2015-18 Executive Summary

Continuous Improvement Goal *(Schools determine the number of goals)*	AdvancED Standards *(Check all that apply)*	Support from FCS Depts.* *(List all that apply)*
Utilizing the ten standards found within the TKES process, KME will focus on responding to the essential question: "What is effective mathematics instruction in a learner-directed environment?" 1. Providing specific and descriptive feedback at all levels of learning 2. Vertical teaming around common core standards and TKES standards 3. Increased utilization of specific academic math vocabulary 4. Increased differentiation across math instruction 5. Streamlined schoolwide RTI 6. Reorganization of vertical TEAMS to align with the tenets of "We Are Kelly Mill" 7. Schoolwide implementation of class meetings 8. Implementation of "Wisdom Hour"	Purpose and Direction Teaching and Assessing for Learning Resources and Support Systems	Math specific professional development regarding CCGPS – Brian Lack ItsLearning support – Jackie Aurisch Continued flexibility with school-based decisions regarding securing resources, specifically regarding math Technology support for instructional latitude with resources that are directly aligned to CCGPS and the TKES standards for differentiation

* FCS Depts:

Educational Leadership	*Human Resources*	*Student Support Services*
Facilities	*Public Inf. & Communications*	*Superintendent*
Finance & Operations	*School Safety & Discipline*	*Teaching & Learning*
Food & Nutrition Services	*Special Education*	*Technology & Inf. Services*
		Transportation

2015-16 School Improvement Plan

Continuous Improvement Goal:
Kelly Mill Elementary will enhance the student centered learning environment in which teaching and learning occur at high levels and students are self-directed learners.

SMART Goal:
See Step 3 (DMR): Establish SMART Goals
KME students will demonstrate increased levels of a positive and academically challenging environment in mathematics as measured by TKES standards 7 and 8, as well as student work performance.

Actions, Strategies and Interventions *(Includes Prof. Learning Plan)*	**Impact on Student and Adult Behavior** *("If…then…" Statements)*	**Timeline**	**Resources Needed? Who is Responsible?**
See Step 4 (DMR): Select Specific Strategies	See Step 5 (DMR): Determine Results Indicators		
KME students will demonstrate increased levels of an academically challenging environment in mathematics as measured by TKES standards 7 and 8 and student work performance.	If teachers increase the quality and quantity of challenging instruction, then students will increase their level of understanding and achievement with regard to higher levels and increased self –directed learning.	Ongoing throughout the 2015-2016 school year.	Professional learning Time for teachers to collaborate KME Admin
Increase the use of academic vocabulary during math instruction. Schoolwide RTI plan	If teachers consistently utilize the proper math vocabulary in their instruction, then students will become more competent, and acquire a more comprehensive understanding of the math concepts.	Ongoing throughout the 2015-2016 school year.	Time for teachers to collaborate All KME teachers
Use perception data to collect a baseline and measure change and growth as compared with pre and post surveys.	If teachers are cognizant of their self perceptions in their confidence levels in teaching math, then they will be more likely to focus on building their strength in math instruction and therefore their confidence too	Ongoing throughout the 2015-2016 school year.	Perception surveys Time for teachers to collaborate

Describe how your SMART Goal will be monitored throughout the year:
See Step 6 (DMR): Monitor and Evaluate Results **We plan to monitor progress through the provision of multiple collaborative forums across the school year (grade level meetings with admin, leadership meetings, faculty meetings, etc) and informal and formal observations utilizing the TKES standards.**

2015-16 Professional Learning Plan

Professional Learning Goal(s):
To increase mathematical knowledge in the area of instruction.

Connection to Continuous Improvement Goal(s):
Mathematics instruction specifically tied to personalized learning.

Date	# Hours	Description of Learning Activities
July 30 *Pre-Planning*	4.0	GL collaboration
July 31 *Pre-Planning (District)*	8.0	ItsLearning training, GL collaboration
August 3 *Pre-Planning*	4.0	"We Are Kelly Mill" collaboration at Midway Park
August 4 *Pre-Planning*	4.0	Grade level collaboration
August 5 *Pre-Planning*	4.0	Grade level collaboration
August 10 *Grade level meeting with admin*	0.5	TKES pre-conf, ItsLearning, Getting to Team
August 17 *Grade level meeting with admin*	0.5	IST/SST, ELL
August 19 *ItsLearning Training*	0.75	Planner and site training with Jackie Aurisch
September 2 *Early Release/Prof. Dev. (District)*	3.0	Data Teams, Grade level collaboration
September 7 *Grade level meeting with admin*	0.5	F&P assessments, IST/SST, ItsLearning
September 14 *Grade level meeting with admin*	0.5	RTI plans
October 5 *Grade level meeting with admin*	0.5	RTI plans, IST/SST, McKenna and Stahl cognitive model
October 23		

Prof. Dev. Day (District AM/School PM)	3.0	Learning Targets, Grade level collaboration
January 4 *Prof. Dev. Day (School)*	TBD	
February 16 *Prof. Dev. Day (District AM/School PM)*	TBD	
May 31 *Post-Planning*	TBD	
June 1 *Post-Planning*	TBD	
TOTAL HOURS:	TBD	