass Learning, G/T, ESS, Math Recovery, weekly RTI meetings with team
- Rigorous instruction for all students

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School Goals

- Building leadership capacity in students and staff
- Teaching of the "what"
- Promoting parental involvement
- Distinguished school

WMES Plan on a Page 2016-17

KPREP Proficiency
"Actions taken to increase test scores"

Reading 66.2 to 70.5
Math 62.1 to 66.8
Social Studies 75.4 to 78.5
Writing 59.4 to 64.4

- Effective Tier 1 Instructional practices--I can Statements, PLC's-Common Planning for Data Analysis
- Collaboration with Instructional coaches, classroom reflection, peer support, effective feedback
- Rigor/Higher Order Thinking, Learning Targets and Program Review
- Data Dives to intentionally target novice reduction. Plan effective researched based interventions.
- Professional Development on Effective Reading Strategies (Smekens Training) Book Study

Data-Driven Decisions to improve Achievement Gap
"What's the Data tell us?"

- Response to Intervention intentional with collaboration of Reading Resource Teacher, Classroom Teacher, Interventionist and Counselor
- Use of small Group instruction (Effective use of IA's)
- PBIS- Positive Behavior (Monthly Rewards)
- FRYSC Involvement (Tutoring and 9 weeks reward)

Novice Reduction
What do we do when students have not mastered the content?

- Leveled Reading Groups grades 2-5.
- Effective Tier 1 Instructional Practices
- Use of Interventionist for researched based interventions for Reading and Math such as Lexia, Reflex Math, Compass Learning etc
- Effective Monitoring of Novice/Gap Students with monthly progress meetings

We CAN:

- Have a Can-Do Attitude
- Be Positive Achievers Growing in Excellence and Success!
- "Goal set" and work to achieve those goals
- Maintain the Positive Culture of WE ARE WEST MARION!!!
- Guide Student Driven Instruction.

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2016-2017 School Improvement
Plan-on-a-Page

Proficiency goal- Increase proficiency rates as follows: Reading from 39.2% in 2011-12 to 72.6% in 2018-19; Math from 47% in 2011-12 to 72.9% in 2018-19; SS from 60.8% in 2011-12 to 79.5% in 2018-19; and Writing from 33.7% in 2011-12 to 70.9% in 2018-19.
Strategies and activities:

- Intentional curriculum planning & effective instruction- Standards-based instruction in all contents daily, district common pacing guide planning, common assessments and data analysis, research-based instructional strategies (ie Gradual Release Model), and school-wide writing graphic organizer (RACES).
- Enrichment/intervention- Data-driven decisions, flexible responsiveness to student needs, small group instruction in the classroom. (School RTI Plan)
- Literacy across all content areas with an intentional monthly focus.
- Program Review proficiency

GAP Goal- Increase GAP proficiency rates as follows: Reading from 31.5% in 2011-12 to 68.3% in 2018-19; Math from 34.5% in 2011-12 to 67.8% in 2018-19; SS from 47.6% in 2011-12 to 73.7% in 2018-19; and Writing from 25.4% in 2011-12 to 66.1% in 2018-19.
Strategies and activities:

- Targeted identification of GAP students (Student Growth Reports, focus on growth for all)
- Professional Learning Communities that examine student work and levels of proficiency
- Reading and Writing Intervention (Live Scoring, small group instruction, RTI/ESS plan, real-world writing, timed writing activities, Read 180, literacy across the curriculum)
- Rigor for all students (Inclusion, collaboration/co-teaching, research-based strategies & staff training)

CCR Goal- LMS students will increase the percent of students reaching proficiency in reading on KPREP, from 50.4% in 2014-15 to 72.6% in 2018-19.
Strategies and activities:

- College and Career Plan of Action (Career study, ILP completion, community partnerships, student projects/research, college and industrial field trips)
- Expansion of student leadership opportunities & PBIS

Novice Reduction Goal: Staff will collaborate to reduce the % of students scoring novice in math from 15.1% and in reading from 23.4% in 2014-15 to less than 10% by 2020 by 06/30/2016 as measured by state and local assessments.
Strategies and activities:

- RTI plan- continuous and relentless monitoring of student progress, with targeted interventions and processes.

A Patriot is…Prepared, Respectful, Independent, Dedicated and Engaged…You Can't Hide That Patriot Pride!!

