



# **Closing the Achievement Gap**

Thornwilde Elementary School

Boone County

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## **Introduction**

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

# **KDE Closing the Achievement Gap**

## Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

## **Achievement Gap Groups Identification**

**Statement or Question:** Use the School Report Card to identify your school's gaps groups. Select all that apply.

**Response:**

- African American
- Hispanic
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency
- Asian

## **Achievement Gap Summary**

### **Describe the school's climate and culture.**

Thornwilde Elementary is a positive and safe learning community. The staff and administration work collaboratively to provide instruction that is engaging, hands on, and beneficial to all students. The staff at Thornwilde Elementary go above and beyond to build a positive, caring and encouraging atmosphere where students feel comfortable taking risks. We have strong parental and community support and involvement from a large sector of our population. The staff at Thornwilde works to empower students to set goals and strive to achieve them. The staff believes that all students can be successful and work to provide whatever is needed to ensure that they are.

### **Describe the strategies that were implemented that helped to close the achievement gap.**

Many strategies are implemented to help close the achievement gap. All teachers teach classes in a workshop format so that all students are engaged in large and small group differentiated instruction daily. All teachers maintain data binders with their students and give students multiple opportunities to engage in accountable talk throughout the day. At Thornwilde, you will also find strong and intentional implementation of the RTI process, classroom differentiation, lesson development to meet instructional needs, progress monitoring and instructional planning based on data, parent volunteers working with groups, ESS, CATS in the Clubhouse, before school interventions, A/H enrichment time blocks, mentorships for students, daily core extension, learning buddies across grade levels, small group differentiation, learning centers, Lexia, Dreambox, Fast ForWord, Student Support Team, student accountability--setting goals and graphing progress. A very positive environment is fostered for all students with an emphasis on every student being successful. School wide implementation of PBIS ensures an organized and positive learning environment. School wide assemblies(CATS Calls) are held periodically to further emphasize a team effort and a belief that all students can be successful. Teams meet frequently in professional learning communities to look at data, analyze studentwork, and plan instruction to meet student needs based on this information.

### **Describe the barriers that prevented the school from closing the achievement gap.**

Some things that can be identified as barriers are lack of home reinforcement of skills, interruptions in the school schedule (snow days), time to meet all needs, funding, lack of background knowledge (schema) of students, lack of parental involvement for some students, large gaps to close for some students.

### **Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.**

The district and school work together to address the achievement gap. literacy instruction, math instruction, PBL, RTI, UbD, CSIP formation, and ESS. The district also provides many professional development opportunities for teachers so that they can learn ways to differentiate and close the achievement gap. Teachers from each school were trained in Literacy Studio, Math Design Collaborative, Understanding By Design, NGSS, and CINSAM fishbowl. These teacher leaders come back to school to teach the strategies they learn so that it can increase teacher knowledge and impact all students. The district also worked with teachers and administrators during a poverty workshop to better understand and meet the needs of students living in poverty.

**Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.**

Scores are analyzed by the faculty and SBDM Council to determine needs. Gaps are analyzed and discussed to determine needs. The CSIP is reviewed at faculty meetings, team leader meetings, SBDM Council and revised according to student needs. Vertical teams address the CSIP goals and strategies to support the improvements needed to improve achievement and close the achievement gap for particular groups. Progress on the CSIP is monitored throughout the year during faculty meetings, professional learning communities, team leader meetings, and SBDM Council meetings. Program Review committees meet to determine needs in areas such as A/H, Writing, and PLCS so that the CSIP is comprehensive and student centered.



**Achievement Gap Diagnostic**

**Describe how data are used to inform your school's improvement plan to address the achievement gap.**

**Goal 1:**

Increase the averaged combined reading and math K-Prep proficiency rate from 67.6 to 81.2 by 2018.

**Measurable Objective 1:**

demonstrate a proficiency of 75% by 12/16/2016 as measured by KPREP.

**Strategy1:**

Technology/21st Century Learning - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Technology standards

Activity - Technology for Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to learn more ways to enhance student learning with technology and introduce a wide-range of computer program/internet resources to engage both the male and female population. Teachers will work in their grade level teams to develop lesson plans where students are using technology in the computer lab and labs during scheduled times, using Windows Surface, Chromebooks, and/or with BYOT. PD's and collaboration with the technology teacher will occur to enhance learning through technology.	Academic Support Program	01/04/2016	12/16/2016	\$10000 - Other	Principal, Assitant Principal, Instructional Coach, Technology Teacher, Team Leaders.

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin to plan and implement project-based learning strategies.	Academic Support Program	01/04/2016	12/16/2016	\$500 - Other	UbD team, instructional coach, team leaders

Activity - Chromebook Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade teachers will begin to implement the Google Classroom program with the use of their classroom set of Chromebooks in March 2016. 3rd and 4th grade teachers will begin in August 2016. World Language and other instructional learning will be implemented as well. Professional Development will be offered at the school and district level and will support the Google Chromebook Implementation Plan for the school.	Academic Support Program	01/04/2016	12/16/2016	\$9000 - School Council Funds	Principal. STC, Team Leaders, Instructional Coach

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Activity - Curriculum Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop, refine and implement curriculum maps and standards-based units of instruction with an emphasis on 21st century skills. Provide PD needed for instructional support, learning and development.	Academic Support Program	01/04/2016	12/16/2016	\$2000 - School Council Funds	Instructional coach, team leaders, principals

### Strategy2:

Writing - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Lucy Calkins, Donald Graves

Activity - Comprehensive Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a systemic writing plan to develop writing proficiency at each grade level through grade level discussions, PLC's, and utilizing the Benchmark Writing Program. Develop on-demand prompts at every grade level and increase the number of practice opportunities students have with writing weekly. Continue to implement Daily 5 and Work on Writing school-wide. Meet in PLC's to analyze student writing based on state writing rubrics, identify writing trends/needs, and plan instructional activities to improve writing proficiency.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Team leaders, Instructional coach

Activity - School-wide Consistency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement grade level writing non-negotiables with shared language/vocabulary.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Team Leaders, Instructional Coach

Activity - Constructed Responses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate constructed responses in all subject areas to develop writing skills and show mastery of content. Frequently in grades K-2 and at least weekly in grades 3-5.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Team Leaders, Instructional Coach

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide opportunities for teachers to learn more about teaching writing workshop and developing student writing skills as well as utilizing writing for learning. Continue to learn strategies from Benchmark, 6+1 traits, Smekens, Lucy Calkins, Abell and Atherton and other writing researchers as well as participate in learning walks, flex professional development and PLC's to strengthen writing instruction.	Academic Support Program	01/04/2016	12/16/2016	\$2000 - School Council Funds	Team leaders, Instructional Coach, Principals

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Activity - Writing Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the use of grade level writing rubrics school-wide. Teach students how to use the rubrics to self-assess, peer-assess, and develop as writers.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Team Leaders, Instructional Coach

Activity - Student Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will effectively use student writing as models for student learning. Teachers will use models of student writing to teach students how to assess using the rubric and then add to the writing to become proficient writers.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Team leaders, Instructional coach

### Strategy3:

Math/Number Sense - Teachers will collaborate, attend PD, and plan research-based instructional strategies.

