BREMEN ELEMENTARY SCHOOL

CONSIOLIDATED SCHOOL IMPROVEMENT PLAN

2017-2018

## 1: Proficiency

| Goal 1: Increase the average Combined Reading and Math Proficiency rating for all students from 75.9% to 79.4% by 2018 as measured by KPREP | | | | | |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase the average *reading* proficiency from 72.4% to 79.7% by 2018 as measured by KPREP | Literacy Initiative-common core standards will be covered using a combination of Balanced Literacy, Four block reading model and other resources to deploy standards, design and deliver instruction (KCWP #1 & #2) | Form skills groups using MAP Learning Continuum resource and other formative assessments to group students by ability in order to address individual learning needs. This will be done for Tier 1 core instruction | Formative assessment data and MAP data |  |  |
| Writing instruction will be guided by the Writing Advisory Committee and the school cluster leader. Writing instruction will be incorporated using a school-wide writing plan that is parallel to the district writing plan to ensure the continuity of learning | School-wide scrimmage data |  |  |
| Intervention-students not meeting grade level benchmark requirements will be provided extra instructional time (KCWP #3 & #4) | Grade level teams will follow the district RtI model or providing extra academic support for individual Students performing below grade level. Data will be analyzed every 4 weeks to monitor progress and determine next steps | Progress monitoring data |  | Part of ESS |
| Data-staff will use any and all data available to understand each student’s needs and strengths. (KCWP #3 & #4) | Grade level classroom teachers will give common assessments as determined by curriculum timelines. Teachers/grade level teams will analyze student performance and adjust instruction accordingly in order to improve on any discrepancies indicated in the data | Item analysis data |  |  |
| Grade level teaches will give scrimmage tests in at least the subjects of Reading and Math twice a year in a KPrep-like setting. Teachers will analyze student performance data and adjust instruction accordingly in order to improve on any discrepancies indicated in the data | Item analysis data |  |  |
| Objective 2:  Increase the average *math* proficiency from 75.6% to 79.1% by 2018 as measured by KPREP | Math initiative- Teachers will participate in vertical groups to ensure the progression of learning is continuous. Teachers will apply knowledge and strategies gained from professional development. Teachers will also participate in advisory groups to discuss curriculum maps and assessments to ensure the rigor of common core standards are not compromised | Form skills groups using MAP Learning Continuum resource and other formative assessments to group students by ability in order to address individual learning needs. This will be done for Tier 1 core instruction | Formative assessment data and MAP data |  |  |
| Using the school professional development allocated funds, a select group of teachers will attend the KCM Math conference, if possible and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly |  |  | PD funds |
| Intervention-students not meeting grade level benchmark requirements will be provided extra instructional time (KCWP #3 & #4) | Grade level teams will follow the district RtI model or providing extra academic support for individual Students performing below grade level. Data will be analyzed every 4 weeks to monitor progress and determine next steps |  |  |  |
| Data-staff will use any and all data available to understand each student’s needs and strengths. (KCWP #3 & #4 | Grade level classroom teachers will give common assessments as determined by curriculum timelines. Teachers/grade level teams will analyze student performance and adjust instruction accordingly in order to improve on any discrepancies indicated in the data |  |  |  |
| Grade level teaches will give scrimmage tests in at least the subjects of Reading and Math twice a year in a KPrep-like setting. Teachers will analyze student performance data and adjust instruction accordingly in order to improve on any discrepancies indicated in the data |  |  |  |

