1: Proficiency

Goal 1: MCMS, by 2023, 80% of students will be proficient in reading and math.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May, 2019 student proficiency rates will increase by the following: Reading: 62% to 66% Math: 50% to 54%	• KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	**Curriculum Monitoring Systems**- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct informal walkthroughs using the ewalk platform to provide feedback to teachers and analyze data for instructional trends. BI-Weekly House and Content level PLC's will be held to review data trends, make inferences, and plan next steps. PLC processes using the Evidence- Inference- Activate model will be utilized to create highly focused/highly functioning PLCs. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction and next steps with core instruction. Title II funds will be used to provide a substitute to allow for teachers to have release time during the school day to meet in their grade level content PLC every other week. **Contextual/Authentic Learning Experiences**- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology using best practices to engage students in the ways that they learn best. Web based interventions including DreamBox Learning and ReadingPlus will be utilized to help all students achieve at their highest level possible and these have been funded by Title I.	-ewalk data -quarterly data meetings -Professional learning agendas and sign in sheets; -Personalized learning study groups -PD roadshow		General Fund, Title I Title II
	• KCWP2: Design and Deliver Instruction - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the	**Evidence-Based Instructional Strategies**- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity).	-student progress data -teacher observations/ walkthroughs -PD roadshow		

	intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	**Lesson Design**- A model lesson framework will be developed through teacher input following the direct explicit instruction model. Key components will focus on learning target, success criteria, lesson hook, gradual release of responsibility to the students, task design for strong student cognitive engagement, and formative assessment. **Student Empowerment**- Continuation of professional learning in student leadership, agency, and empowerment throughout the school (student ambassadors-Leader in Me-) move toward students being the drivers of their learning and behavior Teachers and leaders will engage students in goal-setting activities and live scoring events to provide coaching feedback to students.	-The model lesson framework sample student data; live scoring data; action team evidence; instructional coach data		
	KCWP 6: Establishing Learning Culture and Environment Ensure that a system exists to create a safe and positive environment for all students to learn. Provide supports to students to help them address their academic and social emotional needs.Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	**Individualized Instruction and Support-** All students will be provided individualized instructional opportunities provided through the use of Dreambox Math and Reading-Plus that have been funded through the use of Title I monies. These supplemental programs are designed to help all students grow and work towards achieving proficiency. A general aid will be utilized to support students needs in Science classrooms. A Reading interventionist and a Math interventionist have been funded through Title I to meet the academic needs of students. An additional half time guidance counselor has been utilized and funded through an SBDM allotment to support the social and emotional needs of the students. **Student Expectations-** A house system has been put in place to provide a sense of belonging and identify for each student. This system in connection with a positive behavior system will create an orderly and safe classroom that helps meet the emotional and social needs of the students. This type of environment leads to improved academic outcomes.	ABE behavior management and intervention system data.		SBDM Title I

2: Separate Academic Indicator- Science

Goal 2: By 2023, 80% of students will be proficient in science.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May, 2019 student proficiency rates will increase by the following:	• KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the	**Curriculum Monitoring Systems**- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Principals will conduct informal walkthroughs using the ewalk platform to provide feedback to teachers and analyze data for instructional trends.	-ewalk data -quarterly data meetings		SBDM Title II