Category:

Research Cited: Math research, Number Talks

Activity - Intentional Core Extension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan core extension activities that meet the needs of all students. Monitor the effectiveness of core extension and make changes in activities/strategies if needed to meet the needs of students.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Team Leaders, Principals, Instructional Coach

Activity - Comprehensive Math Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focus on differentiating instruction, challenging high level learners, and spiraling the curriculum. Explore research-based math strategies such as Number Talks, Bar Model Math, Eureka Math, and other strategies to ensure math proficiency for all students.	Academic Support Program	01/04/2016	12/16/2016	\$500 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Curriculum and Instruction Committee

Activity - Math Fact Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop specific strategies to ensure math fact fluency at each grade level. Continue daily practice of math facts by all students, flashback review of previously learned math facts at all grade levels, individually graphing and goal-setting in data binders, math fact practice during lunch daily. Students must master grade level math facts so that students are able to solve higher level math problems and multi-step problems. School wide tracking will be implemented to support math fact acquisition grades K-5.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders

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Activity - Grade Level Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze formative assessments and common math assessments to determine how many students have reached grade level proficiency. Teachers will plan activities/strategies to ensure that all students reach proficiency of math standards.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Team Leaders, Instructional Coach, Principals

### Strategy4:

ELA - Teachers will collaborate, attend pd's and implement research-based strategies.

Category:

Research Cited: Daily 5, Smekens, Lucy Calkins

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effectively implement student use of technology to enhance ELA learning.	Academic Support Program	01/04/2016	12/16/2016	\$2000 - State Funds	Team leaders, Instructional Coach, Technology Teacher

Activity - Literacy Studios/Daily 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will continue to work on learning about and implement strong Literacy Studios/Daily 5 in every classroom. Grade levels will meet in their PLC's, map out Benchmark units to teach the ELA standards using Daily 5/Literacy Studio which include invitational groups, fluency, conferencing, read-to-self, buddy reading, etc. Teachers will also meet in PLC's to develop rigorous lesson plans to teach ELA standards to mastery, discuss, discuss Benchmark assessments, , analyze student work and plan ways to meet student needs based on common assessments, individual conferencing, formative assessments.	Academic Support Program	01/04/2016	12/16/2016	\$2000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - Language Mechanics/Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure implementation of Benchmark phonics and language mechanics curriculum across grade levels. Use rigorous instructional strategies to ensure that language mechanics and phonics skills are increased at each grade level. Teachers will ensure that grammar/language mechanics are not taught in isolation but within relevant reading and writing activities.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders, Ad-hoc committee chair

### Goal 2:

To increase the number of gap students scoring Proficient/Distinguished from 49.1 to 67.9 by 2018.

### Measurable Objective 1:

demonstrate a proficiency of 51.2% P/D by 12/16/2016 as measured by overall achievement gap on KPREP.

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### Strategy1:

Special Education - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Differentiation, Orton Gillingham

Activity - Team Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will meet bi-monthly consistently as a Professional Learning Community (PLC) to discuss student progress, IEP development, program effectiveness, strategies, research-based interventions, etc.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselor, Special Education Teachers

### Strategy2:

Best Practices of Instruction - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Marzano

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student data binders to help students set goals, deepen self-motivation, be inquisitive to learn, manage their time, and stay motivated during a testing or working session. Teacher will also employ strategies to teach students how to discern between good, better and best answers; think (use metacognition) while reading and solving problems; explain why particular answers are not the correct answers; look back in the text to find answers, and develop stamina to keep trying. Teachers will also celebrate successes with students (e.g. Badges on lanyards--I met my goal today). Allow teachers to share ideas/strategies at PLC's, faculty meetings, and PD's.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to plan instruction so that students have opportunities to practice 10 C's. Explore project-based learning ideas, service learning opportunities, activities that focus on the practice standards, integration of technology, etc. Offer PD's, work collaboratively with each other and the community, and provide opportunities to share ideas/strategies to infuse into lesson plans.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, PBL and Service Learning Representative, and Team Leaders

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the implementation of Extended School Services (ESS) to increase student achievement. This includes Rockin' Readers, Math Maniacs, Kinder Club, and Cats in the Clubhouse.	Academic Support Program	01/04/2016	12/16/2016	\$17000 - State Funds	ESS Coordinator, Principal, ESS Teachers

Activity - Questioning Techniques/Discussion Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop questioning techniques and discussion strategies (Accountable Talk) to deepen student understanding. Develop and share strategies and practices that scaffold instruction and move students to the higher levels of Bloom's. Teachers will intentionally plan lessons that include strong questioning and discussion strategies and give students many opportunities to problem-solve, solve multi-step problems, discern answers, cite examples, defend answers, compare and contrast information, use metacognition, and teach students to persevere until they find the answer. Continue to discuss and share ideas/strategies in PLC's, PD's and faculty meetings.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be screened each year using the Brigance. Opportunities for kindergarten readiness will be explored and implemented to increase ways to ensure students are prepared for kindergarten. Activities that involve parents and their students will be implemented such as Kinder Kamp.	Academic Support Program	01/04/2016	12/16/2016	\$2000 - District Funding	Principals, Kindergarten Teachers, Instructional Coach

Activity - Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement best practices/PGES practices to strengthen classroom learning and instruction. Develop ways to increase and monitor the use of best practices in daily instruction such as learning walks, instructional rounds, PLC discussions, teacher sharing opportunities, faculty meetings, communication folders, and Benchmark Literacy/Daily 5.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Team Leaders

### Strategy3:

RTI/Core Extension - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: RTI research, intervention research

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Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the implementation of the Student Support Team (SST) to implement the response to intervention process for other areas such as writing, motor skills, executive functioning skills, behavior, etc. The Student Support Team will take referrals from teachers and help determine effective interventions to support the student in the referred area. Interventions will be implemented to fidelity for a period of 6-8 weeks, documentation supporting the effectiveness of the intervention will be kept, and the team will meet back to determine next steps after 6-8 weeks. Processes will be reviewed to see if there is a way to reduce paper work for teachers and ensure that all students are able to be discussed in a timely manner.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, PBIS Tier II coach

