2019-20 Bevins Elementary Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Bevins Elementary School
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Last Modified: 12/20/2019
Status: Locked

TABLE OF CONTENTS

2019-20 Phase Three: Comprehensive Improvement Plan for Schools 3
Attachment Summary 5

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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

n/a

ATTACHMENTS

Attachment Name

2019-20 Bevins Elem Comprehensive Improvement Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
2019-20 Bevins Elem Comprehensive Improvement Plan		•

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, distric gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between ac funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five-year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the c order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable i being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effective

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition r
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: *Proficiency* ***Goal*** **– Three Years**

By May 2022, Bevins Elementary School will increase the combined (reading and math) percentage of elementary students scoring proficient/distinguishe

Which **Strategy** will the 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 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.*	In the following chart activities, the person(s of the activity or activ the activity or activitie
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Proficiency Objective 1: By May 2020, Bevins Elementary will increase elementary reading proficient/distinguished scores from 62% to 63.7%.	**Strategy 1: Learning Targets and Mastery of Standards** Teachers will work through vertical alignment of the Common Core Standards for English Language Arts (ELA) and implement standards-based curriculum, common assessments, and instruction at all tiers for Reading. Teachers will also assess students on the targets to ensure mastery of the defined essential standards. (KCWP2 and KCWP 6) (Title 1 SWP Components 1 and 2)	**Activity 1:** ELA teachers will write and post daily, rigorous learning objectives, based on Common Core Standards for Reading, in student-friendly statements, have students use these to assess their own learning, and identify these statements on student assessments when appropriate to help students make connections. Learning targets will be posted for each lesson, be congruent, appropriate, rigorous, and teachers will make intention connections through the lesson. Learning targets will be used to drive instruction and this will be monitored through principal walk-through observations. Success criteria will be developed and posted as well for the big ideas and essential skills in Reading.	• Walkthrough observation data • Student assessment data • Learning Targets on lesson plans • Learning Targets posted in the classrooms • Success criteria posted in the classrooms	See 45/45/90 Day Plan

		Activity 2: ELA teachers will maintain the Standards Mastery Checklist in their teacher data notebooks to track the progress of each student on the defined essential standards.	• Teacher data notebooks • Standards of Mastery checklists for each grade	
	Strategy 2: Goal Setting and Data Analysis Students will set goals with teacher guidance allowing them to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Having sharp, clearly defined goals, which students can measure, will allow them to take pride in accomplishing those goals. They can see clear forward progress in what might have seemed a long drawn-out process. In turn, there will be an increase in student motivation and achievement. (KCWP1) (Title 1 SWP Components 1 and 2)	**Activity 1:** Every student in grades K-5 will keep a data notebook in reading to encourage them to take responsibility for their learning and also help reinforce many concepts taught in the classroom. The notebooks will provide visual aids (graphs) for students to monitor progress over time in reading on mastery of the essential standards.	• Student data notebooks • MAP data • K-PREP data • Progress reports	See 45/45/90 Day Plan
		Activity 2: Using K-PREP and MAP data, teachers will work the vertical ELA PLC to create a "hot list" or list of targeted students who are at-risk for scoring Novice and Apprentice in Reading on K-PREP and/or scoring in the lowest 20th percentile ranking on MAP. These students will receive intervention as outlined by our School's RTI Process. Teachers will guide students through setting both MAP and K-PREP goals.	• PLC minutes and agendas • Hot list of targeted students • MAP data • K-PREP data	
		Activity 3: Beginning with the 2019-20 school year, second-grade teachers will begin implementing student-led conferences during Open House and parent/teacher meetings. In the 2020-21 school year, all grades will have at least one student-led conference.	• Student data notebooks • Parent conference logs	
	Strategy 3: Vertical PLC and Instructional Leadership Team Every teacher in the school will serve on a vertical Professional Learning Community (PLC) in	**Activity 1:** The math and ELA PLCs will meet weekly for one hour (ELA meets on Wednesday morning from 8:10 – 9:10 and Math meets on Friday morning from 8:10 – 9:10). The	• PLC minutes and agendas from both the Math and ELA PLCs	See 45/45/90 Day Plan

