

**CSIP Goals
2017-18**

Proficiency Component

Goal: Increase the percentage of students scoring Proficient/Distinguished by 25% in each content area on the Kentucky state assessment by 2022.

| | % Proficient/Distinguished | |
|----------------|----------------------------|-----------|
| Content Ares | 2017 Baseline | 2022 Goal |
| Reading | 59% | 73% |
| Math | 54.4% | 67% |
| Social Studies | | |
| Writing | | |

Objective: Increase the percentage of students scoring Proficient/Distinguished by 10% in each content area on the Kentucky state assessment by 2018.

| | % Proficient/Distinguished | |
|----------------|----------------------------|----------------|
| Content Ares | 2017 Baseline | 2018 Objective |
| Reading | 59% | 65% |
| Math | 54.2% | 60% |
| Social Studies | | |
| Writing | | |

| Strategy | Activity | Measure of Success | Progress Monitoring | Funding |
|---|--|---|--|---------|
| Strategy 1: Ensure grade level curriculum mapping/pacing, planning for introduction of the standard, development and gradual release phases and arrival at standards mastery. (KCWP 2) | Grade level PLCs will meet on a weekly basis. Discussion of the 4 critical questions will be used to drive instructional decisions, analysis of achievement data, analysis of instructional strategies and | Reading PD will be 65% by 2018 Math PD will be 60% by 2018 | Data Analysis, walkthroughs and observations | General |

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| | determine next steps. | | | |
| Strategy 2: Establish a learning culture and environment. (KWCP 6) | Support and recognize teachers participating in the Bellarmine Literacy Project. Engage in book studies associated with professional growth plans. Provide professional development opportunities by sending teams of teachers to professional conferences. | Reading PD will be 65% by 2018 Math PD will be 60% by 2018 | Data Analysis, teacher feedback, Evaluations of PD opportunities | General |
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Growth Component

Goal: Increase the percentage of students scoring Proficient/Distinguished by 25% and decrease the percentage of students scoring Novice by 15% in each content area on the Kentucky state assessment by 2022.

| | % Proficient/Distinguished | | % Novice | |
|----------------|----------------------------|-----------|---------------|-----------|
| Content Area | 2017 Baseline | 2022 Goal | 2017 Baseline | 2022 Goal |
| Reading | 59% | 73% | 20.1% | 17% |
| Math | 54.2% | 67% | 16.5% | 14.1% |
| Social Studies | | | | |

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| Writing | | | | |
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Objective: Increase the percentage of students scoring Proficient/Distinguished by 10% and decrease the percentage of students scoring Novice by 5% in each content area on the Kentucky state assessment by 2018.

| | % Proficient/Distinguished | | % Novice | |
|----------------|----------------------------|----------------|---------------|----------------|
| Content Ares | 2017 Baseline | 2018 Objective | 2017 Baseline | 2018 Objective |
| Reading | 59% | 65% | 20.1% | 19.1% |
| Math | 54.2% | 60% | 16.5% | 15.6% |
| Social Studies | | | | |
| Writing | | | | |

| Strategy | Activity | Measure of Success | Progress Monitoring | Funding |
|--|--|--|--|---------|
| Strategy 1: Ensure a clearly defined RtI process with applicable documentation tools, including service frequency, strategies, and progress monitoring checks. (KCWP 4) | Scheduled meetings will be held to analyze and identify individual students growth based on formative, summative and screening assessment data (MAP) | Students scoring in the PD range for reading will increase to 65% by 2018 Students scoring in the PD range for math will increase to 60% by 2018. | Data Analysis, walkthroughs and observations | 0 |
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Gap Component

Goal: Increase the percentage of students in each of the following gap groups (African-American, Disability with IEPs, and Gap Group) scoring Proficient/Distinguished by 20% and

decrease the percentage of students scoring Novice by 10% in reading and math on the Kentucky state assessment by 2022.