Activity - Effective Core Extension Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will group students into flexible fluid groupings based on needs, determine the best interventions for these students, monitor their progress, and make adjustments to programming/materials to ensure growth low, middle and high students. Teachers will continually search for effective ways/programs (Carbo, Do the Math, Power of 10, FCRR activities, leveled readers, AR, Accelerated Math, Explode the Code, FFW, Compass, Moby Max, etc.) to meet student needs and training will be provided to help teachers implement research based programs effectively.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, RTI Teachers, Team Leaders

Activity - RTI Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement and monitor the RTI tiered intervention process of reading and math at all grade levels for targeted students including ELL, disabilities, F/R, minorities. Teachers will progress monitor students bi-weekly in reading and math using STAR Enterprise, determine intervention effectiveness, and discuss progress every 9 weeks during Advisory Team Meetings (ATM) to ensure continued progress.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, RTI Teachers

### Strategy4:

Family & Student Engagement - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Joe Mazza

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Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan the implementation of scheduled family nights throughout the year to encourage family leadership and engagement in the educational process. Some suggestions include Celebration of Learning, Literacy Night, Science Night, Math and Reading Night, CATS in the Clubhouse, and Summer Reading Check-ins. Fun formats that include centers, materials that can be made and taken home, student involvement, snacks, etc. should be considered.	Community Engagement	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Community Engagement Committee

### Strategy5:

Achievement Gap - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: NCLB, Gap research

Activity - ELL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with ELL teacher to ensure ELL students are achieving proficiency. Establish interventions such as Imagine Learning for students needed to achieve proficiency. Have the ELL teacher work with regular education teacher to implement strategies to help ELL students.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	ELL teacher, instructional coach, principals

Activity - Peer Support/Mentors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish peer/mentor relationships for students who indicate a need or if determined by SST. Implement One to One Literacy in grades 1-3.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, SST Team Coach, Instructional Coach, Counselor

### Strategy6:

PBIS - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: PBIS research

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to effectively implement PBIS throughout school to enhance student achievement, engagement and behavior. Continue with positive reinforcement models such as CATS Call outs, CATS CALL, Top Cat awards, goal-setting recognition, etc. to recognize and support students. Support the PBIS committee by implementing PBIS initiatives with fidelity in all classrooms and from all staff members.	Behavioral Support Program	01/04/2016	12/16/2016	\$500 - Other	Principal, Assistant Principal, Instructional Coach, Counselor, PBIS Committee

### Goal 3:

Decrease the percentage of novice for combined reading and math from 10.65% to 5.33% in 2020.



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### Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 12/16/2016 as measured by overall novice scores on KPREP. .

### Strategy1:

Instructional Strategies - Instructional Strategies

Category: Continuous Improvement

Research Cited:

Activity - Student Empowerment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies that enable students to become leaders of their own learning such as the effective use of student data binders, students being actively involved in knowing their data and making decisions about what can be done to improve, and engaging students in activities that move the attention from grading to learning.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principals, Team Leaders, Instructional Coach

Activity - Assessment For Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement research-based assessment strategies focused on continuous improvement such as providing effective targeted penalty-free practice so students can master concepts, utilizing data and rubrics with students so students can learn what is needed for improvement, and providing many exemplars and models so that students can emulate proficient work.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principals, Teachers

Activity - Novice Reduction Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that perform at the Novice level in reading or math will be monitored closely to ensure progress. Interventions will be monitored closely as well. Teacher will review the progress with the student and set goals for improvement with the students.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, RTI interventionists, Teachers

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

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The plan will be monitored through review at faculty meetings, PLC's, School Leadership team (team leaders), team planning, progress monitoring, ATM's, student data binders, data walls, SBDM Council.

**Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.**

### Goal 1:

Increase the averaged combined reading and math K-Prep proficiency rate from 67.6 to 81.2 by 2018.

### Measurable Objective 1:

demonstrate a proficiency of 75% by 12/16/2016 as measured by KPREP.

### Strategy1:

Science Curriculum - Teachers will collaborate, attend pd's, and implement research-based strategies.

Category:

Research Cited: Next Generation Science Standards

Activity - Student Engagement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ student engagement activities such as Kagan strategies to involve students in learning. Grade levels will provide other additional opportunities for our students to experience the sciences such as guest speakers, in-house field trips, and after school clubs. Continue to develop winter gardening and utilize greenhouse. Some examples include zoo, COSI, electricity van, Lego League, Odyssey of the Mind, outdoor classroom, etc.	Academic Support Program	01/04/2016	12/16/2016	\$2000 - Other	STEAM teacher, Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - Hands on Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop hands-on science lessons to apply the Next Generation Science practices and standards. Students will be involved in the application of the standards.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - General Fund	Team leaders, instructional coach, STEAM teacher, CINSAM participants

### Strategy2:

Writing - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Lucy Calkins, Donald Graves

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Activity - School-wide Consistency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement grade level writing non-negotiables with shared language/vocabulary.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Team Leaders, Instructional Coach

### Strategy3:

ELA - Teachers will collaborate, attend pd's and implement research-based strategies.

Category:

Research Cited: Daily 5, Smekens, Lucy Calkins

Activity - Literacy Studios/Daily 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels will continue to work on learning about and implement strong Literacy Studios/Daily 5 in every classroom. Grade levels will meet in their PLC's, map out Benchmark units to teach the ELA standards using Daily 5/Literacy Studio which include invitational groups, fluency, conferencing, read-to-self, buddy reading, etc. Teachers will also meet in PLC's to develop rigorous lesson plans to teach ELA standards to mastery, discuss, discuss Benchmark assessments, , analyze student work and plan ways to meet student needs based on common assessments, individual conferencing, formative assessments.	Academic Support Program	01/04/2016	12/16/2016	\$2000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Team Leaders

### Goal 2:

To increase the number of gap students scoring Proficient/Distinguished from 49.1 to 67.9 by 2018.

### Measurable Objective 1:

demonstrate a proficiency of 51.2% P/D by 12/16/2016 as measured by overall achievement gap on KPREP.

