BREMEN ELEMENTARY SCHOOL

CONSOLIDATED SCHOOL IMPROVEMENT PLAN

2020-2021

## 1: Proficiency Goal

| Goal 1: Increase the Reading and Math Proficiency rating for all students by 2022 as measured by KPREP | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1:  Maintain or increase the average *reading* proficiency from 67.9% to 72% by 2022 as measured by KPREP | 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 |  | Some ESS funding |
| 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 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 |  |  |
| Objective 2:  Maintain or increase the average *math* proficiency from 64.8% to 68% by 2022 as measured by KPREP | 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 |  | Some ESS funding |
| 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: Separate Academic Indicator

| GOAL 2 Increase Social Studies, On-Demand Writing, and Science proficiency as measured by K-PREP by 2022 | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase On-Demand writing proficiency by 2022 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 2022 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 2022 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 |  |  | |

## 3: Achievement Gap

| GOAL 3 Increase the Reading and Math proficiency for non-duplicated gap students by 2020 as measured by KPREP | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1:  Increase Reading proficiency for non-duplicated gap group by 2020 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 |  |  |  | |
| 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. |  |  |  | |
| Objective 2:  Increase Math proficiency for non-duplicated gap group by 2020 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 |  |  |  | |
| 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. |  |  |  | |

## 4: Growth

| GOAL 4 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 05/15/2020 as measured by K-Prep accountability system | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **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 |  |  |  | |
| Professional Development | Teachers will participate in any virtual professional development offered that will meet their individual goals on their professional growth plans |  |  |  | |
| Leadership support | Every eight weeks each grade level will meet to discuss strategies to improve the success of individual students |  |  |  | |
| Principal and assistant principal will share any instructional resource available that will help teachers teach the grade level standards during this unprecedented time |  |  |  | |
| Principal will establish and maintain a mentor program for students who are critically behind in work or not communicating with the teacher. Mentors will be non-homeroom staff members |  |  |  | |

## 5: Transition Readiness

| GOAL 5 Collaborate with school staff, district level staff and community agencies to ensure Kindergarten students have a successful foundation of school by 2020 as measured by Brigance screener | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1:  Increase Kindergarten transition readiness by 2020 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 grant funds for SOAR | |
| 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 grant funds for SOAR | |