

Allen County Intermediate Comprehensive School Improvement Plan (CSIP)

1: Proficiency Goal

Goal 1: By the spring of 2024, ACIC will increase it proficiency in reading from 58.4% to 67.9%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ACIC students will increase their reading proficiency to 60.3 as measured by the KRPEP in the spring of 2020.	<u>KCWP 2: Design and Deliver Instruction</u>	Teachers will work together during weekly PLC’s to break “I Can” statements into learning targets and success criteria aligned to the standards.	Teachers will document the use of agreed upon learning targets during PLC meetings. Targets will be visible in every room and broken into student friendly language. Students should be able to articulate their progression toward a standard, the learning target, and success criteria.	All weekly lesson plans turned into the administration will include common learning targets. During weekly walk throughs and during formal observations, the administration will purposely look for how learning targets and success criteria are being used in the classroom. The instructional coach will help guide in the design of aligned learning targets and success criteria at weekly PLC meetings. During walk throughs, students will be able to articulate their progression toward meeting the learning targets and success criteria.	NA
		Teachers will participate in ongoing professional development with PEBC to implement high yield instructional strategies using the workshop model.	Using strategies learned in professional development, teachers will plan and document their use of workshop model in the classroom. All plans will include mini lesson, work time, and reflection. Teachers will intentionally embed the use of thinking strategies and provide	Administration will ensure lesson plans have the required components on a weekly basis. During walk throughs and formal observations, the administration will collect evidence for workshop implementation, thinking strategy language, and student discourse. During PLCs, the instructional coach will assist teachers in	District level PD funds.

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			opportunities for student discourse on a daily basis.	planning and implementing the workshop model.	
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Teachers will deconstruct the standards so they can develop quality formative assessments that are aligned to the learning targets.	Teachers will administer biweekly common formative assessments. Benchmark for student success will be 75% mastery. Classroom data will be tracked and displayed to show progress toward the class goal. Individual data and progress will be tracked in the student leadership notebook.	Teachers will meet weekly to analyze the data provided from the common formative assessment. Data will be used to evaluate the effectiveness of instruction, modify instruction, and target at risk students.	NA
		Students will use multiple sources of data including summative, formative, STAR, and quarterly assessments to evaluate, and set reading goals.	Students will track their progress toward mastery in their leadership binders.	Students will meet with accountability partners on weekly basis to evaluate their progress and adjust lead measures as needed. Teachers will monitor during weekly meetings to provide feedback, suggestions, and modifications toward the goal. Students will meet with parents twice a year to share their reading progress.	NA

1: Proficiency Goal

Goal 2: By the spring of 2024, ACIC will increase it proficiency in math from 52% to 62.9%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ACIC students will increase their math proficiency to 54.2 as measured by the KRPEP in the spring of 2020.	<u>KCWP 2: Design and Deliver Instruction</u>	Teachers will work together during weekly PLC’s to break “I Can” statements into learning targets and success criteria aligned to the standards.	Teachers will document the use of agreed upon learning targets during PLC meetings. Targets will be visible in every room and broken into student friendly	All weekly lesson plans turned into the administration will include common learning targets. During weekly walk throughs and during formal observations, the	NA

			language. Students should be able to articulate their progression toward a standard, the learning target, and success criteria.	administration will purposely look for how learning targets and success criteria are being used in the classroom. The instructional coach will help guide in the design of aligned learning targets and success criteria at weekly PLC meetings. During walk throughs, students will be able to articulate their progression toward meeting the learning targets and success criteria.	
		Teachers will participate in ongoing professional development with PEBC to implement high yield instructional strategies using the workshop model.	Using strategies learned in professional development, teachers will plan and document their use of workshop model in the classroom. All plans will include mini lesson, work time, and reflection. Teachers will intentionally embed the use of thinking strategies and provide opportunities for student discourse on a daily basis.	Administration will ensure lesson plans have the required components on a weekly basis. During walk throughs and formal observations, the administration will collect evidence for workshop implementation, thinking strategy language, and student discourse. During PLCs, the instructional coach will assist teachers in planning and implementing the workshop model.	District level PD funds.
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Teachers will deconstruct the standards so they can develop quality formative assessments that are aligned to the learning targets.	Teachers will administer weekly common formative assessments. Benchmark for student success will be 75% mastery. Classroom data will be tracked and displayed to show progress toward the class goal. Individual data and progress will be tracked in the student leadership notebook.	Teachers will meet weekly to analyze the data provided from the common formative assessment. Data will be used to evaluate the effectiveness of instruction, modify instruction, and target at risk students.	NA
		Students will use multiple sources of data including summative, formative, STAR, and quarterly	Students will track their progress toward mastery in their leadership binders.	Students will meet with accountability partners on weekly basis to evaluate their progress	NA

		assessments to evaluate, and set math goals.		and adjust lead measures as needed. Teachers will monitor during weekly meetings to provide feedback, suggestions, and modifications toward the goal. Students will meet with parents twice a year to share their reading progress.	
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2: Separate Academic Indicator