### Strategy1:

Best Practices of Instruction - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Marzano

Activity - Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement best practices/PGES practices to strengthen classroom learning and instruction. Develop ways to increase and monitor the use of best practices in daily instruction such as learning walks, instructional rounds, PLC discussions, teacher sharing opportunities, faculty meetings, communication folders, and Benchmark Literacy/Daily 5.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Team Leaders

## Closing the Achievement Gap

Thornwilde Elementary School

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the implementation of Extended School Services (ESS) to increase student achievement. This includes Rockin' Readers, Math Maniacs, Kinder Club, and Cats in the Clubhouse.	Academic Support Program	01/04/2016	12/16/2016	\$17000 - State Funds	ESS Coordinator, Principal, ESS Teachers

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student data binders to help students set goals, deepen self-motivation, be inquisitive to learn, manage their time, and stay motivated during a testing or working session. Teacher will also employ strategies to teach students how to discern between good, better and best answers; think (use metacognition) while reading and solving problems; explain why particular answers are not the correct answers; look back in the text to find answers, and develop stamina to keep trying. Teachers will also celebrate successes with students (e.g. Badges on lanyards--I met my goal today). Allow teachers to share ideas/strategies at PLC's, faculty meetings, and PD's.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - Questioning Techniques/Discussion Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop questioning techniques and discussion strategies (Accountable Talk) to deepen student understanding. Develop and share strategies and practices that scaffold instruction and move students to the higher levels of Bloom's. Teachers will intentionally plan lessons that include strong questioning and discussion strategies and give students many opportunities to problem-solve, solve multi-step problems, discern answers, cite examples, defend answers, compare and contrast information, use metacognition, and teach students to persevere until they find the answer. Continue to discuss and share ideas/strategies in PLC's, PD's and faculty meetings.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to plan instruction so that students have opportunities to practice 10 C's. Explore project-based learning ideas, service learning opportunities, activities that focus on the practice standards, integration of technology, etc. Offer PD's, work collaboratively with each other and the community, and provide opportunities to share ideas/strategies to infuse into lesson plans.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, PBL and Service Learning Representative, and Team Leaders

### Strategy2:

Achievement Gap - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: NCLB, Gap research

## Closing the Achievement Gap

Thornwilde Elementary School

Activity - Peer Support/Mentors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish peer/mentor relationships for students who indicate a need or if determined by SST. Implement One to One Literacy in grades 1-3.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, SST Team Coach, Instructional Coach, Counselor

### Strategy3:

Special Education - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Differentiation, Orton Gillingham

Activity - Team Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will meet bi-monthly consistently as a Professional Learning Community (PLC) to discuss student progress, IEP development, program effectiveness, strategies, research-based interventions, etc.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselor, Special Education Teachers

### Strategy4:

PBIS - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: PBIS research

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to effectively implement PBIS throughout school to enhance student achievement, engagement and behavior. Continue with positive reinforcement models such as CATS Call outs, CATS CALL, Top Cat awards, goal-setting recognition, etc. to recognize and support students. Support the PBIS committee by implementing PBIS initiatives with fidelity in all classrooms and from all staff members.	Behavioral Support Program	01/04/2016	12/16/2016	\$500 - Other	Principal, Assistant Principal, Instructional Coach, Counselor, PBIS Committee

### Strategy5:

Family & Student Engagement - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Joe Mazza

## Closing the Achievement Gap

Thornwilde Elementary School

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan the implementation of scheduled family nights throughout the year to encourage family leadership and engagement in the educational process. Some suggestions include Celebration of Learning, Literacy Night, Science Night, Math and Reading Night, CATS in the Clubhouse, and Summer Reading Check-ins. Fun formats that include centers, materials that can be made and taken home, student involvement, snacks, etc. should be considered.	Community Engagement	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Community Engagement Committee

### Strategy6:

RTI/Core Extension - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: RTI research, intervention research

Activity - Effective Core Extension Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will group students into flexible fluid groupings based on needs, determine the best interventions for these students, monitor their progress, and make adjustments to programming/materials to ensure growth low, middle and high students. Teachers will continually search for effective ways/programs (Carbo, Do the Math, Power of 10, FCRR activities, leveled readers, AR, Accelerated Math, Explode the Code, FFW, Compass, Moby Max, etc.) to meet student needs and training will be provided to help teachers implement research based programs effectively.	Academic Support Program	01/04/2016	12/16/2016	\$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach, RTI Teachers, Team Leaders

Activity - Student Support Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the implementation of the Student Support Team (SST) to implement the response to intervention process for other areas such as writing, motor skills, executive functioning skills, behavior, etc. The Student Support Team will take referrals from teachers and help determine effective interventions to support the student in the referred area. Interventions will be implemented to fidelity for a period of 6-8 weeks, documentation supporting the effectiveness of the intervention will be kept, and the team will meet back to determine next steps after 6-8 weeks. Processes will be reviewed to see if there is a way to reduce paper work for teachers and ensure that all students are able to be discussed in a timely manner.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, PBIS Tier II coach

## Closing the Achievement Gap

Thornwilde Elementary School

Activity - RTI Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement and monitor the RTI tiered intervention process of reading and math at all grade levels for targeted students including ELL, disabilities, F/R, minorities. Teachers will progress monitor students bi-weekly in reading and math using STAR Enterprise, determine intervention effectiveness, and discuss progress every 9 weeks during Advisory Team Meetings (ATM) to ensure continued progress.	Academic Support Program	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, RTI Teachers

### Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

Identify students that need mentors, begin one to one literacy, offer more student support at CATS in the Clubhouse, teachers will continue to meet to discuss student needs and remove barriers to learning, intentional FFW program to catch students up, utilize student data binders, promote strong ESS program, cultivate student leadership, teach students metacognition, explore PBL possibilities to increase interest and application, and increase use of technology. Ensure that time is given for teachers to look at data, analyze student work, determine students needs, and plan intentionally to meet these needs. Provide PD on ongoing formative assessment and the importance of it daily for mastery learning of all students.

## **Stakeholder Engagement and Collaboration**

**Statement or Question:** Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

**Response:**

- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

CATS Calls--school wide assemblies--parents invited and attend

Parent Engagement Activities

Multi-Cultural Night

Curriculum Night for all grade levels

Celebration of Learning

Volunteer Training

One to One Literacy

Hebron Business Association

Career Week

Junior Achievement



# **16-17 Plan for Closing the Achievement Gap**

# Overview

**Plan Name**

16-17 Plan for Closing the Achievement Gap

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep proficiency rate from 67.6 to 81.2 by 2018.	Objectives: 1 Strategies: 4 Activities: 14	Organizational	\$15000
2	To increase the number of gap students scoring Proficient/Distinguished from 49.1 to 67.9 by 2018.	Objectives: 1 Strategies: 6 Activities: 14	Organizational	\$24500
3	Decrease the percentage of novice for combined reading and math from 10.65% to 5.33% in 2020.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0

## Goal 1: Increase the averaged combined reading and math K-Prep proficiency rate from 67.6 to 81.2 by 2018.

### Measurable Objective 1:

demonstrate a proficiency of 75% by 12/16/2016 as measured by KPREP.

