

## WMES School Improvement Plan 2018-2019

### 1: Proficiency Goal

Goal 1: By 2023, 80% of students at West Marion Elementary School will be proficient in reading and math.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019 according to KPREP, WMES will have 76% proficient/distinguished in reading, 77% proficient/distinguished in math, 78%	KCWP 2: Design and Deliver Instruction –This strategy is critical to the growth of all students at West Marion Elementary School by improving our abilities to design and implement instruction so that the students at West Marion Elementary School will improve in all academic areas.	Develop effective PLC meetings that meet regularly to evaluate student work and instructional effectiveness.	PLC minutes	December 2018 March 2019 May 2019	SBDM Title I
		Ensure continuation of live scorings so that students receive immediate feedback.	Live scoring schedule and results	December 2018 March 2019 May 2019	SBDM Title I
	KCWP: Establishing Learning Culture and Environment	<b><u>Shared Leadership with all staff, parents and community, Student Leadership</u></b> Council of Pages Shared leadership Common Vision and Mission of Can Do Attitude We Are West Marion Bi Monthly PLC meetings	Weekly News Videos PLC minutes Morning Meetings Personalized Learning objectives with Map, Achieve 3000 and Dreambox Effective RTI practices	December 2018 March 2019 May 2019	SBDM Title I

## 2: Separate Academic Indicator

Goal 2: By 2023, 75% of students at West Marion Elementary School will be proficient in social studies, science and writing.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, WMES students will score Proficient/Distinguished percentages on the subjects listed below proficient/distinguished in 75% science, 75 % social studies and 75% proficient/distinguished in writing.	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?	<b>Evidence-Based Intervention/Instructional Strategies:</b> 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 WMES 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  Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 2018 March 2019 May 2019	SBDM Title I
	KCWP 6: Establishing Learning Culture and Environment	<b><u>Shared Leadership with all staff, parents and community, Student Leadership</u></b> Council of Pages Shared leadership Common Vision and Mission of Can Do Attitude We Are West Marion Bi Monthly PLC meetings	Weekly News Videos PLC minutes Morning Meetings Personalized Learning objectives with Map, Achieve 3000 and Dreambox Effective RTI practices	December 2018 March 2019 May 2019	SBDM Title I

### 3: Gap

Goal 3: By 2023, 70% of non-duplicated GAP students at West Marion Elementary School will be proficient in reading, math, social studies, science and writing.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019 according to KPREP, WMES will score 40% in each core content area.	KCWP 2 Design and Deliver Instruction – This strategy is crucial to the growth of all students at West Marion Elementary School. By improving our abilities to design and implement instruction, students at WMES will improve in all content areas	Ensure that students understand the success criteria for each learning target. (Our learning target today is--- and we will know we are successful when we ---.) Learning targets will be posted and referred to throughout lesson	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 2018 March 2019 May 2019	SBDM Title I
		Protocols for RTI Tiers 1,2 and 3 are met and students are identified appropriately with regular reviews 3 times a year after MAP testing	Summative assessments such as benchmarks, MAP, live scoring and other assessments will be used to measure growth.	December 2018 March 2019 May 2019	SBDM Title I
	KCWP 6: Establishing Learning Culture and Environment	Create and monitor a “Watch (Cusp) List” for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems	Parent teacher conferences, RtI meetings, AIMSWeb data, “Watch List” data, Map Data, Achieve 3000 data and Dreambox data	December 2018 March 2019 May 2019	SBDM Title I
		<u>Shared Leadership with all staff, parents and community, Student Leadership</u> Council of Pages Shared leadership	Weekly News Videos PLC minutes Morning Meetings Personalized Learning objectives with Map,	December 2018 March 2019 May 2019	SBDM Title I

	IEP	F/R
E	r-15	r-23
S	m-22	m-31
	ss-21	sc-18
	wr-2	ss-17
	2	wr-1
	sc-15	6

		Common Vision and Mission of Can Do Attitude We Are West Marion Bi Monthly PLC meetings	Achieve 3000 and Dreambox Effective RTI practices		
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5: Growth