## 2: Gap

| Goal 2:  Increase the average Combined Reading and Math proficiency for non-duplicated gap students from 72.1% to 76.1% by 2018 as measured by KPREP | | | | | |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase Reading proficiency for non-duplicated gap group from 72.2% to 76.2% by 2018 as measured by KPREP | Data- Each grade level will participate in various events requiring teachers to analyze formative data and make instructional adjustments | Grade level teams will follow the district RtI model or providing extra academic support for individual Students performing below grade level. Data will be analyzed every 4 weeks to monitor progress and determine next steps | Progress monitoring data |  | Part of ESS |
| Grade level classroom teachers will give common assessments as determined by curriculum timelines. Teachers/grade level teams will analyze student performance and adjust instruction accordingly in order to improve on any discrepancies indicated in the data. | Item analysis data |  |  |
| Grade level teaches will give scrimmage tests in at least the subjects of Reading and Math twice a year in a KPrep-like setting. Teachers will analyze student performance data and adjust instruction accordingly in order to improve on any discrepancies indicated in the data. | Item analysis data |  |  |
| Objective 2:  Increase Math proficiency for non-duplicated gap group from 72.1% to 76.1% by 2018 as measured by KPREP | Data-Each grade level will participate in various events requiring teachers to analyze formative data and make instructional adjustments | Grade level teams will follow the district RtI model or providing extra academic support for individual Students performing below grade level. Data will be analyzed every 4 weeks to monitor progress and determine next steps | Progress monitoring data |  | Part of ESS |
| Grade level classroom teachers will give common assessments as determined by curriculum timelines. Teachers/grade level teams will analyze student performance and adjust instruction accordingly in order to improve on any discrepancies indicated in the data. | Item analysis data |  |  |
| Grade level teaches will give scrimmage tests in at least the subjects of Reading and Math twice a year in a KPrep-like setting. Teachers will analyze student performance data and adjust instruction accordingly in order to improve on any discrepancies indicated in the data. | Item analysis data |  |  |

## 3: Growth

| Goal 3:  Collaborate with school staff, district level staff and community members to achieve a minimum of Proficient status by 05/22/2018 as measured by K-Prep accountability system | | | | | |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase the amount of proficient students in reading and math by decreasing the amount of apprentice and novice as measured by KPREP | Differentiation | Form skills groups using MAP Learning Continuum resource and other formative assessments to group students by ability in order to address individual learning needs. This will be done for Tier 1 core instruction | Formative assessment data and MAP data |  |  |
|  | Professional development | Using school professional development funds, professional materials and resources will be purchased to provide research-based information regarding best practice instructional strategies |  |  | PD funds |
| Using the school professional development allocated funds, a select group of teachers will attend the KCM Math conference, if possible and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly |  |  | PD funds |
| Using the school professional development allocated funds, a select group of teachers will attend On-Demand Writing Training, KAGAN training and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly |  |  | PD funds |
|  | Leadership support | Principal and assistant principal will be committed to providing support by frequent visits to the classroom daily and open conversations about quality instruction. |  |  |  |
| The principal and assistant principal will do frequent informal observations giving informal feedback and constructive questions requiring the teachers to have a conversation about their instructional delivery and instructional strategies |  |  |  |
| Every four weeks each grade level will meet to discuss strategies to improve the success of individual students |  |  |  |

## 4: Transition readiness

| Goal 4  Collaborate with school staff, district level staff and community agencies to ensure Kindergarten students have a successful foundation of school by 2018 as measured by Brigance screener | | | | | |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase Kindergarten transition readiness from 51.6% to 58.5% by 2018 as measured by Brigance screener | Pre-K Transition Data | Assess all Kindergarteners at school entry with the statewide screener (BRIGANCE) | Brigance |  |  |
|  | Involving parents | Ready! For Kindergarten-The Felix E. Martin Jr. foundation will provide a grant to fund a readiness program for parents of students who will enter Kindergarten the following year called Ready! for Kindergarten. Parents will receive training on how to use the toys provided as playing with the purpose of improving readiness skills | Brigance and participation data |  | Felix E. Martin, Jr. Foundation |
| K-Day- The Felix E Martin Jr. Foundation will provide funding to ensure a proper parent orientation for incoming Kindergarten students is provided. This event is separated from other grade level orientations. Parents and students enjoy a themed event with games, snacks, and a t-shirt while being informed of what is necessary to begin their school career with a positive attitude and excited about coming to school | Brigance and participation data |  | Felix E. Martin, Jr. Foundation |