### Strategy 1:

Math/Number Sense - Teachers will collaborate, attend PD, and plan research-based instructional strategies.

Category:

Research Cited: Math research, Number Talks

Activity - Math Fact Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop specific strategies to ensure math fact fluency at each grade level. Continue daily practice of math facts by all students, flashback review of previously learned math facts at all grade levels, individually graphing and goal-setting in data binders, math fact practice during lunch daily. Students must master grade level math facts so that students are able to solve higher level math problems and multi-step problems. School wide tracking will be implemented to support math fact acquisition grades K-5.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders
Activity - Comprehensive Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus on differentiating instruction, challenging high level learners, and spiraling the curriculum. Explore research-based math strategies such as Number Talks, Bar Model Math, Eureka Math, and other strategies to ensure math proficiency for all students.	Academic Support Program	01/04/2016	12/16/2016	\$500	School Council Funds	Principal, Assistant Principal, Instructional Coach, Curriculum and Instruction Committee
Activity - Grade Level Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze formative assessments and common math assessments to determine how many students have reached grade level proficiency. Teachers will plan activities/strategies to ensure that all students reach proficiency of math standards.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Team Leaders, Instructional Coach, Principals

## Closing the Achievement Gap

Thornwilde Elementary School

Activity - Intentional Core Extension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan core extension activities that meet the needs of all students. Monitor the effectiveness of core extension and make changes in activities/strategies if needed to meet the needs of students.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Team Leaders, Principals, Instructional Coach

### Strategy 2:

ELA - Teachers will collaborate, attend pd's and implement research-based strategies.

Category:

Research Cited: Daily 5, Smekens, Lucy Calkins

Activity - Literacy Studios/Daily 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will continue to work on learning about and implement strong Literacy Studios/Daily 5 in every classroom. Grade levels will meet in their PLC's, map out Benchmark units to teach the ELA standards using Daily 5/Literacy Studio which include invitational groups, fluency, conferencing, read-to-self, buddy reading, etc. Teachers will also meet in PLC's to develop rigorous lesson plans to teach ELA standards to mastery, discuss, discuss Benchmark assessments, , analyze student work and plan ways to meet student needs based on common assessments, individual conferencing, formative assessments.	Academic Support Program	01/04/2016	12/16/2016	\$2000	School Council Funds	Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - Language Mechanics/Phonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure implementation of Benchmark phonics and language mechanics curriculum across grade levels. Use rigorous instructional strategies to ensure that language mechanics and phonics skills are increased at each grade level. Teachers will ensure that grammar/language mechanics are not taught in isolation but within relevant reading and writing activities.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders, Ad-hoc committee chair

### Strategy 3:

Technology/21st Century Learning - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Technology standards

Activity - Technology for Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Thornwilde Elementary School

All teachers will continue to learn more ways to enhance student learning with technology and introduce a wide-range of computer program/internet resources to engage both the male and female population. Teachers will work in their grade level teams to develop lesson plans where students are using technology in the computer lab and labs during scheduled times, using Windows Surface, Chromebooks, and/or with BYOT. PD's and collaboration with the technology teacher will occur to enhance learning through technology.	Academic Support Program	01/04/2016	12/16/2016	\$10000	Other	Principal, Assitant Principal, Instructional Coach, Technology Teacher, Team Leaders.
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Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin to plan and implement project-based learning strategies.	Academic Support Program	01/04/2016	12/16/2016	\$500	Other	UbD team, instructional coach, team leaders

### Strategy 4:

Writing - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Lucy Calkins, Donald Graves

Activity - Writing Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the use of grade level writing rubrics school-wide. Teach students how to use the rubrics to self-assess, peer-assess, and develop as writers.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Team Leaders, Instructional Coach

Activity - Comprehensive Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a systemic writing plan to develop writing proficiency at each grade level through grade level discussions, PLC's, and utilizing the Benchmark Writing Program. Develop on-demand prompts at every grade level and increase the number of practice opportunities students have with writing weekly. Continue to implement Daily 5 and Work on Writing school-wide. Meet in PLC's to analyze student writing based on state writing rubrics, identify writing trends/needs, and plan instructional activities to improve writing proficiency.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Team leaders, Instructional coach

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Thornwilde Elementary School

Continue to provide opportunities for teachers to learn more about teaching writing workshop and developing student writing skills as well as utilizing writing for learning. Continue to learn strategies from Benchmark, 6+1 traits, Smekens, Lucy Calkins, Abell and Atherton and other writing researchers as well as participate in learning walks, flex professional development and PLC's to strengthen writing instruction.	Academic Support Program	01/04/2016	12/16/2016	\$2000	School Council Funds	Team leaders, Instructional Coach, Principals
Activity - Student Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will effectively use student writing as models for student learning. Teachers will use models of student writing to teach students how to assess using the rubric and then add to the writing to become proficient writers.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Team leaders, Instructional coach
Activity - Constructed Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate constructed responses in all subject areas to develop writing skills and show mastery of content. Frequently in grades K-2 and at least weekly in grades 3-5.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Team Leaders, Instructional Coach
Activity - School-wide Consistency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement grade level writing non-negotiables with shared language/vocabulary.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Team Leaders, Instructional Coach

## Goal 2: To increase the number of gap students scoring Proficient/Distinguished from 49.1 to 67.9 by 2018.

### Measurable Objective 1:

demonstrate a proficiency of 51.2% P/D by 12/16/2016 as measured by overall achievement gap on KPREP.

### Strategy 1:

Best Practices of Instruction - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Marzano

Activity - Effective Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Thornwilde Elementary School

Continue to implement best practices/PGES practices to strengthen classroom learning and instruction. Develop ways to increase and monitor the use of best practices in daily instruction such as learning walks, instructional rounds, PLC discussions, teacher sharing opportunities, faculty meetings, communication folders, and Benchmark Literacy/Daily 5.	Academic Support Program	01/04/2016	12/16/2016	\$1000	School Council Funds	Principal, Assistant Principal, Instructional Coach, Team Leaders
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Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to plan instruction so that students have opportunities to practice 10 C's. Explore project-based learning ideas, service learning opportunities, activities that focus on the practice standards, integration of technology, etc. Offer PD's, work collaboratively with each other and the community, and provide opportunities to share ideas/strategies to infuse into lesson plans.	Academic Support Program	01/04/2016	12/16/2016	\$1000	School Council Funds	Principal, Assistant Principal, Instructional Coach, PBL and Service Learning Representative, and Team Leaders

