

2019-2020 Irvington Elementary School CSIP

1: Proficiency Goal

Increase the average combined reading and math K-PREP scores for grades 3-5 students from 52.5% to 70% by 2022.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
By May 2020, we will increase the average combined reading and math K-PREP scores for grades 3-5 students from 52.5% to 58.5%.	KCWP 1: Design and Deploy Standards	In PLC: Determine essential learning based on the Kentucky Common Core State Standards	PLC Minutes/Agendas	
	KCWP 2: Design and Deliver Instruction	In PLC, Teachers will: -Determine and implement how to assess essential learning (common unit assessments, flashbacks, exit slips, bell ringers, etc...)	Fluency Monthly Progress Monitoring, MAP Data, Unit Assessments, Exit Slips, Flashbacks, On-demand Writing results, Getting to the Core of Writing Benchmarks, PLC Minutes/ Agendas District Learning Checks,	
	KCWP 3: Design and Deliver Assessment Literacy	-Conduct pre-assessments to determine next steps for instruction -Use the data from all assessments to determine next steps for instruction - 4th/5th grade teachers will conduct on-demand writing.		
	KCWP 4: Review, Analyze and Apply Data	On-demand prompts will be reviewed and discussed during PLCs. Students will then rewrite based on actionable feedback received -“Getting to the Core of Writing” Curriculum and Abell		
KCWP 5: Design, Align and Deliver Support	and Atherton will be used school wide to improve student writing. Writing benchmarks will be given three times per year to assess student growth. Additionally, teachers will model writing, provide feedback, and display exemplary writing in hallways and classrooms. -Teachers will assign fluency homework nightly and assess fluency weekly for students not on grade level and			

		<p>monthly for all students. Data will be reported each month during a PLC Meeting.</p> <ul style="list-style-type: none"> -K-2 will implement the “Recipe for Reading” Literacy Curriculum (scope and sequence) and multi-sensory techniques. -Literacy centers are implemented daily in K-3 classrooms. These focus on the 5 components of reading. 	<p>Monthly Progress Monitoring, Phonological Awareness and Phonics Screeners</p>	
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Teachers will visit other classrooms at IES and other schools to observe tasks and activities that they can bring back into their own practice.</p>	<p>Schedule of Visits, Discussion at PLC meetings</p>	<p>Special Education Teachers Observed Meade County Schools; 1st Grade Teachers Observed Reading Block at Ben Johnson Elementary</p>
<p>By May 2020, we will decrease the number of Reading novice from 21% to 10% and Math novice from 19% to 10%.</p>	<p>KCWP 2: Design & Deliver Instruction</p> <p>KCWP 3: Design & Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze & Apply Data</p> <p>KCWP 5: Design, Align & Deliver Support</p>	<p>Teachers will</p> <ul style="list-style-type: none"> - “name, claim, & act” students who haven’t demonstrated mastery of concepts on common post assessments and plan next steps for instruction based on assessment data. -Use EasyCBM to progress monitor students that are in the bottom 20% according to MAP results -Track data for students with disabilities and students identified in GT and PTP using the MAP tracking form -Target students in the 20th-39th percentile on MAP and 39th-64th percentile range. -Implement RISE intervention program in multiple grade levels for a 6 week period with students. Five rounds will be completed by May 2020. 	<p>Common Assessment Data, Easy CBM Data, MAP Tracking form</p>	

2: Separate Academic Indicator Goal

Increase the number of students scoring proficient or distinguished in Writing, Social Studies, and Science from 48% to 70% by 2022.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
By May 2020, we will increase the number of students scoring proficient or distinguished in Writing from 54.5% to 60%	KCWP 1: Design and Deploy Standards	In PLC: Determine essential learning based on the Kentucky Common Core State Standards	PLC Minutes/ Agendas	
By May 2020, we will increase the number of students scoring proficient or distinguished in Social Studies from 52.7% to 58.6%	KCWP 2: Design and Deliver Instruction	In PLC, Teachers will: -Determine and implement how to assess the essential learning (common unit assessments, flashbacks, exit slips, bell ringers, etc...), -Conduct pre-assessments to determine next steps for instruction	Fluency Monthly Progress Monitoring MAP Data	
By May 2020, we will increase the number of students scoring proficient or distinguished in	KCWP 3: Design and Deliver Assessment Literacy	-use the data from all assessments to determine next steps for instruction - On-demand prompts will be reviewed and discussed during PLCs. Students will then rewrite based on actionable feedback received.	Brigance Screener Results Unit Assessments, Exit Slips, Flashbacks	
	KCWP 4: Review, Analyze and Apply Data	-“Getting to the Core of Writing” and Abell and Atherton Curriculum will be used school wide to improve students’ writing. Writing benchmarks will be given three times per year to assess student growth. Also, teachers will model writing, provide feedback, and display exemplary writing in hallways and classrooms.	On-demand Writing results	
	KCWP 5: Design, Align and Deliver Support	-Science Standards and the new Social Studies Standards will be used and taught in every grade level daily.	Getting to the Core of Writing Benchmarks	