SCMS CCR – MONITORING & FEEDBACK
Motivational Incentives/Student Data
Charts/Mentoring sessions

SCMS NOVICE REDUCTION-MONITORING & FEEDBACK
Enrichment groupings/Rti/ESS Daytime
Waiver/Compass Learning/Kagan Strategies/School
Wide Literacy Plan/Live Scoring/PD/Rising
Readers/Read180

SCMS PROFICIENCY-MONITORING & FEEDBACK
PLCs/Common Content Planning/Common
Assessments/Walk-throughs &
observations/Instructional
Coaches/Rti/Assessment Format & Rigor

SCMS GAP – MONITORING & FEEDBACK
PD/Compass Learning/Kagan
strategies/co-teaching/Kagan
waiver/enrichment/Rti/ESS daytime
waiver/enrichment periods/additional technology

SCMS
Progressing
Proficient
Distinguished
School of
Distinction
2016-17

SCMS 2017 GOALS	PROF.	GAP
READING	65.5	56.6
MATH	72.1	62.2
SOCIAL ST.	65.4	64.6
WRITING	56.5	48.4
Novice Reduction of 3%		

2016-2017 MCHS School Improvement Plan
Plan-on-a-Page

Proficiency Goal – Increase proficiency rates as follows: Reading from 48.7% in 2015-16 to 75.5% in 2018-19; Math from 35.8% in 2015-16 to 67% in 2018-19; Science from 27.2% in 2015-16 to 63.7% in 2018-19; SS from 55.2% in 2015-16 to 74.7% in 2018-19; and writing from 40.5% in 2015-16 to 74% in 2018-19.

Strategies and Activities:

- Professional Development/PLC (PTM) – Focused content specific PD to allow teacher to work with their colleagues in their curriculum on alignments, assessment and data analysis. PD on the Fundamental Five to improve teaching strategies.
- Academic Time – Intentional grouping of students for interventions and ACT reviews.
- Literacy Focus – implementation of school Literacy Plan across all content areas.

GAP Goal - Increase GAP proficiency rates as follows: Reading from 43.2% in 2015-16 to 69.4% in 2018-19; Math from 31.9% in 2015-16 to 61.6% in 2018-19; Science from 22.4% in 2015-16 to 60.5% in 2018-19; SS from 44.4% in 2015-16 to 69.9% in 2018-19; and writing from 29.6% in 2015-16 to 67.4% in 2018-19.

Strategies and Activities:

- Targeted Interventions – Identify students performing below grade level in math and reading and create a system of targeted interventions for them. This includes placing them in an intervention class as well as use of small group instruction in math and science and grouping for ACT Blitz based on formative ACT scores.
- Poverty Work – Bus Tours, Model Student training, Poverty Spreadsheet, PLC Readings

CCR Goal- Increase CCR Rate from 71.8% in 2015-16 to 78.9% in 2016-17.

Strategies and Activities:

- Scheduling Students in Career Pathways – intentionally reviewing transcripts to move student's classes to ensure they can complete career pathways as well as scheduling early to ensure that there are no schedule conflicts for pathways.
- Career & College Exploration – Activities such as field trips to colleges as well as business and industry, operation preparation, truth and consequences, FASFA workshops, speakers from colleges, college fairs, I3 Grant, co-ops and schools to work, career exploration class for freshmen.
- Dual Credit/Advanced Placement – continue to provide students with Dual Credit and AP options.

Graduation Goal – Increase graduation rate from 92.4% in 2015-16 to 95.5% in 2019-20.

Strategies and Activities:

- Successful Transition to High School – increase use of transition actives such as use of Persistence to Graduation Tool, Freshmen Jumpstart, character development programs, freshmen transition/scheduling parent nights, MCHS admin hosting transition meetings for students with disabilities.
- Career Ready/Life Ready – Investigate/Create a "Career Driven" Senior Project, Increase use of ILP's, Service Learning projects, Career Awareness' activities (operation prep. & manufacturing day)

Novice Reduction Goal – Staff will collaborate to reduce the number of students performing novice as follows: Students receiving free and reduced lunch: Reading from 45.8 to 32.8 and Math from 32.8 to 26.4 And for students in gap groups: Reading from 48.9 to 34.8 and Math from 32.6 to 28.2.

Strategies and Activities:

- RTI Plan – Targeted interventions provided for students performing below the 10th% on MAP and performing poorly in classes. After School and Daytime small group instruction for students performing poorly in classes.

Marion County Area Technology Center
2016-2017 School Improvement Plan-on-a-Page

High expectations:

Work-ready behaviors & actions daily (culture of success)

Daily focus on growth & program improvement

Industry-standard facilities and equipment

Program celebrations & school branding

Focus on high-quality communication

Accountability:

Improve % of seniors who reach preparatory status to 65%

Increase % of students who reach College and Career Ready status to 82%

Frequent coaching sessions with teachers (including PGES)

Increase # of industry certifications & KOSSA success percentage

Teaching and Learning:

Curriculum work/pacing guides for every course

Project progression through pathway

Modeling "5s" standards in all labs

Employability/soft skills curriculum

Frequent feedback to teachers

Collaboration:

Local advisory board & program steering committee meetings

Business & industry partnerships

Civic involvement & community presence

Community-based projects & service efforts

#MCATCPavingTheWay