

CUSTER ELEMENTARY SCHOOL

2018-19 Comprehensive Improvement Plan for Schools

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase the achievement points on KPREP for elementary school students from 87.4 in 2018 to 90.0 in 2020.

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.*)

- [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](#)

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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
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In the following chart, 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 By May 2019, Custer Elementary School will increase the achievement points to 88.0.	KCWP 2 and 4	Teachers will gather baseline data for reading fluency and develop strategies (including daily fluency homework) to ensure all students achieve reading on grade level.	All students in grades K-3 will be reading on grade level.	Students not currently on grade level will be monitored once per week and others will be monitored monthly using EasyCBM.	ESS and SBDM
	KCWP 2	Teachers will utilize Saxon Phonics Program to ensure researched based phonics instruction for grades K-3.	Student will be able to utilize the program skills to decode and encode unfamiliar words.	Weekly Saxon Phonics assessments	SBDM/Textbook Funds
	KCWP 2 and 4	Utilize data from PAST assessment to guide instruction to address missing phonological skills during literacy block.		Administer PAST assessment beginning, middle, and end of year	
	KCWP 2	K-5 teachers will intentionally plan their literacy block to incorporate the 5 components of reading.	All students in grades K-5 will be reading on grade level.	MAP assessment, Learning Checks, RTI data, KPREP	SBDM/ESS/General Fund
	KCWP 2 and 4	Piloting the RISE Intervention Reading Program in grade 2.	All students in grade 2 are reading on grade level.	MAP assessment, Learning Checks, RTI data, KPREP, RISE assessment	General Fund

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the achievement points on KPREP for elementary school students from 81.6 in 2018 to 85.0 in 2020.

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.)

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Objective 1 By May 2019, Custer Elementary School will increase the achievement points to 83.0.	KCWP 3	Implement TCT, that aligns with Science curriculum map, twice a year. In PLC meetings, analyze and evaluate TCT to determine student growth and next steps for instruction.	Student growth from fall to spring on TCT	TCT-one per semester in grades K-5.	NA
Science to 75.0.	KCWP 1 and 2	Teachers in K-5 will utilize a vertically aligned curriculum map for social studies.	Common unit assessments/Learning Checks/KPREP	Ongoing for unit assessments/Learning Checks-one per semester in grade 5.	
Social Studies to 90.0		Writing across the curriculum K-5.	Writing Benchmarks Short Answer and ERQ Walk Through Evidence of Student Work	3 times a year-beginning, middle, and end of year. Ongoing for SA and ERQ. Ongoing for student work samples.	
Writing to 85.0.	KCWP 2	School wide writing strategy-RAPP.	Short Answer and ERQ Utilize 2pt and 4pt rubrics	Ongoing	
	KCWP 1 and 3	Live Scoring of SA and ERQ in grades 3-5 with student re-write until distinguished level is attained	Short Answer and ERQ Utilize 2pt and 4pt rubrics	Ongoing	
	KCWP 1, 3 and 4	School wide writing program using Getting to the Core Program.	Writing Benchmarks KPREP	Ongoing	
	KCWP 1, 2, and 4				

3: Gap

Goal 3 (*State your Gap goal*): Increase achievement for all student groups so that the achievement gap proficiency points increase from 63.0 in 2017 to 75.0 in 2020.

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.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May of 2019, the overall achievement gap proficiency points at Custer Elementary School will increase to 68.0.	KCWP 2 and 4	GAP students will be identified and their progress will be monitored using KPREP and MAP data to develop individual plans during PLCs for intervention as needed.	Eliminate the gap between F/R students and ALL students (total population).	MAP-3 times a year	NA
	KCWP 6	Students in grades K-5 will participate in training through guidance classes and practice throughout all school settings to exhibit “Be Blue” behavior.	Decrease of negative office referrals. Increase of positive office referrals.	Ongoing Compare quarter to quarter	SBDM/General Funds
	KCWP 6	Be Blue Crew Recognitions	Increase number of members of the Blue Crew	Ongoing	SBDM/General Funds

4: Growth

Goal 4 (*State your Growth goal*): Increase growth points on KPREP from 20.9 to 21.0 in 2020.

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.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May 2019, Custer Elementary School will maintain a growth of 20.9 points on KPREP.	KCWP 2 and 4	Teachers will gather baseline data for reading fluency and develop strategies (including daily fluency homework) to ensure all students achieve reading on grade level.	All students in grades K-3 will be reading on grade level.	Students not currently on grade level will be monitored once per week and others will be monitored monthly using EasyCBM.	ESS and SBDM
	KCWP 2	Teachers will utilize Saxon Phonics Program to ensure researched based phonics instruction for grades K-3.	Student will be able to utilize the program skills to decode and encode unfamiliar words.	Weekly Saxon Phonics assessments	SBDM/Textbook Funds
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	KCWP 2 and 4	Piloting the RISE Intervention Reading Program in grade 2.	All students in grade 2 are reading on grade level.	MAP assessment, Learning Checks, RTI data, KPREP, RISE assessment	General Fund

	<p>KCWP 2</p> <p>KCWP 1 and 3</p> <p>KCWP 1, 3 and 4</p>	<p>Writing across the curriculum K-5.</p> <p>School wide writing strategy-RAPP.</p> <p>Live Scoring of SA and ERQ in grades 3-5 with student re-write until distinguished level is attained</p>	<p>Short Answer and ERQ Walk Through Evidence of Student Work</p> <p>Short Answer and ERQ Utilize 2pt and 4pt rubrics</p> <p>Short Answer and ERQ Utilize 2pt and 4pt rubrics KPREP</p>	<p>Ongoing for SA and ERQ.</p> <p>Ongoing for student work samples.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>NA</p>
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5: Transition Readiness

Goal 5 (*State your Transition Readiness goal*): Increase the number of students who are transition ready by 2020.

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.*)

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Objective 1 By May 2019, at Custer Elementary School, 90% of students will be transition ready based on district exit criteria.	KCWP 6	<u>PS to K</u> Preschool transition visits to K classrooms. PS teacher participates in K-1 PLC meetings. PS students participate in Music and PE all year. Kindercamp offered during summer prior to school. Kindergarten readiness determined through Brigance.	MAP assessments and Brigance data	MAP 3 times a year-beginning, middle, and end Brigance-fall-once in K	District Funds
	KCWP 1 and 6	<u>K-2 to 3-5</u> School wide vertical alignment in all content areas (literacy blocks, writing plan/strategies, Envision Math program, SS continuum, reading fluency expectations).	MAP assessments Fluency checks	MAP 3 times a year-beginning, middle, and end EasyCBM monthly fluency checks	NA
	KCWP 6	<u>Grade K-5 Activities</u> 3rd grade will take a field trip to Breck Co ATC.	Number of participants	Ongoing	District Funds

		<p>4th and 5th grade will take a field trip to a college.</p> <p>K-5 Explore Your Future Day hosted at school will present students with various job options.</p> <p>3-5 will have a unit on soft skills in guidance and 5th grade will focus on soft skills in Junior Achievement.</p> <p>K-5 Be a Gentleman Club to focus on soft skills, manners, self pride, work ethic.</p>			
	KWCP 6	<p><u>5th grade to Middle School</u></p> <p>5th grade visits to middle school for different events.</p> <p>Middle School principal visits 5th grade to discuss expectations and opportunities at the middle school.</p> <p>BCMS hosts cookout for incoming 6th grade students and parents.</p>	Student self reflection and questioning	End of 5th grade year	