Goal 2: By the spring of 2024, ACIC will increase its separate academic indicator from 59.3 to 69.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ACIC students will increase writing proficiency from 23.5 to 27 as measured by the KRPEP in the spring of 2020.	<u>KCWP 2: Design and Deliver Instruction</u>	Ensure the comprehensive writing plan that is implemented with fidelity across grade levels and content areas.	Using the school writing plan, teachers develop a writing curriculum map that ensures the standards are met through common instruction.	Administration will ensure lesson plans document writing instruction. During walk throughs and formal observations, the administration will collect evidence for writing implementation. During PLCs, the instructional coach will assist teachers in planning and implementing the writing policy.	NA
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Ensure the comprehensive writing plan that is implemented with fidelity across grade levels and content areas.	Teachers develop a writing curriculum map that ensures the standards are met through multiple common formative and summative assessments.	Students will participate in K-PREP like writing scrimmages four times per year. Teachers will provide a rubric for the scrimmages. Teacher will have release time to score, analyze, and provide feedback on student writing.	SBDM funds for substitutes.

3: Achievement Gap

By the spring of 2024, ACIC GAP students will increase their overall proficiency in reading and math from 37.3 to 51.58.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Economically disadvantaged ACIC students will increase their overall reading and math proficiency from 48.9 to 51.25 as measured by the KRPEP in the spring of 2020.	<u>KCWP 2: Design and Deliver Instruction</u>	Teachers will work together during weekly PLC's to break "I Can" statements into learning targets and success criteria aligned to the standards.	Teachers will document the use of agreed upon learning targets during PLC meetings. Targets will be visible in every room and broken into student friendly language. Students should be able to articulate their progression toward a standard, the learning target, and success criteria.	All weekly lesson plans turned into the administration will include common learning targets. During weekly walk throughs and during formal observations, the administration will purposely look for how learning targets and success criteria are being used in the classroom. The instructional coach will help guide in the design of aligned learning targets and success criteria at weekly PLC meetings. During walk throughs, students will be able to articulate their progression toward meeting the learning targets and success criteria.	NA
		Teachers will participate in ongoing professional development with PEBC to implement high yield instructional strategies using the workshop model.	Using strategies learned in professional development, teachers will plan and document their use of workshop model in the classroom. All plans will include mini lesson, work time, and reflection. Teachers will intentionally embed the use of thinking strategies and provide opportunities for student discourse on a daily basis.	Administration will ensure lesson plans have the required components on a weekly basis. During walk throughs and formal observations, the administration will collect evidence for workshop implementation, thinking strategy language, and student discourse. During PLCs, the instructional coach will assist teachers in planning and implementing the workshop model.	District PD funds

By the spring of 2024, ACIC GAP students will increase their overall proficiency in reading and math from 37.3 to 51.58.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	Teachers will deconstruct the standards so they can develop quality formative assessments that are aligned to the learning targets.	Teachers will administer weekly common formative assessments. Benchmark for student success will be 75% mastery. Classroom data will be tracked and displayed to show progress toward the class goal. Individual data and progress will be tracked in the student leadership notebook.	Teachers will meet weekly to analyze the data provided from the common formative assessment. Data will be used to evaluate the effectiveness of instruction, modify instruction, and target at risk students.	NA
		Students will use multiple sources of data including summative, formative, STAR, and quarterly assessments to evaluate, and set math goals.	Students will track their progress toward mastery in their leadership binders.	Students will meet with accountability partners on weekly basis to evaluate their progress and adjust lead measures as needed. Teachers will monitor during weekly meetings to provide feedback, suggestions, and modifications toward the goal. Students will meet with parents twice a year to share their reading progress.	NA
ACIC students with disabilities will increase their overall reading and math proficiency from 25.7 to 29.1 as measured by the KRPEP in the spring of 2020.	<u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 5: Design, Align and Deliver Support</u>	ECE teachers working in our ESS program will create a student profile for each student and specifically teach them how to utilize that information in an educational setting.	Students will request their appropriate accommodations and modifications in the general educational setting.	Teachers will monitor after school ESS attendance on a weekly basis. Teachers will specifically monitor the frequency in which students request accommodations in gen ed.	District ESS funds.

4: Growth

By the spring of 2024 students receiving no growth points will decrease from 29.35 to 19.35					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The percent of ACIC students receiving no growth points will decrease from 29.35 to 27.1 as measured by the KPREP in the spring of 2020.	<u>KCWP 4: Review, Analyze and Apply Data</u>	Administration will disaggregate prior year’s KPREP data and identify students who received no growth points.	Identified students will receive growth points on the 2020 KPREP.	STAR, quarterly assessment, common formative assessments and PLC data disaggregation.	NA
		Teachers will target the identified students and incorporate high yield strategies and provide specific feedback to students on their progress toward mastery.	Identified students will receive growth points on the 2020 KPREP.	STAR, quarterly assessment, common formative assessments and PLC data disaggregation.	NA

5: Transition Readiness

Goal 5 (State your transition readiness goal.): NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.): NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					