	either mathematics or ELA. Four teachers (two from each vertical PLC) will serve with the principal on the school's Instructional Leadership Team (ILT). (KCWP4) (Title 1 SWP Components 1 and 2)	School's ILT will meet at least once a month on the second Tuesday of each month. Both teams will implement and monitor the strategies of the CSIP and 45-45-90 day plan.	• ILT minutes and agendas	
		Activity 2: The School's Instructional Leadership Team will develop a 45-45-90 day plan to correlate with the goals of the CSIP. Also, each grade level team will develop a 45-45-90 day plan to target novice reduction. These plans will document the primary work, or "big rocks" the school is pursuing over the course of the next 180 Days as aligned to the Comprehensive School Improvement Plan. Each grade level will break down the goal into action strategies which are assigned a leader, or "point person" and a method of effective communication of the strategy is determined. The work will be monitored through PLCs. Furthermore, both the Math and ELA vertical K-5 PLCs will develop an action plans to target the action items outlined in the school plan.	• ILT minutes and agendas • 45-45-90 day plan with progress monitoring • Math and ELA PLC Action Plans	
Proficiency Objective 2: By May 2020, Bevins Elementary will increase elementary mathematics proficient/distinguished scores from 63% to 64.7%.	**Strategy 1: Learning Targets and Mastery of Standards** Teachers will work through vertical alignment of the Common Core Standards for Mathematics and implement standards-based curriculum, common assessments and instruction at all tiers for Math. (KCWP2 and KCWP 6)	**Activity 1:** Math teachers will write and post daily, rigorous learning objectives, based on Common Core Standards for Mathematics, in student-friendly statements, have students use these to assess their own learning, and identify these statements on student assessments when appropriate to help students make connections. Learning targets will be posted for each lesson, be congruent, appropriate, rigorous, and teachers will make intention connections through the lesson.	• Walkthrough observation data • Student assessment data • Learning Targets on lesson plans • Learning Targets posted in the classrooms	See 45/45/90 Day Plan

	(Title 1 SWP Components 1 and 2)	Learning targets will be used to drive instruction and this will be monitored through principal walk-through observations. Success criteria will be developed and posted as well for the big ideas and essential skills in Math.	• Success criteria posted in the classrooms	
		Activity 2: Math teachers will maintain the Standards Mastery Checklist in their teacher data notebooks to track the progress of each student on the defined essential standards.	• Teacher data notebooks • Standards of Mastery checklists for each grade	
	Strategy 2: Goal Setting and Data Analysis Students will set goals with teacher guidance allowing them to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Having sharp, clearly defined goals, which students can measure, will allow them to take pride in accomplishing those goals. They can see clear forward progress in what might have seemed a long drawn-out process. In turn, there will be an increase in student motivation and achievement. (KCWP1) (Title 1 SWP Components 1 and 2)	**Activity 1:** Every student in grades K-5 will keep a data notebook in math to encourage them to take responsibility for their learning and also help reinforce many concepts taught in the classroom. The notebooks will provide visual aids (graphs) for students to monitor progress over time in math on mastery of the essential standards.	• Student data notebooks • MAP data • K-PREP data • Progress reports	See 45/45/90 Day Plan
		Activity 2: Using K-PREP and MAP data, teachers will work the vertical Math PLC to create a "hot list" or list of targeted students who are at-risk for scoring Novice and Apprentice in Math on K-PREP and/or scoring in the lowest 20th percentile ranking on MAP. These students will receive intervention as outlined by our School's RTI Process. Teachers will guide students through setting both MAP and K-PREP goals.	• PLC minutes and agendas • Hot list of targeted students • MAP data • K-PREP data • Teacher data notebooks • Student data notebooks	
		Activity 3: Beginning with the 2019-20 school year, second-grade teachers will begin implementing student-led conferences during Open House and parent/teacher meetings. In the 2020-21 school year, all grades will	• Student data notebooks • Parent conference logs	

