

## TC Cherry CSIP Dec. 2020

Proficiency Goal	Increase the percentage of tested students reaching math proficiency from 32.3% in 2018 to 52% in 2020.	
Objectives	Increase the percentage of tested students reaching math proficiency to 52% in 2020.	Reduce the percentage of tested students scoring novice to 15% or less in 2020.
Activities	Measures of Success	Costs
School wide training to make sure teachers are choosing the correct high level activities for core instruction standards.	Classroom assessments Teacher lesson plans	Title 1, School, District funds
Teachers will utilize research-based instructional strategies and best practices in instruction to increase student conversations.	Monitoring teacher use of Research-Based Instructional Strategies through classroom observation data PLC meeting	No funding required
Teachers will model higher level tasks/multistep problems during math instruction.	Classroom assessments Teacher lesson plans	No funding required
Schedule PLC meetings to provide teaching strategies and protocols that will increase student conversations about their learning.	PLC meeting dates List of strategies to be used	No funding required
Utilize a math consultant to provide professional learning on researched based instructional strategies.	Increased number of teaching strategies	Professional development, title 1 funds

Separate Academic Indicator Goal	Increase the percentage of tested students reaching on demand writing proficiency from 34.5% in 2018 to 50% in 2020.	
Objective	Increase the number of students scoring proficient/distinguished for On-Demand Writing from 31% to 50% in 2020.	
Activities	Measures of Success	Costs
Teachers will be trained on the new district writing plan	Staff meeting notes	No funding required
Implement a school wide on demand writing structure that can be utilized by all grade levels.	PLC notes School-wide schedule	No funding required
Set school wide on-demand writing times periodically throughout the year to practice on-demand writing.		

<b>Gap Goal</b>	<b>Increase the Math proficiency rating for students in the GAP group</b>	
<b>Objectives</b>	<b>Increase the percentage of Hispanic students reaching math proficiency from 20% in 2019 to 40% in 2020.</b>	<b>Increase the percentage of African American students reaching math proficiency from 22% in 2019 to 37% in 2020.</b>
<b>Activities</b>	<b>Measures of Success</b>	<b>Costs</b>
Intentionally teach school-wide math vocabulary and how it is used in math word problems	Teacher lesson plans PLC meetings	No funding required
Teachers will model strategies used to correctly answer word problems	Teacher lesson plans PLC meetings	No funding required
All tier 2 and tier 3 students will use a computer based math program (iReady, Imagine Learning Math, Imagine Learning Math Facts) to help reduce curriculum gaps.	Teacher classroom schedule	District, title 1 funds
Hire a part time math interventionist who will work with tier 3 students daily to reduce gaps in learning	Reduction of students qualifying for tier 3 instruction	Title 1 funds

<b>Growth Goal</b>	<b>Increase the Growth Index 61.9 in 2019 to 64 index points by 2020</b>	
<b>Objective</b>	<b>Increase the math growth index from 68.2 in 2019 to 70 points in 2020.</b>	
<b>Activities</b>	<b>Measures of Success</b>	<b>Costs</b>
Push in model for math instruction will be utilized kindergarten through 5th grade to provide small group instruction during core math time for all students.	Reduction of students qualifying for tier 2 and tier 3 instruction	No funding required
Grade levels will meet with a panel of staff members to discuss the triangulation of data (STAR, AIMSWeb, iReady, IXL Diagnostics, Imagine Learning) to analyze best tier placements and instructional strategies for each group of students.	Increased scores on each of the assessments Reduction of students qualifying for tier 2 and tier 3 instruction	PD funds, title 1 funds to pay for subs
PLC meetings will be used to discuss student progress towards grade level standards.	Reduction of students qualifying for tier 2 instruction	No funding required

<b>Transition Readiness Goal</b>	<b>Increase the percentage of 5th grade students scoring above the 50th percentile on the spring district benchmark as they transition to the middle school.</b>	
<b>Objectives</b>	<b>Increase the percentage of 5th grade students scoring above the 50th percentile on the spring district math benchmark assessment from 62% in the fall of 2019 to 71% in the spring of 2020.</b>	
	<b>Increase the percentage of 5th grade students scoring above the 50th percentile on the spring district reading benchmark assessment 55% in fall of 2019 to 70% in the spring of 2020.</b>	
<b>Activities</b>	<b>Measures of Success</b>	<b>Costs</b>
Create a test like environment for students when taking the benchmark assessments.	Increase in student scores	No funding required
Schedule benchmark assessments to be taken in the computer lab	Reduction of students having to retest due to lack of effort	No funding required