Activity - Questioning Techniques/Discussion Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop questioning techniques and discussion strategies (Accountable Talk) to deepen student understanding. Develop and share strategies and practices that scaffold instruction and move students to the higher levels of Bloom's. Teachers will intentionally plan lessons that include strong questioning and discussion strategies and give students many opportunities to problem-solve, solve multi-step problems, discern answers, cite examples, defend answers, compare and contrast information, use metacognition, and teach students to persevere until they find the answer. Continue to discuss and share ideas/strategies in PLC's, PD's and faculty meetings.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student data binders to help students set goals, deepen self-motivation, be inquisitive to learn, manage their time, and stay motivated during a testing or working session. Teacher will also employ strategies to teach students how to discern between good, better and best answers; think (use metacognition) while reading and solving problems; explain why particular answers are not the correct answers; look back in the text to find answers, and develop stamina to keep trying. Teachers will also celebrate successes with students (e.g. Badges on lanyards--I met my goal today). Allow teachers to share ideas/strategies at PLC's, faculty meetings, and PD's.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Thornwilde Elementary School

Students will be screened each year using the Brigance. Opportunities for kindergarten readiness will be explored and implemented to increase ways to ensure students are prepared for kindergarten. Activities that involve parents and their students will be implemented such as Kinder Kamp.	Academic Support Program	01/04/2016	12/16/2016	\$2000	District Funding	Principals, Kindergarten Teachers, Instructional Coach
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Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the implementation of Extended School Services (ESS) to increase student achievement. This includes Rockin' Readers, Math Maniacs, Kinder Club, and Cats in the Clubhouse.	Academic Support Program	01/04/2016	12/16/2016	\$17000	State Funds	ESS Coordinator, Principal, ESS Teachers

### Strategy 2:

RTI/Core Extension - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: RTI research, intervention research

Activity - RTI Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement and monitor the RTI tiered intervention process of reading and math at all grade levels for targeted students including ELL, disabilities, F/R, minorities. Teachers will progress monitor students bi-weekly in reading and math using STAR Enterprise, determine intervention effectiveness, and discuss progress every 9 weeks during Advisory Team Meetings (ATM) to ensure continued progress.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, RTI Teachers

Activity - Effective Core Extension Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will group students into flexible fluid groupings based on needs, determine the best interventions for these students, monitor their progress, and make adjustments to programming/materials to ensure growth low, middle and high students. Teachers will continually search for effective ways/programs (Carbo, Do the Math, Power of 10, FCRR activities, leveled readers, AR, Accelerated Math, Explode the Code, FFW, Compass, Moby Max, etc.) to meet student needs and training will be provided to help teachers implement research based programs effectively.	Academic Support Program	01/04/2016	12/16/2016	\$1000	School Council Funds	Principal, Assistant Principal, Instructional Coach, RTI Teachers, Team Leaders

Activity - Student Support Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Thornwilde Elementary School

Continue the implementation of the Student Support Team (SST) to implement the response to intervention process for other areas such as writing, motor skills, executive functioning skills, behavior, etc. The Student Support Team will take referrals from teachers and help determine effective interventions to support the student in the referred area. Interventions will be implemented to fidelity for a period of 6-8 weeks, documentation supporting the effectiveness of the intervention will be kept, and the team will meet back to determine next steps after 6-8 weeks. Processes will be reviewed to see if there is a way to reduce paper work for teachers and ensure that all students are able to be discussed in a timely manner.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, PBIS Tier II coach
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### Strategy 3:

Achievement Gap - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: NCLB, Gap research

Activity - Peer Support/Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish peer/mentor relationships for students who indicate a need or if determined by SST. Implement One to One Literacy in grades 1-3.	Academic Support Program	01/04/2016	12/16/2016	\$1000	School Council Funds	Principal, Assistant Principal, SST Team Coach, Instructional Coach, Counselor

Activity - ELL Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with ELL teacher to ensure ELL students are achieving proficiency. Establish interventions such as Imagine Learning for students needed to achieve proficiency. Have the ELL teacher work with regular education teacher to implement strategies to help ELL students.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	ELL teacher, instructional coach, principals

### Strategy 4:

Special Education - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Differentiation, Orton Gillingham

Activity - Team Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Thornwilde Elementary School

Special education teachers will meet bi-monthly consistently as a Professional Learning Community (PLC) to discuss student progress, IEP development, program effectiveness, strategies, research-based interventions, etc.	Academic Support Program	01/04/2016	12/16/2016	\$1000	School Council Funds	Principal, Assistant Principal, Instructional Coach, Counselor, Special Education Teachers
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### Strategy 5:

Family & Student Engagement - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: Joe Mazza

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan the implementation of scheduled family nights throughout the year to encourage family leadership and engagement in the educational process. Some suggestions include Celebration of Learning, Literacy Night, Science Night, Math and Reading Night, CATS in the Clubhouse, and Summer Reading Check-ins. Fun formats that include centers, materials that can be made and taken home, student involvement, snacks, etc. should be considered.	Community Engagement	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Community Engagment Committee

### Strategy 6:

PBIS - Teachers will collaborate, attend pd's, and implement research based strategies.

Category:

Research Cited: PBIS research

Activity - PBIS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to effectively implement PBIS throughout school to enhance student achievement, engagement and behavior. Continue with positive reinforcement models such as CATS Call outs, CATS CALL, Top Cat awards, goal-setting recognition, etc. to recognize and support students. Support the PBIS committee by implementing PBIS initiatives with fidelity in all classrooms and from all staff members.	Behavioral Support Program	01/04/2016	12/16/2016	\$500	Other	Principal, Assistant Principal, Instructional Coach, Counselor, PBIS Committee

## Goal 3: Decrease the percentage of novice for combined reading and math from 10.65% to 5.33% in 2020.

### Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency to reduce the number of students scoring novice in Reading by 12/16/2016 as measured by overall novice scores on KPREP. .