		have at least one student led conference.		
	Strategy 3: Vertical PLC and Instructional Leadership Team Every teacher in the school will serve on a vertical Professional Learning Community (PLC) in either mathematics or ELA. Four teachers (two from each vertical PLC) will serve with the principal on the school's Instructional Leadership Team (ILT). (KCWP4) (Title 1 SWP Components 1 and 2)	**Activity 1:** The math and ELA PLCs will meet weekly for one hour (ELA meets on Wednesday morning from 8:10 – 9:10 and Math meets on Friday morning from 8:10 – 9:10). The School's ILT will meet at least once a month on the second Tuesday of each month. Both teams will implement and monitor the strategies of the CSIP and 45-45-90 day plan.	• PLC minutes and agendas from both the Math and ELA PLCs • ILT minutes and agendas	See 45/45/90 Day Plan
		Activity 2: The School's Instructional Leadership Team will develop a 45-45-90 day plan to correlate with the goals of the CSIP. Also, each grade level team will develop a 45-45-90 day plan to target novice reduction. These plans will document the primary work, or "big rocks" the school is pursuing over the course of the next 180 Days as aligned to the Comprehensive School Improvement Plan. Each grade level will break down the goal into action strategies which are assigned a leader, or "point person" and a method of effective communication of the strategy is determined. The work will be monitored through PLCs. Furthermore, both the Math and ELA vertical K-5 PLCs will develop an action plans to target the action items outlined in the school plan.	• ILT minutes and agendas • 45-45-90 day plan with progress monitoring • Math and ELA PLC Action Plans	

2: Separate Academic Indicator

Goal 2: *Separate Academic Indicator* ***Goal*** **– Three Years**

By May 2022, Bevins Elementary School will increase the percentage of all elementary students scoring proficient/distinguished in:

Science (Grade 4)	from 44.8% to 52.3%
Social Studies (Grade 5)	from 66.7% to 71.2%
Writing (Grades 5)	from 50% to 56.8%

Which **Strategy** will the 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 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.*	In the following chart activities, the person(s of the activity or activ the activity or activitie
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Da
SAI Objective 1: By May 2020, Bevins Elementary will increase all Science proficient/distinguished scores in 4th grade from 44.8% to 47.3%.	**Strategy 1: Standard alignment and essential standards** Teachers will collaborate in PLCs to work through vertical alignment of the Next Generation Science Standards (NGSS) and implement standards-based curriculum, common assessments and instruction at all tiers for Science in grades K-5. (KCWP2 and KCWP 6) (Title 1 SWP Components 1 and 2)	**Activity 1:** Teachers in the Math/Science vertical PLC will continue to meet monthly and work on identifying and addressing grade level gaps in the Next Generation Science Standards. Teachers will take the essential questions found in the NGGS appendix and align the grade-level standards to these questions.	• PLC minutes and agendas • alignment work samples • Standards Mastery Checklist for NGSS	See 45/45/90 Day Plan
		Activity 2: After completing the NGSS alignment, teachers will work through the Math/Science vertical PLC to identify essential standards in each grade level for science and revise timelines to reflect the vertical alignment. Teachers will create a Standards Mastery checklist for NGSS	• PLC minutes and agendas • Standards Mastery Checklist for NGSS • Teacher data notebooks	

		that teachers will maintain in their teacher data notebooks.	• Timelines for teaching NGSS	
	Strategy 2: Goal Setting and Data Analysis Students will set goals with teacher guidance allowing them to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Having sharp, clearly defined goals, which students can measure, will allow them to take pride in accomplishing those goals. They can see clear forward progress in what might have seemed a long drawn out process. In turn, there will be an increase in student motivation and achievement. (KCWP1) (Title 1 SWP Components 1 and 2)	**Activity 1:** Teachers in the Math/Science vertical PLC will determine items to track mastery of NGSS standards in the student data notebooks. Every student in grades K-5 will keep a data notebook in science to encourage them to take responsibility for their learning and also help reinforce many concepts taught in the classroom. The notebooks will provide visual aids (graphs) for students to monitor progress over time in science on mastery of the essential standards.	• Student data notebooks • PLC minutes and agendas • Progress reports	See 45/45/90 Day Plan
		Activity 2: Science teachers will use NGSS teacher created assessment data to create a "hot list" of students to target to raise proficiency. Teachers will work to provide intervention on those students not reaching mastery of the science standards. The data analysis will take place as the teachers collaborate in PLCs.	• PLC minutes and agendas • Hot list of targeted students • Teacher data notebooks	
	Strategy 3: Vertical PLC Every teacher in the school will serve on a vertical Professional Learning Community (PLC) in either mathematics/science or ELA/Social Studies. The PLCs will be facilitated by members of the School Instructional Leadership Team. (KCWP4)	**Activity 1:** At least once per month, teachers will bring to the science/math vertical PLC a science student work sample to discuss and analyze with their peers. The Math/Science PLC meets on Friday morning from 8:10 – 9:10 weekly.	• Student work samples • PLC minutes and agendas	See 45/45/90 Day Plan
		Activity 2: During the Math/Science vertical PLC, teachers will collaborate to locate and share resources that are aligned to NGSS. Title 1 money will be used to purchase resources the PLC	• PLC minutes and agendas • Title 1 POs	

