

SALEM ELEMENTARY SCHOOL

Russell Springs, KY

Salem Elementary School

Grades Preschool - 5th

314 Students

19.2 Certified Staff

Rural Setting

Socioeconomic:

62.1% Free lunch

7.4% Reduced lunch

Ethnicity:

0% African American

.7% Asian

6.4% Hispanic

91.8% White

\$7,946 per student spending



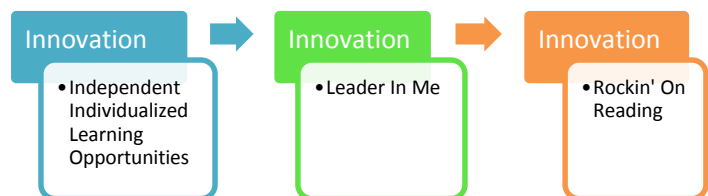
Leading Learners into the Future

Innovation Snapshot

Innovation Pathways

Salem Elementary School is creating an environment in which the students own their education and have an active role in it.

Key Elements



kid-FRIENDLY Supports

- Data Retreat
- Community of Learners
- Community of Practice
- Leader In Me
- Cultural Proficiency Institute
- FRSYC Funds



SCHOOL INNOVATION SNAPSHOT:

Salem Elementary

Our school innovation snapshot begins with those who are the most vital to our school, our students and it is fueled by how they drive us to make their educational experience better for them. We have decided that our strategy would carry a name that best reflects this purpose and focus on them, ***Leading Learners Into The Future: Navigating the Road to Individualized Learning***. This process, the plan, this constant revolution is all about finding that path for which we need to take our students down that will lead them to success. Our vision is what is driving our choices and for the past year we have begun to slowly implement a variety of strategies that will begin to lead us down this path to individualized learning.

First of all, our school has started implementing The Leader In Me program which has been huge in enabling our students to take ownership of their own education. Through this program our students have had the opportunity to share responsibility in goal setting, self-assessing, and tracking/monitoring their individual progress. This student ownership has allowed the teachers and students to work together in learning how to identify individual strengths and weaknesses as well as discuss one on one how they can improve upon them. A huge part of this ownership has taken place within the student's individual leadership notebooks. It is in these notebooks that the students self-assess, monitor progress in various habits, not just academically, and present their performance to adults. These leadership notebooks give the students the ability to see firsthand their strengths and weaknesses and develop ways they can improve and capitalize on them. As for the teachers the leadership notebooks are a great resource in seeing the individualized learning needs of their students through the data tracking and student led conferences.

Also, we have put into action several instructional programs that are geared to providing our students with independent individualized learning opportunities where they can move through content at their individual level of mastery and pace. In reading we have started using on-line programs such as Reading Eggs/Eggspress and Moby Max both of which can allow the teacher to monitor the students' mastery of skills and timing. We have found Reading Eggs which is for the K-2 students and Reading Eggspress which is for 3-5 to be a very appealing yet research based academically sound program. Within the program all students work on their individual levels and progress is determined by their mastery of skills, which is great for teachers to view and assess. For the students they are completely in tune as they get the opportunity to create their own avatar (character) and build him/her a wide range of resources such as homes, clothing, food, and many more. This has been a huge success for us with student interest and in turn this enables our teachers to provide instruction that is supported by real time data.

In math we are currently using Moby Max and Math Whizz. Again these on-line programs provided teachers with the same opportunities mentioned above. What our teachers have found that they like about all of these programs is that they provide them with very detailed information such as which skills individual students have mastered and how it will self-adjust the content to each students' needs. This year we added a second computer lab to ensure that all students have access to these programs and we have received a classroom set of I-pads that will allow us to take the technology even more into the classroom. The portable I-pad lab has been utilized frequently within our classrooms and used in different ways. Classroom teachers have used them within their student led literacy centers, offered student choice on reading apps, provided intervention instruction through some of the apps, and skill specific practice. All teachers have been involved in deciding what apps would be

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on the I-pads and beneficial to their students. This level of access to technology is something that is fairly new to us as we just have gotten the I-pad lab up and going recently but we can already see how much it will help with classroom instruction opportunities.

In addition to trying to create that drive towards individualized learning we are implementing a couple of school-wide classroom activities. First, all students in grades 1 thru 5 participate in the Rockin' On Reading program. In this program every student is assessed to find their individual reading level and then they are created a reading fluency packet on that level. At least three to four times a week every student is assessed on passages from their fluency packet. They are timed during these one on one readings to assess their reading fluency through words correctly read per minute. They track their progress on an individual tracking sheet that is attached to the front of the packet. As the students experience success they move onto the next reading level at their own pace. We have seen a huge increase in our students' reading fluency through this program.

Secondly, kindergarten thru fifth grade work in literacy centers. These centers allow the students to work independently in small groups. The teacher usually works with one group at a time while the other students participate and rotate through the other student led centers. This type of set up allows the teacher to provide the instruction in a variety of ways such as small group tablet lessons, hands-on manipulatives, independent reading, and team tasks just to name a few. We have seen our students really flourish within these centers as they not only lead their own educational experience but are working to teach others as well.

In order to fully implement individualized learning we truly realize and understand that it takes staff participation and buy in which is where our newly implemented program, "All Hands On Deck" started. Through this program we are able to utilize all staff in some way so that they are working with students and meeting them where their needs are. Our physical education teacher spends the first hour every morning reading one on one with the students in the Rockin' On Reading packets. Not only does this ensure support of staff but it really increases student participation because they love reading with Mr. Stephens. Also, our librarian and guidance counselor help lead student reading and intervention groups daily in our primary classrooms. They work with a small group of students, based on their needs, to focus on skills and activities that will help them with the mastery of that need. For our intermediate students we have a certified teacher who provides extra in-class support for all math classes. This teacher has offered a variety of resources for the students such as aiding in math performance centers, individualized learning with a student, and small group instruction in an additional math classroom. Being able to provide more resources for our students has only helped us in targeting and creating individualized learning.

Lastly, we started a new instructional program after Christmas that really targets our kindergartens that are showing areas of concerns. We began offering a mini in school Kindergarten Camp that is led by a certified teacher. In this camp ten students were targeted showing weaknesses in similar areas. They are worked with daily instruction in that small group setting focusing on the skills they need to improve to be successful. Within that small group the students are worked with individually, whole group, and even in student led centers on reading and math skills. We have seen huge success from this Kindergarten Camp with the students moving at their individual pace and meeting the goals that they set with the teacher. The students get to see and track their progress in that classroom which has been great for their confidence in themselves. After completing benchmarks both before and after the Kindergarten Camp we have tracked increases on all of their performance of skills targeted.

These are just a few of the strategies and activities that we have started to put into effect in working toward our goal of personalized learning. Next steps will be to plan for subsequent stages of individualized learning through the lens of our Community of Practice teachers as they learn, plan and implement exciting and innovative teaching and learning. We realize that navigating the road to individualized learning can be

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challenging as we began to teach in ways we haven't always taught and try new things. Ignacio Estrada once said, "If a child can't learn the way we teach, maybe we should teach the way they learn." Also, we recognize that we are not where we want to be yet but that is why we have this vision and goal for our students. Together as a school we are in the process and will continue to be in the process creating an environment in which our students own their education and have an active role in it. For us in the end by working towards our overall strategy of *Leading Learners Into The Future* we will produce an educational experience in which our students will think it was made just for them!