

CAMPBELLSVILLE ELEMENTARY SCHOOL

Campbellsville, KY

Campbellsville Elementary

Grades Preschool - 3rd

385 Students

27.5 Certified Staff

Rural Setting

Socioeconomic:

71.9% Free lunch

3.1% Reduced lunch

Ethnicity:

7.3% African American

1.0% Asian

3.1% Hispanic

74.8% White

\$11,384 per student spending



Personalized Learning Block

Innovation Snapshot

Innovation Pathways

After utilizing MAP assessment data, CES is now planning on putting a personalized plan in place that will advance all students to higher levels of literacy and improve reading skills.

Key Elements



kid-FRIENDLY Supports

- Data Retreat
- Leader In Me
- Community of Practice
- FRYSC funds



CAMPBELLSVILLE ELEMENTARY SCHOOL

Campbellsville Elementary-Personalized Learning Block (Because no longer will we accept “One size fits all”)

Campbellsville Elementary School is planning on putting a personalized plan in place that will advance all students to higher levels of literacy and improve reading skills. For the 2015-2016 school year, our school will implement a performance based reading period into our master schedule that will allow students to work on literacy and reading skills on their current academic level. Instruction during this period will be designed to make learning personalized for each student, in that, the students will work on skills they have yet to master. In looking at our MAP assessment data, we have k-3 students that are reading at levels from pre-primer to 8th grade. Using this data, plus formative and summative classroom assessments and reading levels to create our performance level groups for the 2015-16 school year. For example, a third grade student with a RIT score of 213 on the reading MAP assessment would be grouped with other students with scores from 208-222. This puts this 3rd grade student on 6th grade level in reading.

Every student in the group would be working on the same skill set. This will allow for peer-to-peer interaction with learning and instruction. Each certified staff member is working with a group ranging from 9-13 students. As the students master the concepts identified for the group, they move on to the next higher performing group. Teachers have common planning that will allow them to meet and discuss student progress weekly. These common planning meetings will allow them to review student performance and records in order to match the student needs with the proper instructional grouping so that learning is personalized for the student. This could mean students are moving up or down in groups based on the outcome of the results teacher are seeing.

Shifts in our teaching practices have teachers planning instruction for middle grade levels. Teachers will have to plan instruction for middle grade concepts/standards using elementary strategies. The instruction will become extremely personalized for all students; therefore, teachers will have to be more familiar with each students learning styles and rate at which the students can retain the instruction they provide.

Data that lead to our innovation plan and idea came from our MAP assessment and the percentage of students reading at, above, or below grade level. Our 2013-14 Spring MAP assessment data showed the school had reduced the number of students scoring below average and increasing the number of students scoring above average; however, the percentage of decrease in below average scores was 6.3 %, while the percentage of increase in above average scores was only 0.7%. This information lead us to the conclusion that our students were not progressing at a significant rate, and we were not moving our high performers to higher levels. The 2014-15 Fall MAP assessment data shows 31.8% scored below average in reading skills, just over 58% of the students scored from Lo-Avg to Hi-Avg, and only 10% scoring above average. With students receiving the instruction through the performance level grouping, we are expecting to decrease the below average to less than 10% and have more than 25% above average.