	(Title 1 SWP Components 1 and 2)	and principal deem will help raise proficiency of the NGSS.	• Science resources (print and online)	
SAI Objective 2: By May 2020, Bevins Elementary will increase all Social Studies proficient/distinguished scores in 5th grade from 66.7%% to 68.2%.	**Strategy 1: Standard alignment and essential standards** Teachers will collaborate in PLCs to work through vertical alignment of the Kentucky Academic Standards (KAS) for Social Studies and implement a standards based curriculum, common assessments and instruction at all tiers for Social Studies in grades K-5. (KCWP2 and KCWP 6) (Title 1 SWP Components 1 and 2)	**Activity 1:** Teachers in the ELA/SS vertical PLC will continue to meet monthly and work on aligning the new Kentucky Academic Standards for Social Studies vertically.	• PLC minutes and agendas • KAS for SS alignment work samples	See 45/45/90 Day Plan
		Activity 2: After completing the KAS alignment, teachers will work through the ELA/Social Studies vertical PLC to identify essential standards in each grade level for social studies and revise timelines to reflect the vertical alignment. Teachers will create a Standards Mastery checklist for the KAS for Social Studies that teachers will maintain in their teacher data notebooks.	• PLC minutes and agendas • Standards Mastery checklist for Social Studies • Teacher data notebooks • Teacher timelines for social studies	
	Strategy 2: Vertical PLC Every teacher in the school will serve on a vertical Professional Learning Community (PLC) in either mathematics/science or ELA/Social Studies. The PLCs will be facilitated by members of the School Instructional Leadership Team. (KCWP4) (Title 1 SWP Components 1 and 2)	**Activity 1:** At least once per month, teachers will bring to the ELA/Social Studies vertical PLC a social studies student work sample to discuss and analyze with their peers. The ELA/SS PLC meets on Wednesday morning from 8:10 – 9:10 weekly.	• Student work samples • PLC minutes and agendas	See 45/45/90 Day Plan
		Activity 2: During the ELA/Social Studies vertical PLC, teachers will collaborate to locate and share resources that are aligned to KAS for Social Studies. Title 1 money will be used to purchase resources the PLC and principal deem will help raise proficiency in social studies. One teacher from our school will service on the district team to be trained on the	• PLC minutes and agendas • Title 1 POs • Social studies resources	

		new Social Studies standards and will train other teachers through PLCs.		
SAI Objective 3: By May 2020, Bevins Elementary will increase all Writing proficient/distinguished scores in 5th grade from 50% to 52.3%.	**Strategy 1: Writing Resources and Professional Development** Teachers will be provided appropriate writing resources and attend professional development to incorporate writing at all grade levels across all curriculum. (KCWP2) (Title 1 SWP Components 1 and 2)	**Activity 1:** At least one writing teacher will attend a year long professional development with Angela Hilterbrand at the district. They will come back and share resources and information with the K-5 vertical ELA PLC.	• Professional Development log and certificates • PLC minutes and agendas • Principal walkthrough data	See 45/45/90 Day Plan See School's Writing Plan
		Activity 2: The vertical K-5 ELA PLC will collaborate to locate resources to use in grades K-5 to teach writing. Title 1 and instructional supply money will be used to purchase any resources the PLC and principal deem will raise proficiency. Furthermore, they will monitor the writing plan developed during the 2017-18 school year and continue working on developing rubrics and expectations for the writing curriculum at each grade level. There will be a common language and common practices in place for teaching writing school wide at all grade levels. All grade level teachers will have the opportunity to attend Academies in Carter County to observe writing strategies and resources.	• student writing samples • POs • School writing plan with rubrics • PLC minutes and agendas • school wide writing resources • Professional Development logs • School PD Plan in Google Drive	See 45/45/90 Day Plan See School's PD Plan See School's Writing Plan
	Strategy 2: Student Choices Students will participate in making choices about which writings/communications will be included. (KCWP5 and KCWP6) (Title 1 SWP Components 1 and 2)	**Activity 1:** Every K-5 student will have a portfolio collection of writing/communication to show growth over time, which will include: writing to learn, writing to demonstrate learning, real-world writing/communication, and writing/communication involving the use of technology tools (i.e.,	• student writing samples • student writing portfolios/ working folders • on-demand writing scores on the state assessment	See 45/45/90 Day Plan See School's Writing Plan

