

WMES Comprehensive School Improvement Plan 2016-17

West Marion Elementary School
Marion County

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Overview

Plan Name

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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	KPREP Scores-The proficiency percentages will increase as follows: Reading from 63.8 in 2014-15 to 77.7 in 2018-19; Math from 63.8 in 14-15 to 76.3 in 18-19; Social Studies from 68.3 in 14-15 to 77.7 in 18-19; Writing from 60.0 in 14-15 to 74.6 in 18-19.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$1000
2	Achievement GAP-The proficiency percentages will increase as follows:Reading from 67.7 in 15-16 to 70.5 in 16-17;Math from 68.2 in 15-16 to 66.8 in 17-18;Social Studies from 76.4 in 15-16 to 78.5 in 16-17;Writing from 66.7 in 15-16 to 68.3 in 16-17.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$55000
3	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$15000

Goal 1: KPREP Scores-The proficiency percentages will increase as follows: Reading from 63.8 in 2014-15 to 77.7 in 2018-19; Math from 63.8 in 14-15 to 76.3 in 18-19; Social Studies from 68.3 in 14-15 to 77.7 in 18-19; Writing from 60.0 in 14-15 to 74.6 in 18-19.

Measurable Objective 1:

demonstrate a proficiency increase as follows: Reading from 66.2 in 2015-16 to 70.5 in 2016-17; Math from 62.1 in 15-16 to 66.8 in 16-17; Social Studies from 75.4 in 15-16 to 78.5 in 16-17; Writing from 59.4 in 15-16 to 64.4 by 05/19/2017 as measured by KPREP.

Strategy 1:

PLCs, Common Planning and Data Analysis - PLCs will meet to review pacing guide implementation, plan lessons based on identified standards, design formative and summative assessments, develop common assessments, and review student performance data. Instructional decisions will be based on data with professional learning embedded throughout the school year. Develop a schedule to allow maximized instructional time and grade level teams to experience common planning time to review pacing guides, plan instruction, design assessments and review student data.

Category: Professional Learning & Support

Research Cited: DuFour and Smekens

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level teams will analyze data from assessments such as MAP and benchmark assessments to identify students for targeted interventions using research-based practices. K-5 grades will take the MAP assessment and data will be analyzed to provide targeted interventions. K-5 grades will be assessed using benchmark assessments and data will be analyzed to identify students for targeted interventions. Interventionist will use the research based strategies of Reflex Math and Lexia Reading for Targeted Students	Professional Learning	08/03/2016	05/19/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coaches
Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Planning meetings twice a month will allow teachers to meet with members of PLCs to plan lessons, design assessments, and review student's performance data. Data Dives monthly to monitor student achievement	Professional Learning	08/03/2016	05/19/2017	\$0	No Funding Required	Principal Teacher
Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Develop a schedule that will allow for maximized instructional time and grade level teams/PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the school day.	Policy and Process	08/03/2016	05/19/2017	\$0	No Funding Required	Principal Counselor Scheduling Committee
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Strategy 2:

Instructional Practices - Monitoring and Feedback: Through teacher walk-throughs (Feedback through Google Share), review of lesson plans, PLC meetings, formal and informal observations, examination of student work, and teacher conferences, feedback will be provided to teachers in an effort to refine instructional practices.

Category: Continuous Improvement

Research Cited: Best Practices, Stiggins, Smekens, Dafours

Activity - Classroom Walk-Throughs and Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A walk-through will be conducted with feedback provided to teachers through Google Share. Site-visits in the form of a learning walk performed by district personnel with an intentional focus of observing learning targets posted and referred to during the lesson, higher-order thinking questioning and discussion techniques, and formative and summative assessment with specific, written feedback to teachers.	Academic Support Program	08/03/2016	05/19/2017	\$0	No Funding Required	Principal, Central Office Personnel

Activity - Collaboration with Instructional Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers will collaborate with Instructional Coaches to locate resources, co-teach, and model lessons. Coaches will analyze student data and identify, target, and come up with strategies to assist students below grade level in the common core subject areas. The use of live scoring in collaboration with teachers and instructional coaches.	Academic Support Program	08/03/2016	05/19/2017	\$0	District Funding	Instructional Coaches, Teachers, Central Office Personnel, Principal

