

# **LES 2016-17 Comprehensive School Improvement Plan**

Lebanon Elementary School  
Marion County

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# Overview

**Plan Name**

LES 2016-17 Comprehensive School Improvement Plan

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	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.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$5000
2	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.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$10000
3	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.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$10000

## Goal 1: 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.

### Measurable Objective 1:

collaborate to increase our proficiency percentage for reading from 57.4% to 62.5%; math from 67.2% to 68%; Social Studies from 42.9% to 60.5%; and writing from 50.8% to 51.4% by 05/31/2017 as measured by KPREP, MAP and common assessments.

### Strategy 1:

Guaranteed Viable Curriculum - Higher Order Thinking Questions will be the foundation of our work. All school staff will engage in activities that require higher order thinking through rigorous classroom work. The purpose of this work will help us to focus on the "what". In other words, what are students expected to learn at each grade level, how will we engage them in learning in ways that they learn best and going in depth to meet the standard.

Category: Continuous Improvement

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL

Activity - Learning walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District learning walks and principal walkthroughs will occur to collect data and to provide instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, instructional coaches, district administrators, and peer observers so that feedback is provided to teachers.	Academic Support Program	11/14/2016	05/31/2017	\$0	No Funding Required	Principal, peer observers, district administrators, instructional coaches
Activity - Pacing guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional coaches will work together to develop district pacing guides to ensure that students are exposed to all of the standards for each grade level and in all subjects, including Social studies for grades K-2. They will meet periodically throughout the year to improve or revise these pacing guides.	Academic Support Program	12/01/2016	05/31/2017	\$2000	District Funding	Teachers, instructional coaches
Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches, along with classroom teachers, will conduct live scorings for student writing of on-demand writing and extended responses.	Direct Instruction	09/01/2016	05/31/2017	\$0	No Funding Required	Teachers, instructional coaches

**Strategy 2:**

Assessments and Data Analysis - Students will be assessed through common and benchmark assessments, MAP and KPREP. Teachers will participate in Professional Learning Communities that will examine what we want our students to learn through monitoring progress on standards and data collected from assessments, how we will know our students have attained mastery, and how we will support them if they have not demonstrated mastery.

Category: Continuous Improvement

Research Cited: DuFour, CASL

Activity - Kindergarten readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Kindergarten Readiness Screeners to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers. The school will hold a Kindergarten Registration/Jump Start activities prior to the start of school in the fall to transition students into kindergarten	Academic Support Program	07/11/2017	07/31/2017	\$3000	Title I Part A	Kindergarten Teachers, School Counselor,
Activity - Benchmark and Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop benchmark and common assessments for all subjects including Social studies and analyze these results in PLCs to see what standards have been mastered, what students have not mastered and what can be done to assist them in demonstrating mastery. Students will receive assistance from the ESS Daytime Waiver for small groups in literacy and math. The master schedule will be developed to assure that these small groups take place at least 4/5 days a week.	Academic Support Program	12/01/2016	05/31/2017	\$0	No Funding Required	Instructional coaches, principal, teacher, counselor, ESS Daytime waiver personnel
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will be conducted bi-weekly throughout the school year. Instructional coaches will be an active participant in grade level PLCs to review data and plan for mastery and no-mastery of standards and to delve into the data gathered from common assessments, benchmarks, KPREP and/or MAP.	Professional Learning	11/14/2016	05/31/2017	\$0	No Funding Required	teachers, principal, instructional coaches

**Goal 2: 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.**

**Measurable Objective 1:**

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collaborate to increase proficiency for the Lebanon Elementary Gap students in reading from 53.8% to 57.9%; math from 66.9% to 67%; social studies from 34.8% to 55.9% and writing from 45.7% to 46%. by 05/16/2016 as measured by KPREP, MAP and Common Assessments.

### Strategy 1:

Response to Intervention - Lebanon Elementary will develop a systematic process for examining data and planning interventions and enrichment activities for targeted students, grouping patterns, and allocated time during the school day to work with students using researched based programs and practices. Progressing monitoring of student data will provide a means for continuous monitoring and revamping as necessary.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.	Academic Support Program	09/06/2016	05/31/2017	\$10000	State Funds	Counselor, teachers, principal

### Measurable Objective 2:

collaborate to to increase proficiency for ECE students in reading from 50% to 52% and math from 58.3 to 59% by 05/31/2017 as measured by KPREP, MAP, common assessments and AIMS WEB.

### Strategy 1:

Progress monitoring - Teachers will identify the ECE students and work to develop a plan for each one to improve their reading and math scores and monitor their progress regularly with probes from AimsWeb.

