LES Improvement Plan 2018-2019

1: Proficiency Goal

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

		alemaine for the intervention of the	Observations 1 1	
		planning for the introduction of the	Observational and	
		standard, development and gradual	walkthrough data,	
		release phases, and arrival at	Assessments	
-	KCWP 2 Design and Deliver	standards mastery.		
	KCWP 2: Design and Deliver	Evidence-Based	SBDM meetings,	SBDM
	Instruction	Intervention/Instructional	Master Schedule, PLC	Title I
	What is the protocol for	Strategies: The staff will develop a	meetings, RTI Service	
	ensuring Tier I and Tier II	clearly defined RtI system that is a	meetings	
	instructional needs are met	school-wide process with applicable		
	and next steps for	checklist(s) and achievement		
	improvement are identified?	documentation tools, including such		
		information as service frequency,		
	What is the process used to	intervention programs/strategies,		
	measure teacher's	goal measurement, Tier movement,		
	instructional effectiveness	and progress monitoring checks.		
	based on student data?	This system will be a part of the		
		Master Schedule for LES that would		
	How is learning monitored	provide curricular guidance and		
	before, during, and after	ensure that all available resources		
	instruction? (Explicit	are deployed to assist students.		
	Instruction)	Student Empowerment:	Action Team meetings,	Local Grant
		School Administration and staff will	PBIS committee	District
		continue in professional learning for	meetings, Notebook	SBDM
		student leadership and	checks, Parent	
		empowerment throughout the school	conferences	
		(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.		
	KCWP 2: Design and Deliver	Writing Learning Experiences:	Writing Policy, Faculty	SBDM
	Instruction	Develop and implementing a clearly	Meetings, SBDM	Title I
	What systems of	defined Writing Policy for the	meetings, Student work	
	collaboration are in place in	school. Staff will develop a	samples	
	I			I]

0	order to meet the Tier I	School-Wide Writing Program that		
e	educational needs of all	encompasses specific grade level		
S	students?	expectations.		
		Contextual Learning Experiences:	Lesson Plans, Guided	District
		Teacher will plan experiences that	Reading Plans,	SBDM
		support a variety of student	Progress monitoring,	Title I
		opportunities for student,	Usage reports, Student	
		personalized learning that shall	work analysis	
		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.		

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

		ensure that all available resources are deployed to assist students.		
		Curricular/Instructional Design: Teachers will have professional	Grade level curricular mapping, Lesson Plans,	District SBDM
		learning time to ensure that vertical	Progress monitoring	PD funding
		curriculum mapping is occurring to	data, PL sign in sheets,	Title I
		identify instructional gaps, including	PLC meeting minutes,	
		planning for the introduction of the	Observational and	
		standard, development and gradual	walkthrough data,	
		release phases, and arrival at standards mastery.	Assessments	
Objective 2:	KCWP 2: Design and Deliver	Curricular/Instructional Design:	Grade level curricular	District
By May 2019, 45% of LES	Instruction	Teachers will have professional	mapping, Lesson Plans,	SBDM
students will score	What systems/processes are	learning time to ensure that vertical	Progress monitoring	PD funding
Proficient/Distinguished on	in place to ensure Tier I instruction and assessments	curriculum mapping is occurring to	data, PL sign in sheets,	Title I
the KPrep Writing test.	meet the intent of the adopted	identify instructional gaps, including	PLC meeting minutes, Observational and	
	standards?	planning for the introduction of the standard, development and gradual	walkthrough data,	
	Sundulus:	release phases, and arrival at	Assessments	
	What systems of	standards mastery.	1050551101105	
	collaboration are in place in	Writing Learning Experiences:	Writing Policy, Faculty	SBDM
	order to meet the Tier I	Develop and implementing a clearly	Meetings, SBDM	Title I
	educational needs of all	defined Writing Policy for the	meetings, Student work	
	students?	school. Staff will develop a	samples	
		School-Wide Writing Program that		
		encompasses specific grade level		
	KCWP 2: Design and Deliver	expectations.		D: (:)
	Instruction	Contextual Learning Experiences: Teacher will plan experiences that	Lesson Plans, Guided	District SBDM
	What systems/processes are	support a variety of student	Reading Plans, Progress monitoring,	Title I
	in place to ensure Tier I	opportunities for student,	Usage reports, Student	
	instruction and assessments	personalized learning that shall	work analysis	
	meet the intent of the adopted	include, but not be limited to the use		
	standards?	of technology in the classroom		
		(Naiku, Achieve3000, Smarty Ants)		
	What systems of	and the continued use of Guided		
	collaboration are in place in	Reading Instructional groups in the		
	order to meet the Tier I	Primary levels. Administration will		

educational needs of all students?	provide training and expand the Guided Reading program into the intermediate levels.		
	Student Empowerment:	Action Team meetings,	Local Grant
	School Administration and staff will	-	District
	continue in professional learning for		SBDM
	student leadership and	checks, Parent	
	empowerment throughout the school	conferences	
	(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.		

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

	Obj	ective		Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objec	tive 1:			KCWP 2: Design and Deliver	Curricular/Instructional Design:	Grade level curricular		District
By M	lay 2019,	student		Instruction	Teachers will have professional	mapping, Lesson Plans,		SBDM
profic	ciency rat	tes will	increase	What systems/processes are	learning time to ensure that vertical	Progress monitoring		PD funding
to the	followin	ng goals		in place to ensure Tier I	curriculum mapping is occurring to	data, PL sign in sheets,		Title I
				instruction and assessments	identify instructional gaps, including	PLC meeting minutes,		
	F/R	Hisp	IEP	meet the intent of the adopted	planning for the introduction of the	Observational and		
	I'/K	msp	1151	standards?	standard, development and gradual	walkthrough data,		
LES		R - 48	R - 42		release phases, and arrival at	Assessments		
	M - 55	M - 45 SS - 25	M - 42	What systems of	standards mastery.			
	SC - 25 SS - 30	88 - 25 W - 20	SS - 30 W - 47	collaboration are in place in	Evidence-Based	SBDM meetings,		SBDM
	W - 40			order to meet the Tier I	Intervention/Instructional	Master Schedule, PLC		Title I
				educational needs of all	Strategies: The staff will develop a	meetings, RTI Service		
				students?	clearly defined RtI system that is a	meetings		
					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.		
KCWP 2: Design and Deliver InstructionWhat 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	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.	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

4: Growth

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

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	Action Team meetings, PBIS committee meetings, Notebook checks, Parent conferences	Local Grant District SBDM
	(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.		
KCWP 6: Establishing Learning Culture and EnvironmentWhat 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	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
order to address barriers to learning?	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.	StategyKCWP 6: Establishing Learning Culture and EnvironmentWhat 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