Activity - Professional Development: Cooperative Learning, Compass Learning and Smekens Training for PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in best practices to promote student engagement and learning at high-levels. All certified teachers will be trained on the use of cooperative learning to increase student engagement and the effectiveness of cooperative learning. Kagan structures will improve student engagement by providing opportunities to process and discuss the content learned/being learned. Leveled Reading Groups for grades 2-5 for four days per week at 30 minutes per day. Teachers provided with Smekens training. An individual learning pathway created with results from the MAP assessment can be used for direct instruction or RTI.	Professional Learning	08/03/2016	05/19/2017	\$0	District Funding	Central Office Personnel, Teachers, Principal

Activity - Rigor/Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentionally design lesson plans that target specific common core standards, including HOTS (higher-order thinking skills), and formative assessments. Student Centered Learning Activities	Direct Instruction	08/03/2016	05/19/2017	\$0	No Funding Required	Teachers, Instructional Coaches

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Activity - Implementation of Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate learning targets (I Can Statements) into lesson planning and instruction. "I Can" statements will be posted in the classroom and be clearly visible to students and made reference to before and during the duration of the lesson.	Direct Instruction	08/03/2016	05/19/2017	\$0	No Funding Required	Teachers, Principal, Instructional Coaches, Central Office Personnel

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will contribute to the instruction of arts and humanities, practical living, and writing across the curriculum.	Direct Instruction	08/11/2014	05/15/2015	\$0	No Funding Required	Teachers, Principal

Strategy 3:

Reduction of Novice Scores - Increase the amount of higher-level questioning and discussion techniques from the knowledge or recall level to the critical thinking level of Bloom's taxonomy. Design common assessments that are of the same rigor as state assessments by incorporating higher-level, DOK questions to adequately challenge students.

Category: Other - Academic Support Program

Research Cited: Best Practices

Activity - Development of Rigorous Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design rigorous assessments that are of the same format as the elementary state assessment (KPREP).	Academic Support Program	07/22/2015	05/18/2016	\$0	No Funding Required	Teachers, Instructional Coaches

Activity - Higher-Level Questioning and Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate higher-order questioning and classroom discussions into daily lessons and activities that are at a Level 3 or 4 DOK and expect students to apply these techniques to the skills and concepts they learn in all common core subject areas.	Academic Support Program	08/26/2015	05/18/2016	\$0	No Funding Required	Teachers, Instructional Assistants

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in goal setting to ensure best faith effort and offer strategies and assistance to help build self-confidence and model high expectations for success.	Policy and Process	11/30/2015	05/02/2016	\$0	No Funding Required	Teachers, Instructional Assistants, Counselor, Principal, FRYSC

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognize students who are performing at the proficient and distinguished level of achievement (Newspaper, School Assemblies, Awards, T-Shirts, Certificates, Night of Honor, etc.).	Policy and Process	08/26/2015	05/18/2016	\$1000	General Fund	Teachers, Principal, Counselor, FRYSC

Goal 2: Achievement GAP-The proficiency percentages will increase as follows:Reading from 67.7 in 15-16 to 70.5 in 16-17;Math from 68.2 in 15-16 to 66.8 in 17-18;Social Studies from 76.4 in 15-16 to 78.5 in 16-17;Writing from 66.7 in 15-16 to 68.3 in 16-17.

Measurable Objective 1:

demonstrate a proficiency increase as follows: Reading from 67.7 in 15-16 to 70.5 in 16-17; Math 68.2 in 15-16 to 71.0 in 16-17; Social Studies 76.4 in 15-16 to 78.5 in 16-17; Writing 66.7 in 15-16 to 68.3 by 16-17 by 05/15/2015 as measured by KPREP.

Strategy 1:

Response to Intervention - The school will provide a variety of programs and interventions to help students become more successful with academics and behavior. RTI will be intentional with collaboration of Reading Resource Teacher, Interventionist and Counselor.