		multimedia presentations, podcasts, digital storytelling).	• PLC minutes and agendas	
		Activity 2: Teachers will collaborate through the K-5 vertical ELA/SS PLC to analyze student writings. They will use the PLC developed protocol for analyzing the writing samples and using teacher created rubrics.	• PLC minutes and agendas • PLC protocol • Writing rubrics	
	Strategy 3: Explicit Instruction In adherence with the school writing policy, all students in grades Kindergarten through Fifth Grade will be provided with explicit writing instruction, participate in authentic, meaningful writing, and follow the writing process at all grade levels. Teachers will include writing instruction in weekly lesson plans. (KCWP2 and KCWP5) (Title 1 SWP Components 1 and 2)	**Activity 1:** Teachers will include writing instruction in weekly lesson plans. The master schedule will include writing instruction for all grades. Students will have a better understanding of writing for different audiences/ purposes and of the writing process.	• Student work samples • Teacher lesson plans • Master schedule	See 45/45/90 Day Plan See School's Writing Plan

3: Achievement Gap

Goal 3: *Gap Closure* **Goals – Three Years**

By May, 2022 Bevins Elementary School will increase the percent of disability students with IEPs scoring proficient/distinguished in:

- Mathematics from 50% to 56.8%
- Reading from 56.3% to 62.3%

Which **Strategy** will the 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 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.*	In the following chart activities, the person(s of the activity or activ the activity or activitie
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Gap Objective 1: By May 2020, Bevins Elementary will increase the percent of disability students with IEPs scoring proficient/distinguished in elementary math from 50% to 52.3%. **Gap Objective 2:** By May 2020, Bevins Elementary will increase the percent of disability students with IEPs scoring proficient/distinguished in elementary reading from 56.3% to 58.3%.	**Strategy 1: Collaboration** The regular education teachers will collaborate with the special education teachers to implement specially designed instruction for students with disabilities. The special education teachers will collaborate with the regular education teachers to refer students not making progress with Response to Intervention. (KCWP5 and KCWP6) (Title 1 SWP Components 1 and 2)	**Activity 1:** The special education teachers will collaborate weekly with the regular education teachers through vertical PLCs as well as grade level PLCs. Teachers in Kindergarten through Fifth Grade will be part of a vertical PLC that meet once a week to develop differentiation strategies and co-teaching strategies into unit plans and weekly overviews. This will ensure the needs of students with disabilities are met and that teachers are working together to accomplish the goals of the IEP as well as ensuring these students master the standards.	• PLC minutes and agenda • Lesson plans • IEPs • ARC documentation	See 45/45/90 Day Plan See School's RTI Plan
		Activity 2: Special education teachers will collaborate with general education teachers to monitor the students'	• Progress monitoring data • IEPs	

		progress on their IEP goals. The special education teachers will ensure the teachers have copies of the goals and are providing the accommodations for the students throughout the year in all content areas.	• ARC documentation • Progress reports	
	Strategy 2: Supplemental Programs Students will complete weekly interactive lessons and activities that reinforce and reward learning achievement of the Kentucky's Common Core standards for math and ELA as well as the Kentucky Academic Standards for Social Studies and the Next Generation Science Standards. Teachers will have real-time progress monitoring that identifies student strengths and weaknesses allowing them to target students not reaching proficiency in the regular education classroom. (KCWP4 and KCWP5) (Title 1 SWP Components 1 and 2)	**Activity 1:** Teachers in grades 2nd - 5th will utilize Reflex Math to help students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. This will be used as a supplemental program during tiered instruction for both enrichment and intervention.	• Reflex Math reports • MAP data • Teacher lesson plans • Teacher data notebooks • Student data notebooks	See 45/45/90 Day Plan See School's RTI Plan
		Activity 2: Students in Kindergarten through Fifth Grade will complete interactive lessons and activities on Education Galaxy and Moby Max that reinforce and reward learning achievement of the Kentucky's Common Core standards for mathematics and ELA. Teachers will have real-time progress monitoring that identifies student strengths and weaknesses allowing teachers to target students not reaching proficiency. The program will also be used for enrichment of those students already mastering the standards.	• Education Galaxy reports • Moby Max reports • MAP data • Teacher lesson plans • Teacher data notebooks • Student data notebooks	
		Activity 3: All students in grades K-1 and and special education students in grades K-5 will receive weekly online assignments in Moby Max. Students will work independently to develop reading skills in a structured, sequential manner with a focus on: Foundational skills to develop automaticity and fluency, listening and	• Moby Max reports • MAP data • Progress monitoring data • Teacher lesson plans	

