LES Improvement Plan 2018-2019

Goal 1: *By 2023, 80% of students will be reaching proficiency in reading and math.*

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, 63% of LES students will score Proficient/Distinguished on Math KPrep scores.	KCWP 2: Design and Deliver Instruction What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?	**Curriculum Monitoring System:** Student Learning Teams (SLTs) will utilize the process of the Evidence - Inference - Activate model to create functioning PLCs. School wide assessment data (both formative and summative) will be used to determine next steps for interventions and instruction. Create and monitor a "Watch List" for students performing below proficiency.	PLC Meetings and Minutes, Faculty Meetings, Observational and walkthrough data, Quarterly data meetings, Instructional Coaches notes, Lesson Plans		SBDM
		Curricular/Instructional Design: Teachers will have professional learning time to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Grade level curricular mapping, Lesson Plans, Progress monitoring data, PL sign in sheets, PLC meeting minutes, Observational and walkthrough data, Assessments		District SBDM PD funding Title I
	KCWP 2: Design and Deliver Instruction What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? What is the process used to measure teacher's	**Evidence-Based Intervention/Instructional Strategies:** The staff will develop a clearly defined RtI system that is a school-wide process with applicable checklist(s) and achievement documentation tools, including such information as service frequency, intervention programs/strategies,	SBDM meetings, Master Schedule, PLC meetings, RTI Service meetings		SBDM Title I

	instructional effectiveness based on student data? How is learning monitored before, during, and after instruction? (Explicit Instruction)	goal measurement, Tier movement, and progress monitoring checks. This system will be a part of the Master Schedule for LES that would provide curricular guidance and ensure that all available resources are deployed to assist students.			
		Student Empowerment: School Administration and staff will continue in professional learning for student leadership and empowerment throughout the school (student ambassadors, Leader In Me, PBIS teams) to move towards students being the owners of their own learning and behavior. Teachers and leaders will engage in goal-setting activities, student data notebooks, student led conferences, and live scoring events to increase feedback for student learning.	Action Team meetings, PBIS committee meetings, Notebook checks, Parent conferences		Local Grant District SBDM
Objective 2 By May 2019, 63% of LES students will score Proficient/Distinguished on Reading KPrep scores.	KCWP 2: Design and Deliver Instruction What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?	**Curriculum Monitoring System:** Student Learning Teams (SLTs) will utilize the process of the Evidence - Inference - Activate model to create functioning PLCs. School wide assessment data (both formative and summative) will be used to determine next steps for interventions and instruction. Create and monitor a "Watch List" for students performing below proficiency.	PLC Meetings and Minutes, Faculty Meetings, Observational and walkthrough data, Quarterly data meetings, Instructional Coaches notes, Lesson Plans		SBDM
		Curricular/Instructional Design: Teachers will have professional learning time to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including	Grade level curricular mapping, Lesson Plans, Progress monitoring data, PL sign in sheets, PLC meeting minutes,		District SBDM PD funding Title I

		planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Observational and walkthrough data, Assessments		
	KCWP 2: Design and Deliver Instruction What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? What is the process used to measure teacher's instructional effectiveness based on student data? How is learning monitored before, during, and after instruction? (Explicit Instruction)	**Evidence-Based Intervention/Instructional Strategies:** The staff will develop a clearly defined RtI system that is a school-wide process with applicable checklist(s) and achievement documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, Tier movement, and progress monitoring checks. This system will be a part of the Master Schedule for LES that would provide curricular guidance and ensure that all available resources are deployed to assist students.	SBDM meetings, Master Schedule, PLC meetings, RTI Service meetings		SBDM Title I
		Student Empowerment: School Administration and staff will continue in professional learning for student leadership and empowerment throughout the school (student ambassadors, Leader In Me, PBIS teams) to move towards students being the owners of their own learning and behavior. Teachers and leaders will engage in goal-setting activities, student data notebooks, student led conferences, and live scoring events to increase feedback for student learning.	Action Team meetings, PBIS committee meetings, Notebook checks, Parent conferences		Local Grant District SBDM
	KCWP 2: Design and Deliver Instruction What systems of collaboration are in place in	**Writing Learning Experiences:** Develop and implementing a clearly defined Writing Policy for the school. Staff will develop a	Writing Policy, Faculty Meetings, SBDM meetings, Student work samples		SBDM Title I

		order to meet the Tier I educational needs of all students?	School-Wide Writing Program that encompasses specific grade level expectations.			
			Contextual Learning Experiences: Teacher will plan experiences that support a variety of student opportunities for student, personalized learning that shall include, but not be limited to the use of technology in the classroom (Naiku, Achieve3000, Smarty Ants) and the continued use of Guided Reading Instructional groups in the Primary levels. Administration will provide training and expand the Guided Reading program into the intermediate levels.	Lesson Plans, Guided Reading Plans, Progress monitoring, Usage reports, Student work analysis		District SBDM Title I