### Strategy 1:

Instructional Strategies - Instructional Strategies

Category: Continuous Improvement

Activity - Novice Reduction Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that perform at the Novice level in reading or math will be monitored closely to ensure progress. Interventions will be monitored closely as well. Teacher will review the progress with the student and set goals for improvement with the students.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, RTI interventionists, Teachers
Activity - Assessment For Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement research-based assessment strategies focused on continuous improvement such as providing effective targeted penalty-free practice so students can master concepts, utilizing data and rubrics with students so students can learn what is needed for improvement, and providing many exemplars and models so that students can emulate proficient work.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principals, Teachers
Activity - Student Empowerment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies that enable students to become leaders of their own learning such as the effective use of student data binders, students being actively involved in knowing their data and making decisions about what can be done to improve, and engaging students in activities that move the attention from grading to learning.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principals, Team Leaders, Instructional Coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Skills	Continue to plan instruction so that students have opportunities to practice 10 C's. Explore project-based learning ideas, service learning opportunities, activities that focus on the practice standards, integration of technology, etc. Offer PD's, work collaboratively with each other and the community, and provide opportunities to share ideas/strategies to infuse into lesson plans.	Academic Support Program	01/04/2016	12/16/2016	\$1000	Principal, Assistant Principal, Instructional Coach, PBL and Service Learning Representative, and Team Leaders
Team Collaboration	Special education teachers will meet bi-monthly consistently as a Professional Learning Community (PLC) to discuss student progress, IEP development, program effectiveness, strategies, research-based interventions, etc.	Academic Support Program	01/04/2016	12/16/2016	\$1000	Principal, Assistant Principal, Instructional Coach, Counselor, Special Education Teachers
Effective Core Extension Model	Teachers will group students into flexible fluid groupings based on needs, determine the best interventions for these students, monitor their progress, and make adjustments to programming/materials to ensure growth low, middle and high students. Teachers will continually search for effective ways/programs (Carbo, Do the Math, Power of 10, FCRR activities, leveled readers, AR, Accelerated Math, Explode the Code, FFW, Compass, Moby Max, etc.) to meet student needs and training will be provided to help teachers implement research based programs effectively.	Academic Support Program	01/04/2016	12/16/2016	\$1000	Principal, Assistant Principal, Instructional Coach, RTI Teachers, Team Leaders
Peer Support/Mentors	Establish peer/mentor relationships for students who indicate a need or if determined by SST. Implement One to One Literacy in grades 1-3.	Academic Support Program	01/04/2016	12/16/2016	\$1000	Principal, Assistant Principal, SST Team Coach, Instructional Coach, Counselor

## Closing the Achievement Gap

Thornwilde Elementary School

Writing Workshop	Continue to provide opportunities for teachers to learn more about teaching writing workshop and developing student writing skills as well as utilizing writing for learning. Continue to learn strategies from Benchmark, 6+1 traits, Smekens, Lucy Calkins, Abell and Atherton and other writing researchers as well as participate in learning walks, flex professional development and PLC's to strengthen writing instruction.	Academic Support Program	01/04/2016	12/16/2016	\$2000	Team leaders, Instructional Coach, Principals
Effective Teaching Strategies	Continue to implement best practices/PGES practices to strengthen classroom learning and instruction. Develop ways to increase and monitor the use of best practices in daily instruction such as learning walks, instructional rounds, PLC discussions, teacher sharing opportunities, faculty meetings, communication folders, and Benchmark Literacy/Daily 5.	Academic Support Program	01/04/2016	12/16/2016	\$1000	Principal, Assistant Principal, Instructional Coach, Team Leaders
Literacy Studios/Daily 5	Grade levels will continue to work on learning about and implement strong Literacy Studios/Daily 5 in every classroom. Grade levels will meet in their PLC's, map out Benchmark units to teach the ELA standards using Daily 5/Literacy Studio which include invitational groups, fluency, conferencing, read-to-self, buddy reading, etc. Teachers will also meet in PLC's to develop rigorous lesson plans to teach ELA standards to mastery, discuss, discuss Benchmark assessments, , analyze student work and plan ways to meet student needs based on common assessments, individual conferencing, formative assessments.	Academic Support Program	01/04/2016	12/16/2016	\$2000	Principal, Assistant Principal, Instructional Coach, Team Leaders
Comprehensive Math Program	Focus on differentiating instruction, challenging high level learners, and spiraling the curriculum. Explore research-based math strategies such as Number Talks, Bar Model Math, Eureka Math, and other strategies to ensure math proficiency for all students.	Academic Support Program	01/04/2016	12/16/2016	\$500	Principal, Assistant Principal, Instructional Coach, Curriculum and Instruction Committee
<b>Total</b>					<b>\$9500</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Closing the Achievement Gap

Thornwilde Elementary School

PBIS Implementation	Continue to effectively implement PBIS throughout school to enhance student achievement, engagement and behavior. Continue with positive reinforcement models such as CATS Call outs, CATS CALL, Top Cat awards, goal-setting recognition, etc. to recognize and support students. Support the PBIS committee by implementing PBIS initiatives with fidelity in all classrooms and from all staff members.	Behavioral Support Program	01/04/2016	12/16/2016	\$500	Principal, Assistant Principal, Instructional Coach, Counselor, PBIS Committee
Technology for Learning	All teachers will continue to learn more ways to enhance student learning with technology and introduce a wide-range of computer program/internet resources to engage both the male and female population. Teachers will work in their grade level teams to develop lesson plans where students are using technology in the computer lab and labs during scheduled times, using Windows Surface, Chromebooks, and/or with BYOT. PD's and collaboration with the technology teacher will occur to enhance learning through technology.	Academic Support Program	01/04/2016	12/16/2016	\$10000	Principal, Assistant Principal, Instructional Coach, Technology Teacher, Team Leaders.
Project Based Learning	Teachers will begin to plan and implement project-based learning strategies.	Academic Support Program	01/04/2016	12/16/2016	\$500	UbD team, instructional coach, team leaders
<b>Total</b>					<b>\$11000</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Rubrics	Implement the use of grade level writing rubrics school-wide. Teach students how to use the rubrics to self-assess, peer-assess, and develop as writers.	Academic Support Program	01/04/2016	12/16/2016	\$0	Team Leaders, Instructional Coach
Constructed Responses	Teachers will integrate constructed responses in all subject areas to develop writing skills and show mastery of content. Frequently in grades K-2 and at least weekly in grades 3-5.	Academic Support Program	01/04/2016	12/16/2016	\$0	Team Leaders, Instructional Coach
Student Models	Teachers will effectively use student writing as models for student learning. Teachers will use models of student writing to teach students how to assess using the rubric and then add to the writing to become proficient writers.	Academic Support Program	01/04/2016	12/16/2016	\$0	Team leaders, Instructional coach