		reading comprehension with complex text, and academic and domain specific vocabulary to improve comprehension. Students will complete the required number of minutes each week. This will be monitored through the computer lab and by the special education and classroom teachers.		
		Activity 4: Students in grades K-5 will complete lessons using online programs such as Education Galaxy, Moby Max, Mystery Science, and Career Adventures for Science and Social Studies enrichment and intervention.	• reports from Ed Gal, Moby Max and Mystery Science • Progress monitoring data	

4: Growth

Goal 4: *Growth* **Goal Three Years – Required for Elementary and Middle School**
By May 2022, Bevins Elementary school will increase the Growth Indicator from 54.6 to 63.6.

Which **Strategy** will the 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 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.*	In the following chart activities, the person(s of the activity or activ the activity or activitie
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Growth Objective 1: By May 2020, Bevins Elementary will increase the reading growth index from 46.7 to 49.7.	**Strategy 1: Learning Targets and Mastery of Standards** Teachers will work through vertical alignment of the Common Core Standards for English Language Arts (ELA) and implement standards based curriculum, common assessments and instruction at all tiers for Reading. Teachers will also assess students on the targets to ensure mastery of the defined essential standards. (KCWP2 and KCWP 6) (Title 1 SWP Components 1 and 2)	**Activity 1:** ELA teachers will write and post daily, rigorous learning objectives, based on Common Core Standards for Reading, in student friendly statements, have students use these to assess their own learning, and identify these statements on student assessments when appropriate to help students make connections. Learning targets will be posted for each lesson, be congruent, appropriate, rigorous, and teachers will make intention connections through the lesson. Learning targets will be used to drive instruction and this will be monitored through principal walk-through observations. Success criteria will be developed and posted as well for the big ideas and essential skills in Reading.	• Walkthrough observation data • Student assessment data • Learning Targets on lesson plans • Learning Targets posted in the classrooms • Success criteria posted in the classrooms	See 45/45/90 Day Plan

		Activity 2: ELA teachers will maintain the Standards Mastery Checklist in their teacher data notebooks to track the progress of each student on the defined essential standards.	• Teacher data notebooks • Standards of Mastery checklists for each grade	
	Strategy 2: Goal Setting and Data Analysis Students will set goals with teacher guidance allowing them to choose where they want to go in school and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Having sharp, clearly defined goals, which students can measure, will allow them to take pride in accomplishing those goals. They can see clear forward progress in what might have seemed a long drawn out process. In turn, there will be an increase in student motivation and achievement. (KCWP1) (Title 1 SWP Components 1 and 2)	**Activity 1:** Every student in grades K-5 will keep a data notebook in reading to encourage them to take responsibility for their learning and also help reinforce many concepts taught in the classroom. The notebooks will provide visual aids (graphs) for students to monitor progress over time in reading on mastery of the essential standards.	• Student data notebooks • MAP data • K-PREP data • Progress reports	See 45/45/90 Day Plan
		Activity 2: Using K-PREP and MAP data, teachers will work the vertical ELA PLC to create a "hot list" or list of targeted students who are at-risk for scoring Novice and Apprentice in Reading on K-PREP and/or scoring in the lowest 20th percentile ranking on MAP. These students will receive intervention as outline by our School's RTI Process. Teachers will guide students through setting both MAP and K-PREP goals. Beginning with the 2019-20 school year, teachers will use data tracking sheets for MAP and KPREP.	• PLC minutes and agendas • Hot list of targeted students • MAP data • K-PREP data • Data sheets in google drive	
		Activity 3: Beginning in 2020-21 school year, teachers will begin implementing student led conference during open house and parent/teacher meetings.	• Student data notebooks • Parent conference logs	
	Strategy 3: Vertical PLC and Instructional Leadership Team Every teacher in the school will serve on a vertical Professional Learning Community (PLC) in either mathematics or ELA. Four	**Activity 1:** The math and ELA PLCs will meet weekly for one hour (ELA meets on Wednesday morning from 8:10 – 9:10 and Math meets on Friday morning from 8:10 – 9:10). The School's ILT will meet at least once a	• PLC minutes and agendas from both the Math and ELA PLCs	See 45/45/90 Day Plan