Category: Other - Academic Support Program

Activity - ESS/Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered regular ESS before and/or after school for grades K-5. Grades K-5 will be offered Daytime Waiver assistance during the school day based on MAP assessment results. (ESS/Daytime Waiver will vary depending on funding.)	Tutoring	09/27/2016	03/31/2017	\$25000	Title I Schoolwide	Teachers, Director of Federal Programs

Activity - FRYSC Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource Youth Service Center will continue to provide after school programs and parental involvement services. The FRYSC will work to remove any barriers to student learning, especially those related to family/basic needs, counseling, and/or community services.	Parent Involvement	08/03/2016	05/19/2017	\$5000	State Funds	FRYSC Director

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the duration of small group instruction by providing programs such as Compass Learning, ESS, Daytime Waiver, Enrichment Opportunities, Intentional and Effective use of Instructional Assistants, etc.	Direct Instruction	08/03/2016	05/19/2017	\$25000	Title I Schoolwide	Teachers, Principal, Director of Federal Programs

Activity - Positive Behavioral Interventions and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design, implement, and model clear expectations to develop respectful interactions and build a positive school culture and climate.	Behavioral Support Program	08/03/2016	05/19/2017	\$0	No Funding Required	Teachers, Principal, Counselor, FRYSC Director

Goal 3: Novice Reduction Goal

Measurable Objective 1:

collaborate to Increase the amount of higher-level questioning and discussion techniques from the knowledge or recall level to the critical thinking level of Bloom's taxonomy. Design common assessments that are of the same rigor as state assessments by incorporating hig by 05/18/2016 as measured by Classroom Assessment Data and KPREP data.

Strategy 1:

RTI - WMES response to intervention procedures have been updated at the beginning of this school year. On-going supports will be provided to WMES throughout the year such as school site visits to review data collaboratively, RTI team meetings with interventionist, teacher and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. All of these supports will be provided to ensure a systematic and systemic response to intervention processes.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WMES Interventionist, Reading Resource Teacher and counselor will use data and probes to form small group interventions. Students will then be placed on Tiers and the research based strategies of Lexia, Reflex Math, Leveled Reading Groups and Reading Recovery	Academic Support Program	08/03/2016	05/19/2017	\$15000	State Funds	Interventionist, Reading Resource Teacher, Counselor and Principal.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Increase the duration of small group instruction by providing programs such as Compass Learning, ESS, Daytime Waiver, Enrichment Opportunities, Intentional and Effective use of Instructional Assistants, etc.	Direct Instruction	08/03/2016	05/19/2017	\$25000	Teachers, Principal, Director of Federal Programs
ESS/Daytime Waiver	Students will be offered regular ESS before and/or after school for grades K-5. Grades K-5 will be offered Daytime Waiver assistance during the school day based on MAP assessment results. (ESS/Daytime Waiver will vary depending on funding.)	Tutoring	09/27/2016	03/31/2017	\$25000	Teachers, Director of Federal Programs
Total					\$50000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review	All teachers will contribute to the instruction of arts and humanities, practical living, and writing across the curriculum.	Direct Instruction	08/11/2014	05/15/2015	\$0	Teachers, Principal
Implementation of Learning Targets	Teachers will incorporate learning targets (I Can Statements) into lesson planning and instruction. "I Can" statements will be posted in the classroom and be clearly visible to students and made reference to before and during the duration of the lesson.	Direct Instruction	08/03/2016	05/19/2017	\$0	Teachers, Principal, Instructional Coaches, Central Office Personnel
Development of Rigorous Assessments	Design rigorous assessments that are of the same format as the elementary state assessment (KPREP).	Academic Support Program	07/22/2015	05/18/2016	\$0	Teachers, Instructional Coaches
Rigor/Higher Order Thinking	Teachers will intentionally design lesson plans that target specific common core standards, including HOTS (higher-order thinking skills), and formative assessments. Student Centered Learning Activities	Direct Instruction	08/03/2016	05/19/2017	\$0	Teachers, Instructional Coaches