## Closing the Achievement Gap

Thornwilde Elementary School

Questioning Techniques/Discussion Strategies	Continue to develop questioning techniques and discussion strategies (Accountable Talk) to deepen student understanding. Develop and share strategies and practices that scaffold instruction and move students to the higher levels of Bloom's. Teachers will intentionally plan lessons that include strong questioning and discussion strategies and give students many opportunities to problem-solve, solve multi-step problems, discern answers, cite examples, defend answers, compare and contrast information, use metacognition, and teach students to persevere until they find the answer. Continue to discuss and share ideas/strategies in PLC's, PD's and faculty meetings.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal, Assistant Principal, Instructional Coach, Team Leaders
Student Support Team	Continue the implementation of the Student Support Team (SST) to implement the response to intervention process for other areas such as writing, motor skills, executive functioning skills, behavior, etc. The Student Support Team will take referrals from teachers and help determine effective interventions to support the student in the referred area. Interventions will be implemented to fidelity for a period of 6-8 weeks, documentation supporting the effectiveness of the intervention will be kept, and the team will meet back to determine next steps after 6-8 weeks. Processes will be reviewed to see if there is a way to reduce paper work for teachers and ensure that all students are able to be discussed in a timely manner.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal, Assistant Principal, Instructional Coach, PBIS Tier II coach
Language Mechanics/Phonics	Ensure implementation of Benchmark phonics and language mechanics curriculum across grade levels. Use rigorous instructional strategies to ensure that language mechanics and phonics skills are increased at each grade level. Teachers will ensure that grammar/language mechanics are not taught in isolation but within relevant reading and writing activities.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal, Assistant Principal, Instructional Coach, Team Leaders, Ad-hoc committee chair
Assessment For Learning	Teachers will implement research-based assessment strategies focused on continuous improvement such as providing effective targeted penalty-free practice so students can master concepts, utilizing data and rubrics with students so students can learn what is needed for improvement, and providing many exemplars and models so that students can emulate proficient work.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principals, Teachers
Math Fact Fluency	Develop specific strategies to ensure math fact fluency at each grade level. Continue daily practice of math facts by all students, flashback review of previously learned math facts at all grade levels, individually graphing and goal-setting in data binders, math fact practice during lunch daily. Students must master grade level math facts so that students are able to solve higher level math problems and multi-step problems. School wide tracking will be implemented to support math fact acquisition grades K-5.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal, Assistant Principal, Instructional Coach, Team Leaders



## Closing the Achievement Gap

Thornwilde Elementary School

Community Involvement	Plan the implementation of scheduled family nights throughout the year to encourage family leadership and engagement in the educational process. Some suggestions include Celebration of Learning, Literacy Night, Science Night, Math and Reading Night, CATS in the Clubhouse, and Summer Reading Check-ins. Fun formats that include centers, materials that can be made and taken home, student involvement, snacks, etc. should be considered.	Community Engagement	01/04/2016	12/16/2016	\$0	Principal, Assistant Principal, Instructional Coach, Community Engagement Committee
Student Data Binders	Teachers will use student data binders to help students set goals, deepen self-motivation, be inquisitive to learn, manage their time, and stay motivated during a testing or working session. Teacher will also employ strategies to teach students how to discern between good, better and best answers; think (use metacognition) while reading and solving problems; explain why particular answers are not the correct answers; look back in the text to find answers, and develop stamina to keep trying. Teachers will also celebrate successes with students (e.g. Badges on lanyards--I met my goal today). Allow teachers to share ideas/strategies at PLC's, faculty meetings, and PD's.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal, Assistant Principal, Instructional Coach, Team Leaders
Student Empowerment	Teachers will implement strategies that enable students to become leaders of their own learning such as the effective use of student data binders, students being actively involved in knowing their data and making decisions about what can be done to improve, and engaging students in activities that move the attention from grading to learning.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principals, Team Leaders, Instructional Coach
RTI Implementation	Continue to implement and monitor the RTI tiered intervention process of reading and math at all grade levels for targeted students including ELL, disabilities, F/R, minorities. Teachers will progress monitor students bi-weekly in reading and math using STAR Enterprise, determine intervention effectiveness, and discuss progress every 9 weeks during Advisory Team Meetings (ATM) to ensure continued progress.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal, Assistant Principal, Instructional Coach, RTI Teachers
Intentional Core Extension	Teachers will plan core extension activities that meet the needs of all students. Monitor the effectiveness of core extension and make changes in activities/strategies if needed to meet the needs of students.	Academic Support Program	01/04/2016	12/16/2016	\$0	Team Leaders, Principals, Instructional Coach
Grade Level Proficiency	Teachers will analyze formative assessments and common math assessments to determine how many students have reached grade level proficiency. Teachers will plan activities/strategies to ensure that all students reach proficiency of math standards.	Academic Support Program	01/04/2016	12/16/2016	\$0	Team Leaders, Instructional Coach, Principals
ELL Support	Collaborate with ELL teacher to ensure ELL students are achieving proficiency. Establish interventions such as Imagine Learning for students needed to achieve proficiency. Have the ELL teacher work with regular education teacher to implement strategies to help ELL students.	Academic Support Program	01/04/2016	12/16/2016	\$0	ELL teacher, instructional coach, principals

## Closing the Achievement Gap

Thornwilde Elementary School

School-wide Consistency	Develop and implement grade level writing non-negotiables with shared language/vocabulary.	Academic Support Program	01/04/2016	12/16/2016	\$0	Team Leaders, Instructional Coach
Comprehensive Writing Program	Implement a systemic writing plan to develop writing proficiency at each grade level through grade level discussions, PLC's, and utilizing the Benchmark Writing Program. Develop on-demand prompts at every grade level and increase the number of practice opportunities students have with writing weekly. Continue to implement Daily 5 and Work on Writing school-wide. Meet in PLC's to analyze student writing based on state writing rubrics, identify writing trends/needs, and plan instructional activities to improve writing proficiency.	Academic Support Program	01/04/2016	12/16/2016	\$0	Team leaders, Instructional coach
Novice Reduction Monitoring	Students that perform at the Novice level in reading or math will be monitored closely to ensure progress. Interventions will be monitored closely as well. Teacher will review the progress with the student and set goals for improvement with the students.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal, RTI interventionists, Teachers
<b>Total</b>					\$0	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Klndergarten Readiness	Students will be screened each year using the Brigance. Opportunities for kindergarten readiness will be explored and implemented to increase ways to ensure students are prepared for kindergarten. Activities that involve parents and their students will be implemented such as Kinder Kamp.	Academic Support Program	01/04/2016	12/16/2016	\$2000	Principals, Kindergarten Teachers, Instructional Coach
<b>Total</b>					\$2000	

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Continue the implementation of Extended School Services (ESS) to increase student achievement. This includes Rockin' Readers, Math Maniacs, Kinder Club, and Cats in the Clubhouse.	Academic Support Program	01/04/2016	12/16/2016	\$17000	ESS Coordinator, Principal, ESS Teachers
<b>Total</b>					\$17000	