	teachers (two from each vertical PLC) will serve with the principal on the school's Instructional Leadership Team (ILT). (KCWP4) (Title 1 SWP Components 1 and 2)	month on the second Tuesday of each month. Both teams will implement and monitor the strategies of the CSIP and 45-45-90 day plan.	• ILT minutes and agendas	
		Activity 2: The School's Instructional Leadership Team will develop a 45-45-90 day plan to correlate with the goals of the CSIP. Also, each grade level team will develop a 45-45-90 day plan to target novice reduction. These plans will document the primary work, or "big rocks" the school is pursuing over the course of the next 180 Days as aligned to the Comprehensive School Improvement Plan. Each grade level will break down the goal into action strategies which are assigned a leader, or "point person" and a method of effective communication of the strategy is determined. The work will be monitored through PLCs. Furthermore, both the Math and ELA vertical K-5 PLCs will develop an action plans to target the actions items outlined in the school plan.	• ILT minutes and agendas • 45-45-90 day plan with progress monitoring • Math and ELA PLC Action Plans	
Growth Objective 2: By May 2020, Bevins Elementary will increase the mathematics growth index from 62.5 to 65.5.	**Strategy 1: Learning Targets and Mastery of Standards** Teachers will work through vertical alignment of the Common Core Standards for Mathematics and implement a standards based curriculum, common assessments and instruction at all tiers for Math. (KCWP2 and KCWP 6) (Title 1 SWP Components 1 and 2)	**Activity 1:** Math teachers will write and post daily, rigorous learning objectives, based on Common Core Standards for Mathematics, in student friendly statements, have students use these to assess their own learning, and identify these statements on student assessments when appropriate to help students make connections. Learning targets will be posted for each lesson, be congruent, appropriate, rigorous, and teachers will make intention connections through the lesson. Learning targets will be used to drive	• Walkthrough observation data • Student assessment data • Learning Targets on lesson plans • Learning Targets posted in the classrooms • Success criteria posted in the classrooms	See 45/45/90 Day Plan

		instruction and this will be monitored through principal walk-through observations. Success criteria will be developed and posted as well for the big ideas and essential skills in Math.		
		Activity 2: Math teachers will maintain the Standards Mastery Checklist in their teacher data notebooks to track the progress of each student on the defined essential standards.	• Teacher data notebooks • Standards of Mastery checklists for each grade	
	Strategy 2: Goal Setting and Data Analysis Students will set goals with teacher guidance allowing them to choose where they want to go and what they want to achieve. By knowing what they want to achieve, they know what they have to concentrate on and improve. Having sharp, clearly defined goals, which students can measure, will allow them to take pride in accomplishing those goals. They can see clear forward progress in what might have seemed a long drawn out process. In turn, there will be an increase in student motivation and achievement. (KCWP1) (Title 1 SWP Components 1 and 2)	**Activity 1:** Every student in grades K-5 will keep a data notebook in math to encourage them to take responsibility for their learning and also help reinforce many concepts taught in the classroom. The notebooks will provide visual aids (graphs) for students to monitor progress over time in math on mastery of the essential standards.	• Student data notebooks • MAP data • K-PREP data • Progress reports	See 45/45/90 Day Plan
		Activity 2: Using K-PREP and MAP data, teachers will work the vertical Math PLC to create a "hot list" or list of targeted students who are at-risk for scoring Novice and Apprentice in Math on K-PREP and/or scoring in the lowest 20th percentile ranking on MAP. These students will receive intervention as outlined by our School's RTI Process. Teachers will guide students through setting both MAP and K-PREP goals. Beginning with the 2019-20 school year, teachers will use data tracking sheets for MAP and KPREP.	• PLC minutes and agendas • Hot list of targeted students • MAP data • K-PREP data • Teacher data notebooks • Student data notebooks • Data Sheets in Google Drive	
		Activity 3: Beginning in the 2020-21 school year, teachers will begin implementing student led conference during open house and parent/teacher meetings.	• Student data notebooks • Parent conference logs	