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Student Goal Setting	Students will participate in goal setting to ensure best faith effort and offer strategies and assistance to help build self-confidence and model high expectations for success.	Policy and Process	11/30/2015	05/02/2016	\$0	Teachers, Instructional Assistants, Counselor, Principal, FRYSC
Classroom Walk-Throughs and Observations	A walk-through will be conducted with feedback provided to teachers through Google Share. Site-visits in the form of a learning walk performed by district personnel with an intentional focus of observing learning targets posted and referred to during the lesson, higher-order thinking questioning and discussion techniques, and formative and summative assessment with specific, written feedback to teachers.	Academic Support Program	08/03/2016	05/19/2017	\$0	Principal, Central Office Personnel
Common Planning	Develop a schedule that will allow for maximized instructional time and grade level teams/PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the school day.	Policy and Process	08/03/2016	05/19/2017	\$0	Principal Counselor Scheduling Committee
Positive Behavioral Interventions and Support	Design, implement, and model clear expectations to develop respectful interactions and build a positive school culture and climate.	Behavioral Support Program	08/03/2016	05/19/2017	\$0	Teachers, Principal, Counselor, FRYSC Director
Higher-Level Questioning and Discussion	Incorporate higher-order questioning and classroom discussions into daily lessons and activities that are at a Level 3 or 4 DOK and expect students to apply these techniques to the skills and concepts they learn in all common core subject areas.	Academic Support Program	08/26/2015	05/18/2016	\$0	Teachers, Instructional Assistants
PLC Meetings	Common Planning meetings twice a month will allow teachers to meet with members of PLCs to plan lessons, design assessments, and review student's performance data. Data Dives monthly to monitor student achievement	Professional Learning	08/03/2016	05/19/2017	\$0	Principal Teacher
Data Analysis	Grade-level PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level teams will analyze data from assessments such as MAP and benchmark assessments to identify students for targeted interventions using research-based practices. K-5 grades will take the MAP assessment and data will be analyzed to provide targeted interventions. K-5 grades will be assessed using benchmark assessments and data will be analyzed to identify students for targeted interventions. Interventionist will use the research based strategies of Reflex Math and Lexia Reading for Targeted Students	Professional Learning	08/03/2016	05/19/2017	\$0	Teachers, Principal, Instructional Coaches
Total					\$0	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Recognition	Recognize students who are performing at the proficient and distinguished level of achievement (Newspaper, School Assemblies, Awards, T-Shirts, Certificates, Night of Honor, etc.).	Policy and Process	08/26/2015	05/18/2016	\$1000	Teachers, Principal, Counselor, FRYSC
Total					\$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration with Instructional Coaches	K-5 teachers will collaborate with Instructional Coaches to locate resources, co-teach, and model lessons. Coaches will analyze student data and identify, target, and come up with strategies to assist students below grade level in the common core subject areas. The use of live scoring in collaboration with teachers and instructional coaches.	Academic Support Program	08/03/2016	05/19/2017	\$0	Instructional Coaches, Teachers, Central Office Personnel, Principal
Professional Development: Cooperative Learning, Compass Learning and Smekens Training for PD	Teachers will be trained in best practices to promote student engagement and learning at high-levels. All certified teachers will be trained on the use of cooperative learning to increase student engagement and the effectiveness of cooperative learning. Kagan structures will improve student engagement by providing opportunities to process and discuss the content learned/being learned. Leveled Reading Groups for grades 2-5 for four days per week at 30 minutes per day. Teachers provided with Smekens training. An individual learning pathway created with results from the MAP assessment can be used for direct instruction or RTI.	Professional Learning	08/03/2016	05/19/2017	\$0	Central Office Personnel, Teachers, Principal
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC Involvement	Family Resource Youth Service Center will continue to provide after school programs and parental involvement services. The FRYSC will work to remove any barriers to student learning, especially those related to family/basic needs, counseling, and/or community services.	Parent Involvement	08/03/2016	05/19/2017	\$5000	FRYSC Director

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RTI	WMES Interventionist, Reading Resource Teacher and counselor will use data and probes to form small group interventions. Students will then be placed on Tiers and the research based strategies of Lexia, Reflex Math, Leveled Reading Groups and Reading Recovery	Academic Support Program	08/03/2016	05/19/2017	\$15000	Interventionist, Reading Resource Teacher, Counselor and Principal.
Total					\$20000	