Category: Continuous Improvement

Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE students will receive small group instruction where students can work on their individual needs	Direct Instruction	09/06/2016	05/31/2017	\$0	No Funding Required	Teachers, ECE teachers and staff

## Goal 3: 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.

### Measurable Objective 1:

collaborate to decrease the novice percentages in reading 16.4% to 12% in reading and from 9.8% to 5% in math by 05/31/2017 as measured by KPREP, MAP and common assessments.

### Strategy 1:

RTI - Students scoring below the 20th percentile in reading and math on the MAP assessment will receive RTI services 3-4 times weekly from certified and classified staff. Students will be assessed using AimsWeb to monitor progress bi-weekly.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The schedule will be reconfigured to allow for students to receive RTI services 4 times weekly for reading and math in small group settings.	Direct Instruction	09/06/2016	05/31/2017	\$10000	State Funds	Teachers, Counselors, ESS daytime waiver personnel

### Strategy 2:

Rigorous instruction - We will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Activity - Rigorous instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, Smecken's, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Professional Learning	09/06/2016	05/31/2017	\$0	District Funding	District staff, instructional coaches, ECE staff



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small group instruction	ECE students will receive small group instruction where students can work on their individual needs	Direct Instruction	09/06/2016	05/31/2017	\$0	Teachers, ECE teachers and staff
Benchmark and Common Assessments	Teachers will develop benchmark and common assessments for all subjects including Social studies and analyze these results in PLCs to see what standards have been mastered, what students have not mastered and what can be done to assist them in demonstrating mastery. Students will receive assistance from the ESS Daytime Waiver for small groups in literacy and math. The master schedule will be developed to assure that these small groups take place at least 4/5 days a week.	Academic Support Program	12/01/2016	05/31/2017	\$0	Instructional coaches, principal, teacher, counselor, ESS Daytime waiver personnel
Learning walks	District learning walks and principal walkthroughs will occur to collect data and to provide instructional feedback addressing the following focus areas: What are students expected to learn?, How does the teacher engage the students in learning so they learn best?, How does the teacher know that the student(s) have learned the material?, What does the teacher do for the students that have not learned the material?, and What does the teacher do for the students that have already demonstrated mastery? Classroom observations will occur by principals, instructional coaches, district administrators, and peer observers so that feedback is provided to teachers.	Academic Support Program	11/14/2016	05/31/2017	\$0	Principal, peer observers, district administrators, instructional coaches
PLCs	PLCs will be conducted bi-weekly throughout the school year. Instructional coaches will be an active participant in grade level PLCs to review data and plan for mastery and no-mastery of standards and to delve into the data gathered from common assessments, benchmarks, KPREP and/or MAP.	Professional Learning	11/14/2016	05/31/2017	\$0	teachers, principal, instructional coaches
Live Scoring	Instructional coaches, along with classroom teachers, will conduct live scorings for student writing of on-demand writing and extended responses.	Direct Instruction	09/01/2016	05/31/2017	\$0	Teachers, instructional coaches
<b>Total</b>					<b>\$0</b>	

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**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rigorous instruction	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, Smecken's, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Professional Learning	09/06/2016	05/31/2017	\$0	District staff, instructional coaches, ECE staff
Pacing guides	Teachers and instructional coaches will work together to develop district pacing guides to ensure that students are exposed to all of the standards for each grade level and in all subjects, including Social studies for grades K-2. They will meet periodically throughout the year to improve or revise these pacing guides.	Academic Support Program	12/01/2016	05/31/2017	\$2000	Teachers, instructional coaches
<b>Total</b>					<b>\$2000</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten readiness	Teachers will use the Kindergarten Readiness Screeners to evaluate their readiness for kindergarten and develop a plan to assist those students who are below their same age peers. The school will hold a Kindergarten Registration/Jump Start activities prior to the start of school in the fall to transition students into kindergarten	Academic Support Program	07/11/2017	07/31/2017	\$3000	Kindergarten Teachers, School Counselor,
<b>Total</b>					<b>\$3000</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI	The schedule will be reconfigured to allow for students to receive RTI services 4 times weekly for reading and math in small group settings.	Direct Instruction	09/06/2016	05/31/2017	\$10000	Teachers, Counselors, ESS daytime waiver personnel

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RTI	Teachers and the principal/counselor will meet in data teams to make instructional decisions based upon on-going data to develop differentiated learning experiences for student to meet their needs. Intervention programs such as Reading Recovery, READ 180, Compass Learning, Gifted and Talented Instruction, ESS Instructors, Math Achievement Grant Instructor, Title I staff and other certified and classified staff will be intentional assigned to work with students at the appropriate instructional levels using researched-based practices. Teachers and counselor will develop plans for Tier 2 and 3 intervention services, monitor decisions about their tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI processes based upon progress monitoring data.	Academic Support Program	09/06/2016	05/31/2017	\$10000	Counselor, teachers, principal
<b>Total</b>					<b>\$20000</b>	