Wheeler Elementary School CSIP Goals
2017-18

Proficiency Component

Goal: Increase the percentage of students scoring Proficient/Distinguished by 10% in each content area on the Kentucky state assessment by 2022.

	% Proficient/Distinguished	
Content Ares	2017 Baseline	2022 Goal
Reading	68.5	75.4
Math	74.9	82.4
Social Studies	72.5	79.8
Writing	51.3	56.4
Language Mechanics	70.9	78.0

Objective: Increase the percentage of students scoring Proficient/Distinguished by 2% in each content area on the Kentucky state assessment by 2018.

	% Proficient/Distinguished	
Content Ares	2017 Baseline	2018 Objective
Reading	68.5	69.9
Math	74.9	76.4
Social Studies	72.5	74.0
Writing	51.3	52.3
Language Mechanics	70.9	72.3

Strategy	Activity	Measure of Success	Progress Monitoring	Funding
Strategy 1: Ensure grade level curriculum mapping/pacing and	Grade level PLCs will meet on a weekly basis. Work will include curriculum mapping, pacing, and the deconstruction	Reading PD will increase to 69.9% by 2018.	Data Analysis, review of PLC minutes,	General

that supports a guaranteed and viable curriculum.	of learning targets into proficiency scales.	Math PD will increase to 76.4% by 2018.	observation in PLC meetings.	
Strategy 2: Develop and foster a Professional Culture of Learning.	Celebrate teachers as learners with plaques outside their doors, recognition on social media, during faculty meetings, and in Weekly News. Send teacher teams to Solution Tree RtI and New Art and Science of Teaching Conferences. Participate in the University of Kentucky Next Generation Learning Opportunity. Support and recognize teachers participating in Bellarmine Literacy Project. Engage staff in book studies and learning groups associated with professional growth plans. Ensure coaching of teachers as they implement new learning in the classrooms.	Reading PD will increase to 69.9% by 2018. Math PD will increase to 76.4% by 2018.	Data Analysis, evaluations from Professional Development opportunities.	General
Strategy 3: Enhance cognitive engagement to support deeper learning.	Team of teachers participate in Kagan training. Provide training, feedback and support to teachers as they implement a gradual			

	release of responsibility model in their classrooms. Provide training, feedback and support to teachers as they implement strategies associated with Deeper Learning Competencies.		

Goal: Increase the percentage of students scoring Proficient/Distinguished by 10% and decrease the percentage of students scoring Novice by 12% in each content area on the Kentucky state assessment by 2022.

	% Proficient/Distinguished		% Novice	
Content Ares	2017 Baseline	2022 Goal	2017 Baseline	2022 Goal
Reading	68.5	75.4	12.7	10.1
Math	74.9	82.4	3.8	3.3
Social Studies	72.5	79.8	4.4	3.9
Writing	51.3	56.4	17.7	15.6
Language Mechanics	70.9	78.0	10.3	9.1

Objective: Increase the percentage of students scoring Proficient/Distinguished by 5% and decrease the percentage of students scoring Novice by 3% 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	68.5	69.9	12.7	12.3
Math	74.9	76.4	3.8	3.7
Social Studies	72.5	74.0	4.4	3.9

Writing	51.3	52.3	17.7	17.2
	70.9	72.3	10.3	10.0

Strategy	Activity	Measure of Success	Progress Monitoring	Funding
Strategy 1: Develop systems to support all learners. (KCWP 4)	Send team of teachers to Solution Tree RtI Conference. Utilize research-based approach to the development of an inverted RtI at Work pyramid. Monitor student mastery of essential standards during PLC meetings. Analyze MAP Growth data and support teachers/teacher teams in analysis and instructional implications. Support the intervention/extension/enrichment work of teams. Develop school-wide plan and implement to provide tier 3 interventions.	Reading PD will increase to 69.9% by 2018. Math PD will increase to 76.4% by 2018. Reading Novice will decrease to 12.3% by 2018. Math Novice will decrease to 3.7% by 2018.	Data Analysis, PLC minutes, walk throughs, participation in PLCs.	General

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 15% and decrease the percentage of students scoring Novice by 10% in reading and math on the Kentucky state assessment by 2022.

	% Proficient/Distinguished		% Novice	
	2017 Baseline	2022 Goal	2017 Baseline	2022 Goal
Reading				
African-American	52.0	59.8	22.7	20.4
Disability w/IEPs	25.0	28.8	45.0	40.5
Gap Group	59.7	68.7	18.4	16.6
Math				
African-American	57.3	65.9	8.0	7.2
Disability w/IEPs	30.0	34.5	20.0	18.0
Gap Group	67.3	77.4	6.1	5.5

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 3% and decrease the percentage of students scoring Novice by 2% in reading and math on the Kentucky state assessment by 2018.

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	% Proficient/Distinguished		% Novice	
	2017 Baseline	2018 Objective	2017 Baseline	2018 Objective
Reading				
African-American	52.0	53.6	22.7	22.2
Disability w/IEPs	25.0	25.8	45.0	44.1
Gap Group	59.7	61.5	18.4	18.0

Math				
African-American	57.3	59.0	8.0	7.8
Disability w/IEPs	30.0	30.9	20.0	19.6
Gap Group	67.3	69.3	6.1	6.0

Strategy	Activity	Measure of Success	Progress Monitoring	Funding
Strategy 1: Develop systems to support all learners. (KCWP	Weekly E4 Meeting (Education to the 4th including 2 Counselors, School Psychologist, and ECE Consulting Teacher)

ECE teachers participate in weekly PLC meetings to ensure coherence between programs.

Monitor equity in all school programs and offerings.

Ensure equitable representation in enrichment/extensions of all sub groups.

Foster a culture focused on the vision/mission and core values of the school including high expectations for ALL students. | African-American students scoring PD in reading will increase from 52.0 to 53.6 in 2018.
Students with an IEP scoring PD in reading will increase from 25.0 to 25.8 in 2018.
Students in the Gap Group   scoring PD in reading will increase from 59.7 to 61.5 in 2018.

African-American students scoring PD in math will increase from 57.3 to 59.0 in 2018.
Students with an IEP scoring PD in math will increase from 30.0 to 30.9 in 2018.
Students in the Gap Group   scoring PD in math will increase from 67.3 to 69.3 in 2018. | Data Analysis, PLC minutes, walk throughs, participation in PLCs. | General |