Goal 5: By 2023, 80% of students will reach the student growth norm for their grade level according to MAP research.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																								
Objective 1 By May 2019, 60% of students will reach the student growth norm for their grade level according to MAP research (below).  <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3">Beginning to End of Year</th> </tr> <tr> <th>Grade</th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>17.1</td> <td>19.1</td> </tr> <tr> <td>1</td> <td>16.8</td> <td>18.4</td> </tr> <tr> <td>2</td> <td>14</td> <td>15.2</td> </tr> <tr> <td>3</td> <td>10.3</td> <td>13</td> </tr> <tr> <td>4</td> <td>7.8</td> <td>11.6</td> </tr> <tr> <td>5</td> <td>6.1</td> <td>9.9</td> </tr> </tbody> </table>	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	KCWP 2Design and Deliver Instruction – This strategy is crucial to the growth of all students at West Marion Elementary School. By improving our abilities to design and implement instruction, students at WMES will improve in all content areas	<b>Goal-setting-</b> Schools will meet in concurrent PLC groups to review and modify established goals based on available data using the Activate, Inference, ( MAP, Common Assessment) Additionally teacher and students will collaborate to develop individual growth goals.	PLC meetings, individually student goals, common assessment data	December 2018 March 2019 May 2019	SBDM Title I
	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																											
<b>Student Empowerment -</b> provide students with opportunities to make deeper connections with their learning by implementing the Leader in Me model strategies through counseling classes, personalized learning environments, and club opportunities.	Council of Pages leadership team. PTP/GT opportunities, club offerings	December 2018 March 2019 May 2019	SBDM Title I																										
<b>Evidence-based strategies-</b> Strategies will be utilized that are	KCWP: Establishing Learning Culture and Environment	Family night sign in sheets, photos, and agendas.	December 2018 March 2019 May 2019	SBDM Title I																									

	<p>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? Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc</p>	<p>grounded in research so that skill-deficit(s) are addressed through targeted interventions and acceleration opportunities for exposure to advanced content.</p> <p><b>Family Engagement</b>-Activities such as Family Data Nights, Literacy Events, Reading Celebration, Born Learning, Special Programs events and services to support families and students working together to increase awareness and identify any needed supports.</p>	<p>Title 1 survey data Born Learning sign in sheets, photos and agendas. FRC family assistance</p>		
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## 6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): By 2023, 75% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 By May 2019, 50% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP)</p>	<p>KCWP 2Design and Deliver Instruction – This strategy is crucial to the growth of all students at West Marion Elementary School. By improving our abilities to design and implement instruction, students at</p>	<p><b>21<sup>st</sup> Century Learners-</b> Further develop and refine process used to make connections with the content and 21st century skills , (communication, creativity, commitment, collaboration, content, critical thinking). School personnel will engage in professional learning in the areas of redefining readiness, the changing nature of work,</p>	<p>PLC minutes, I2 Conference, Social Skills programs, integration of new technology programs, ewalks</p>	<p>December 2018 March 2019 May 2019</p>	<p>SBDM Title I</p>

	<p>WMES will improve in all content areas</p>	<p>acceleration of technology, core social emotional skills.</p>			
		<p><b><u>College Readiness/Transition Readiness</u></b>- College Visits, Technical School visits to create a purposeful vertical approach to transition readiness. 3rd grade--College visit 4th grade--ATC visit 5<sup>th</sup> grade—Bump Up Day to district middle school</p>	<p>College/ATC visit, Bump Up Day agendas</p>	<p>December 2018 March 2019 May 2019</p>	<p>SBDM Title I</p>
	<p>KCWP: 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? Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc</p>	<p><b><u>Leadership</u></b>-continuation of Leader in Me strategies through counseling classes. Use of Council of Pages to provide leadership experiences for students at all grade levels. Lesson planning will reflect student ownership in the learning.</p>	<p>Council of Pages leadership team. PTP/GT opportunities, club offerings</p>	<p>December 2018 March 2019 May 2019</p>	<p>SBDM Title I</p>