BREMEN ELEMENTARY SCHOOL

CONSIOLIDATED SCHOOL IMPROVEMENT PLAN

2018-2019

## 1: Proficiency

| Goal 1: Increase the Reading and Math Proficiency rating for all students by 2019 as measured by KPREP | | | | | |
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| **STRATEGY** | | ACTIVITY | TIMELINE~FIDELITY~FUNDING | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase the average *reading* proficiency from 75.2% to 77% by 2019 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 |  |  |
| 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 teachers 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 61.4% to 65% 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 |  |  |
| 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 | Benchmark assessments |  | Will  Request  District  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 | Progress monitoring data |  |  |
| 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 |  |  |
| 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 |  |  |

## 2: Gap

| Goal 2:  Increase the Reading and Math proficiency for non-duplicated gap students by 2019 as measured by KPREP | | | | | |
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| **STRATEGY** | | ACTIVITY | TIMELINE~FIDELITY~FUNDING | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase Reading proficiency for non-duplicated gap group by 2019 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 by 2019 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 (or the equivalent category created by KDE) by 05/22/2019 as measured by K-Prep accountability system | | | | | |
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| **STRATEGY** | | ACTIVITY | TIMELINE~FIDELITY~FUNDING | | |
| 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 | 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 | Benchmark assessments |  | Will  Request  District 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. | Positive formative feedback |  |  |
| 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 | Positive formative feedback |  |  |
| Every four weeks each grade level will meet to discuss strategies to improve the success of individual students | Progress monitoring data |  |  |

## 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 2019 as measured by Brigance screener | | | | | |
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| **STRATEGY** | | ACTIVITY | TIMELINE~FIDELITY~FUNDING | | |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1:  Increase Kindergarten transition readiness by 2019 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 |

## 5: Separate Academic Indicator

| Goal 5: Increase Social Studies, On-Demand Writing, and Science proficiency as measured by K-PREP by 2019 | | |
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| **STRATEGY** | ACTIVITY | TIMELINE~FIDELITY~FUNDING |

| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1  Increase On-Demand writing proficiency by 2019 as measured by KPREP | Advisory Team  Curriculum and Assessment | Writing instruction will be guided by the Writing Advisory Team 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 | Schoolwide writing scrimmage data and KPREP data |  |  |
| Objective 2  Increase Social Studies proficiency by 2019 as measured by KPREP | Advisory Team  Curriculum and Assessment | Social Studies instruction will be guided by the Social Studies Advisory team. The fifth grade Social Studies teacher will lead the advisory team in planning schoolwide instructional scope and sequences as well as discuss quality instructional materials. | Social Studies scrimmage data and KPREP data |  |  |
| Objective 3  Increase Science proficiency by 2019 as measured by KPREP | Advisory team  Curriculum and Assessment | Science instruction will be guided by the Science Advisory team. The fifth grade Social Studies teacher will lead the advisory team in planning schoolwide instructional scope and sequences as well as discuss quality instructional materials. | Science scrimmage data and KPREP data |  |  |
| Professional Development | A select group of teachers will attend the KSTA conference (if possible) Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly | Benchmark assessment  data |  |  |