2: Separate Academic Indicator

Goal 2: By 2023, 70% of students will reach proficiency in Science, Social Studies, and Writing

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, LES students will score Proficient/Distinguished percentages on the subjects listed in the chart below 		LES
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Science	50%
Social St.	40%		KCWP 2: Design and Deliver Instruction What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What systems of collaboration are in place in order to meet the Tier I educational needs of all students?	**Evidence-Based Intervention/Instructional Strategies:** The staff will develop a clearly defined RtI system that is a school-wide process with applicable checklist(s) and achievement documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, Tier movement, and progress monitoring checks. This system will be a part of the Master Schedule for LES that would provide curricular guidance and	SBDM meetings, Master Schedule, PLC meetings, RTI Service meetings		SBDM Title I

		ensure that all available resources are deployed to assist students.			
		Curricular/Instructional Design: Teachers will have professional learning time to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Grade level curricular mapping, Lesson Plans, Progress monitoring data, PL sign in sheets, PLC meeting minutes, Observational and walkthrough data, Assessments		District SBDM PD funding Title I
Objective 2: By May 2019, 45% of LES students will score Proficient/Distinguished on the KPrep Writing test.	KCWP 2: Design and Deliver Instruction What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What systems of collaboration are in place in order to meet the Tier I educational needs of all students?	**Curricular/Instructional Design:** Teachers will have professional learning time to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Grade level curricular mapping, Lesson Plans, Progress monitoring data, PL sign in sheets, PLC meeting minutes, Observational and walkthrough data, Assessments		District SBDM PD funding Title I
		Writing Learning Experiences: Develop and implementing a clearly defined Writing Policy for the school. Staff will develop a School-Wide Writing Program that encompasses specific grade level expectations.	Writing Policy, Faculty Meetings, SBDM meetings, Student work samples		SBDM Title I
	KCWP 2: Design and Deliver Instruction What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What systems of collaboration are in place in order to meet the Tier I	**Contextual Learning Experiences:** Teacher will plan experiences that support a variety of student opportunities for student, personalized learning that shall include, but not be limited to the use of technology in the classroom (Naiku, Achieve3000, Smarty Ants) and the continued use of Guided Reading Instructional groups in the Primary levels. Administration will	Lesson Plans, Guided Reading Plans, Progress monitoring, Usage reports, Student work analysis		District SBDM Title I

	educational needs of all students?	provide training and expand the Guided Reading program into the intermediate levels.			
		Student Empowerment: School Administration and staff will continue in professional learning for student leadership and empowerment throughout the school (student ambassadors, Leader In Me, PBIS teams) to move towards students being the owners of their own learning and behavior. Teachers and leaders will engage in goal-setting activities, student data notebooks, student led conferences, and live scoring events to increase feedback for student learning.	Action Team meetings, PBIS committee meetings, Notebook checks, Parent conferences		Local Grant District SBDM

3: Gap

Goal 3*: By 2023, 70% of identified subgroup student performance will reach proficiency in reading, math, science, social studies, and writing.*

Objective				Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, student proficiency rates will increase to the following goals.				KCWP 2: Design and Deliver Instruction What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards?	**Curricular/Instructional Design:** Teachers will have professional learning time to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Grade level curricular mapping, Lesson Plans, Progress monitoring data, PL sign in sheets, PLC meeting minutes, Observational and walkthrough data, Assessments		District SBDM PD funding Title I
	F/R	Hisp	IEP					
LES	R - 55 M - 55 SC - 25 SS - 30 W - 40	R - 48 M - 45 SS - 25 W - 20	R - 42 M - 42 SS - 30 W - 47	What systems of collaboration are in place in order to meet the Tier I educational needs of all students?	**Evidence-Based Intervention/Instructional Strategies:** The staff will develop a clearly defined RtI system that is a school-wide process with applicable checklist(s) and achievement	SBDM meetings, Master Schedule, PLC meetings, RTI Service meetings		SBDM Title I

		documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, Tier movement, and progress monitoring checks. This system will be a part of the Master Schedule for LES that would provide curricular guidance and ensure that all available resources are deployed to assist students.			
	KCWP 2: Design and Deliver Instruction What is the process used to measure teacher's instructional effectiveness based on student data? How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind?	**Curriculum Monitoring System:** Student Learning Teams (SLTs) will utilize the process of the Evidence - Inference - Activate model to create functioning PLCs. School wide assessment data (both formative and summative) will be used to determine next steps for interventions and instruction. Create and monitor a "Watch List" for students performing below proficiency.	PLC Meetings and Minutes, Faculty Meetings, Observational and walkthrough data, Quarterly data meetings, Instructional Coaches notes, Lesson Plans		SBDM
		Student Empowerment: School Administration and staff will continue in professional learning for student leadership and empowerment throughout the school (student ambassadors, Leader In Me, PBIS teams) to move towards students being the owners of their own learning and behavior. Teachers and leaders will engage in goal-setting activities, student data notebooks, student led conferences, and live scoring events to increase feedback for student learning.	Action Team meetings, PBIS committee meetings, Notebook checks, Parent conferences		Local Grant District SBDM

Goal 5*: By 2023, 70% of LES students will reach the student growth norm for their grade level according to MAP data.*

Beginning to End of Year		
Grade	Reading	Math
K	17.1	19.1
1	16.8	18.4
2	14	15.2
3	10.3	13
4	7.8	11.6
5	6.1	9.9

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 50% of LES students will reach the student growth norm for their grade level according to MAP data.	KCWP 2: Design and Deliver Instruction What is the process used to measure teacher's instructional effectiveness based on student data? How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?	**Curricular/Instructional Design:** Teachers will have professional learning time to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Grade level curricular mapping, Lesson Plans, Progress monitoring data, PL sign in sheets, PLC meeting minutes, Observational and walkthrough data, Assessments		District SBDM PD funding Title I
		Curriculum Monitoring System: Student Learning Teams (SLTs) will utilize the process of the Evidence - Inference - Activate model to create functioning PLCs. School wide assessment data (both formative and summative) will be used to determine next steps for interventions and instruction.	PLC Meetings and Minutes, Faculty Meetings, Observational and walkthrough data, Quarterly data meetings, Instructional Coaches notes, Lesson Plans		SBDM

	What system is in place to ensure students take responsibility for their own learning?	Create and monitor a "Watch List" for students performing below proficiency.			
		Student Empowerment: School Administration and staff will continue in professional learning for student leadership and empowerment throughout the school (student ambassadors, Leader In Me, PBIS teams) to move towards students being the owners of their own learning and behavior. Teachers and leaders will engage in goal-setting activities, student data notebooks, student led conferences, and live scoring events to increase feedback for student learning.	Action Team meetings, PBIS committee meetings, Notebook checks, Parent conferences		Local Grant District SBDM
	KCWP 6: Establishing Learning Culture and Environment

What processes are in place to communicate with parents in order to address barriers to learning?

 What processes are in place to communicate with students in order to address barriers to learning? | **Goal Setting:** Student Learning Teams (SLT's) will meet to establish goals based on available data (MAP, Common Assessments, Classroom Assessments) to determine grade level goals. Additionally, teachers and students will collaborate to develop individual growth goals for such assessment. | PLC Meetings, Data Analysis, Classroom assessment results, MAP goals, Student Growth Goals | | None |
| | | **Family Engagement:** Activities centered on school and related services will be scheduled (Reading Night, Grade Level Nights, Data Nights, etc…) to support families and students working together with school personnel to increase student achievement awareness and identify needed supports. | Title I documentation, Sign in sheets, Student data notebooks, Parent teacher conferences | | Title I SBDM |

5: Transition Readiness

Goal 6: By 2023, 70% of LES students will reach reading and math transitional readiness benchmarks.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 40% of LES students will meet reach reading and math transition readiness benchmarks.	KCWP 6: Establishing Learning Culture and Environment What systems do school/district leadership have in place to address culture in their classrooms? The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement	**Profile of a Graduate:** The school will further develop and refine the process used to make connections with the content and 21st Century Skills using the 6 C's as the driving force for planning and learning (Communication, Creativity, Commitment, Collaboration, Content, and Critical Thinking). Personnel will engage in Professional Learning helping to redefine the areas of readiness, our changing environment, technology, and soft skills to become a District of Distinction.	Profile implementation, Planning documents, Student data analysis		None
		College/Career Readiness: Staff will continue to develop and refine needed skills for the elementary school level. LES will continue with the following endeavors: 3rd Grade - college visit 4th Grade - ATC visit 5th Grade - Business/Industry visit	Field trip paperwork, Student permission slips, student writing samples		SBDM Title I
		Leadership: LES will continue to develop and refine the work started with the Leader In Me, Student Ambassadors, and other student leadership experiences.	Action Team meetings, LIM professional learning documents, Leadership days documentation		Local Grant SBDM