| | % Proficient/Distinguished | | % Novice | |
|-------------------|----------------------------|--------|----------|--------|
| Reading | 59.1% | | 20.1% | |
| African-American | 30.8% | 37% | 35.9% | 32.31% |
| Disability w/IEPs | 29.7% | 35.64% | 45.9% | 41.31% |
| Gap Group | 48.7% | 58.44% | 25.9% | 23.31% |
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| Math | 54.2% | | 16.5% | |
| African-American | 28.2% | 33.84% | 23.1% | 20.79% |
| Disability w/IEPs | 18.9% | 22.68% | 45.9% | 41.31% |
| Gap Group | 42.4% | 50.88% | 20.3% | 18.27% |

Objective: Increase the percentage of students in each of the following gap groups (African-American, Disability with IEPs, and Gap Group) scoring Proficient/Distinguished by 10% and decrease the percentage of students scoring Novice by 5% in reading and math on the Kentucky state assessment by 2018

| | % Proficient/Distinguished | | % Novice | |
|-------------------|----------------------------|----------------|---------------|----------------|
| Reading | 2017 Baseline | 2018 Objective | 2017 Baseline | 2018 Objective |
| African-American | 30.8% | 33.88% | 35.9% | 34.11% |
| Disability w/IEPs | 29.7% | 32.67% | 45.9% | 43.61% |
| Gap Group | 48.7% | 53.57% | 25.9% | 24.61% |
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| Math | | | | |
| African-American | 28.2% | 31.02% | 23.1% | 21.95% |
| Disability w/IEPs | 18.9% | 20.79% | 45.9% | 43.61% |
| Gap Group | 42.4% | 46.64% | 20.3% | 19.29% |

| Strategy | Activity | Measure of Success | Progress Monitoring | Funding |
|--|--|---|---|---------|
| Strategy 1: Monthly ECE PLCs and ensure ECE teachers | PLCs will meet on a weekly basis. Discussion of the 4 critical | Students with an IEP scoring in the PD range will | Data Analysis, minutes (product) from PLC meetings, | General |

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| attend weekly grade level PLCs for curricular alignment reviews and ongoing instructional strategy support. (KCWP 1) | <p>questions will be used to drive instructional decisions, analysis of achievement data, and analysis of instructional strategies and determine next steps.</p> <p>ECE teachers participate in weekly PLC meetings to ensure coherence between programs.</p> <p>Monitor and ensure equity and high expectations for all students.</p> | increase to 53.57% in reading and 46.64% in math by 2018. | walkthroughs and observations | |
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Transition Component

Goal: Increase the percentage of 5th grade students scoring Proficient/Distinguished by 25% on the combined average of percentage P/D in reading, math, and social studies on the Kentucky state assessment by 2022.

| | % Proficient/Distinguished (combined scores from Reading, Math, and Social Studies) | |
|-----------------------|---|-----------|
| | 2017 Baseline | 2022 Goal |
| 5 th Grade | 63.1% | 78.89% |

Objective: : Increase the percentage of 5th grade students scoring Proficient/Distinguished by 5% on the combined average of percentage P/D in reading, math, and social studies on the Kentucky state assessment by 2018.

| | % Proficient/Distinguished (combined scores from Reading, Math, and Social Studies) |
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|-----------------------|---------------|----------------|
| | 2017 Baseline | 2018 Objective |
| 5 th Grade | 63.1% | 66.2% |

| Strategy | Activity | Measure of Success | Progress Monitoring | Funding |
|--|--|---|---|---------|
| Strategy 1: Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students. (KCWP 3) | Implement the use of teacher and student data notebooks which include goal setting, steps to reaching goals, conferencing and progress monitoring. | Students in 5 th grade scoring PD in reading will increase to 78.89% in 2022 and in math will increase to 66.2% in 2018. | Data Analysis, minutes (product) from PLC meetings, Data notebook checks, walkthroughs and observations | 0 |
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