Science from 37.7% to 48%		<p>-Through Course Tasks will be completed a minimum of twice per school year in science.</p> <p>- K-5 Elevate Science Curriculum used to ensure NGSS standards are being taught appropriately</p>	<p>PLC Minutes/Agendas</p> <p>Social Studies and Science Learning Checks</p>	
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Teachers will visit other classrooms at IES and other schools to observe tasks and activities that they can bring back into their own practice.</p>	<p>Schedule of Visits/Discussion at PLC meetings</p>	<p>Intermediate Writing Teacher Observed Writing Lesson Ben Johnson Elementary</p>

3: Gap Goal

Decrease the number of Gap Groups scoring novice in reading from 38.1% to 10% and in math from 30.3% to 10% by 2022.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
<p>By May 2020, we will decrease the number of free/reduced students scoring novice in reading from 24.7% to 10%.</p> <p>By May 2020, we will decrease the number of disability students scoring novice in reading from 51.5% to 10%.</p> <p>By May 2020, we will decrease the number of free/reduced students scoring novice in math from 20.4% to 10%.</p> <p>By May 2020, we will decrease the number of disability students scoring novice in math from 40.2% to 10%.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Teachers will name, claim and act students who haven't demonstrated mastery of concepts on common assessments. Teachers will plan next steps for instruction based on assessment data.</p> <p>Response to Intervention: Students who are at or below the 20th percentile according to MAP data will be given explicit and systematic individualized instruction based on the RtI model.</p> <p>Teachers will target students in the 20th to 39th and 39th-64th percentile on MAP.</p> <p>Teachers will use Easy CBM to progress monitor students that are in the bottom 20% according to MAP results -Track data for students with disabilities using the MAP tracking form</p> <p>Target students in the 20th-39th percentile on MAP and 39th-64th percentile range.</p> <p>Implement RISE intervention program in multiple grade levels for a 6 week period with students. Five rounds will be completed by May 2020.</p>	<p>PLC Agendas/ Minutes</p> <p>Pre and Post Assessment Data</p> <p>MAP Tracking form</p>	

4: Growth Goal

Increase the averaged combined reading and math K-PREP Growth scores for grades 3-5 students from an index score of 48.7 to 60 by 2022.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes
By May 2020, we will increase the averaged combined reading and math K-PREP Growth scores for 3-5 grade students from 48.7 to 55.	KCWP 1: Design and Deploy Standards	In PLC: Determine essential learning based on the Kentucky Common Core State Standards	PLC Minutes/Agendas	
	KCWP 2: Design and Deliver Instruction	In PLC, Teachers will: -Determine and implement how to assess essential learning (common unit assessments, flashbacks, exit slips, bell ringers, etc...)	Pre and Post Assessment Results	
	KCWP 3: Design and Deliver Assessment Literacy	-Conduct pre-assessments to determine next steps for instruction	MAP Data, Unit Assessments, Exit Slips, Flashbacks	
	KCWP 4: Review, Analyze and Apply Data	-Use the data from all assessments to determine next steps for instruction	PLC Minutes/Agendas, Fluency Monthly Progress Monitoring	
	KCWP 5: Design, Align and Deliver Support	-Record pre and post assessment data from common formative assessments at the end of each unit for data analysis	Schedule of Visits/Discussion at PLC meetings	
	KCWP 6: Establishing Learning Culture and Environment	-Teachers will assign fluency homework nightly and assess fluency weekly for students not on grade level and monthly for all students. Data will be reported each month during a PLC Meeting. -Implement RISE intervention program in multiple grade levels for a 6 week period with students. Five rounds will be completed by May 2020.		