	Strategy 3: Vertical PLC and Instructional Leadership Team Every teacher in the school will serve on a vertical Professional Learning Community (PLC) in either mathematics or ELA. Four teachers (two from each vertical PLC) will serve with the principal on the school's Instructional Leadership Team (ILT). (KCWP4) (Title 1 SWP Components 1 and 2)	**Activity 1:** The math and ELA PLCs will meet weekly for one hour (ELA meets on Wednesday morning from 8:10 – 9:10 and Math meets on Friday morning from 8:10 – 9:10). The School's ILT will meet at least once a month on the second Tuesday of each month. Both teams will implement and monitor the strategies of the CSIP and 45-45-90 day plan.	• PLC minutes and agendas from both the Math and ELA PLCs • ILT minutes and agendas	See 45/45/90 Day Plan
		Activity 2: The School's Instructional Leadership Team will develop a 45-45-90 day plan to correlate with the goals of the CSIP. Also, each grade level team will develop a 45-45-90 day plan to target novice reduction. These plans will document the primary work, or "big rocks" the school is pursuing over the course of the next 180 Days as aligned to the Comprehensive School Improvement Plan. Each grade level will break down the goal into action strategies which are assigned a leader, or "point person" and a method of effective communication of the strategy is determined. The work will be monitored through PLCs. Furthermore, both the Math and ELA vertical K-5 PLCs will develop an action plans to target the action items outlined in the school plan.	• ILT minutes and agendas • 45-45-90 day plan with progress monitoring • Math and ELA PLC Action Plans	

GOAL 5 (Transition Readiness) and GOAL 6 (Graduation) - N/A for Elementary School

7: Other (optional) - Parent and Family Engagement Goal

Goal 7 (*State your goal):*
By May 2022, Bevins Elementary will increase parental involvement participation by 9%

Which **Strategy** will the 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 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.*	In the following chart activities, the person(s of the activity or activ the activity or activitie
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Objective 1: By May 2020, Bevins Elementary will increase parental involvement participation by 3%.	**Strategy 1:** Title I and Family Resource Center (FRC) will collaborate to hold parent workshops throughout the year. The workshop topics were identified by parents at the August meeting and will provide opportunities for parents to be active learning partners. Sometimes students from various grade levels will perform during these parent meetings. These meetings will be held in conjunction with parent and family nights in August,	**Activity 1:** In August 2019, FRC and Title 1 will host a Back to School Night and Readifest event. Students will come to school with their families to meet their teachers. Parents will attend a Title 1 parent meeting and be given information for the school year. TItle 1 funds will be used to purchase books to be distributed to families. (Title 1 SWP Component 3)	• FRC documentation • Photographs • Flyers • Title 1 Parent meeting minutes and agendas • Sign In Sheets	Title 1 required reports ar documents turned in annu

	November, and March each year. (KCWP6) (Title 1 SWP Component 3)	**Activity 2:** In November 2019, FRC and Title 1 will host family Science, Technology, Engineering, and Math (STEM) Night and Title 1 parent night. TItle 1 funds will be used to purchase books to be distributed to families. (Title 1 SWP Component 3)	• FRC documentation • Photographs • Flyers • Title 1 Parent meeting minutes and agendas • Sign In Sheets	Title 1 required reports ar documents turned in annu Grant support documenta
		Activity 3: In March 2020, FRC and Title 1 will host a Family Reading Night and Title 1 Parent Meeting. TItle 1 funds will be used to purchase books to be distributed to families. (Title 1 SWP Component 3)	• FRC documentation • Photographs • Flyers • Title 1 Parent meeting minutes and agendas • Sign In Sheets	Title 1 required reports ar documents turned in annu Grant support documenta
		Activity 4: Six times per year (3 in the fall and 3 in the spring), Bevins Elementary will host workshops with the Born Learning Academy for families of children ages birth to 5 years of age. This will be to increase family engagement and build school readiness skills. (Title 1 SWP Component 3)	• FRC documentation • Photographs • Flyers • Sign In Sheets	Grant support documenta
Objective 2				

Bevins Elementary School

N/A				