Science: 23% to 33%	intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	BI-Weekly House and Content level PLC's in science will be held to review data trends, make inferences, and plan next steps. PLC processes using the Evidence- Inference- Activate model will be utilized to create highly focused/highly functioning PLCs. Common assessment data will be used to determine next steps for students, planning of interventions and enrichments, and formation of student groupings for small group instruction and next steps with core instruction. Title II funds will be used to provide a substitute to allow for teachers to have release time during the school day to meet in their grade level science PLC every other week.			
	● [KCWP2: Design and Deliver Instruction -](#) How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	**Contextual/Authentic Learning Experiences**- Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology with STEM Scopes using best practices to engage students in the ways that they learn best.	-Professional learning agendas and sign in sheets; -Personalized learning study groups -PD roadshow		SBDM; title; district
		Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity).	-student progress data -teacher observations/ walkthroughs		SBDM
		Lesson Design- A model lesson framework will be developed through teacher input following the direct explicit instruction model. Key components will focus on learning target, success criteria, lesson hook, gradual release of responsibility to the students, task design for strong student cognitive engagement, and formative assessment.	-PD roadshow -The model lesson framework sample		SBDM; ESS; Title; District
		Individualized Instruction and Support- All students will be provided individualized instructional opportunities provided through the use of Dreambox Math and Reading-Plus that have been funded through the use of Title I monies. These supplemental programs are designed to help all students grow and work towards achieving proficiency. A general aid will be utilized to support students needs in Science classrooms. A Reading interventionist and a Math interventionist have been funded through Title I to meet the academic needs of students. An additional half time guidance counselor has been utilized and funded through an SBDM allotment to support the social and emotional needs of the students.			SBDM; ESS; Title;

3: Gap

Goal 3: By 2023, 80% of students identified in each individual GAP subgroup will reach proficiency in reading and math.					
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: By May, 2019 student proficiency rates in each subgroup will reach or maintain 40% or above in Reading in Math and 33% for Science. Table: 		Af. Am	IEP	F/R	His
R	47	22	53	50
M	39	7	37	35
S	11	0	14			KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best? How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind?	**Curriculum Monitoring Systems**- Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Quarterly data review plcs will be held to review data trends, make inferences, and plan next steps specific to subgroup data. PLC processes will examine student data to determine next steps, planning of interventions and enrichments, and formation of student groupings for small group instruction and next steps with core instruction.	RTI data monitoring; assessment data		General Funds, Title District
		Evidence-based instructional strategies- Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity. District Instructional coaches will work in PLC's to help support and promote strategies with teachers.	student progress data		
		Lesson Design- A model lesson framework will be developed through teacher input following the direct explicit instruction model. Key components will focus on learning target, success criteria, lesson hook, gradual release of responsibility to the students, task design for strong student cognitive engagement, and formative assessment. Lesson design will be developed with students' cultural, social, and developmental needs in mind. **Individualized Instruction and Support-** All students will be provided individualized instructional opportunities provided through the use of Dreambox Math and Reading-Plus that have been funded through the use of Title I monies. These supplemental programs are designed to help all students grow and work towards achieving proficiency. A general aid will be utilized to support students needs in Science classrooms.	lesson framework MAP performance Dreambox and ReadingPlus results		SBDM General Funds Title
	KCWP 6: Establishing Learning Culture and Environment: What supports are currently in place to assist students in decision making in regard to behavioral needs/goals? What processes are	**Outreach activities**-Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems	student data lists; student action plans		

	in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning?	**Goal Setting-** Teachers will meet individually with each student to set goals for MAP and KPREP focused achieving growth and proficiency.	MAP results related to growth.		
		Whole child supports-house systems/belonging-Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. Implementation of a school wide Positive Behavior Intervention System.	student action plans		

4: Growth

Goal 4: By 2023,80% of students will reach the student growth norm for their grade level according to MAP research.

Beginning to End of Year		
Grade	Reading	Math
6	4.8	7.7
7	3.7	6

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 50% of students will reach the student growth norm for their grade level according to MAP research (below). Start to End of Year <table><tr><td></td><td>R</td><td>M</td></tr><tr><td>6th</td><td>4.8</td><td>7.7</td></tr><tr><td>7th</td><td>3.7</td><td>6</td></tr></table>	KCWP 2: Design and Deliver Instruction What is the process classroom teachers use when measuring instructional effectiveness based on student data? How does the teacher ensure lessons are designed with students' cultural, social, and developmental needs in mind? How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take	**Goal-setting**- Schools will meet in concurrent PLC groups to review and modify established goals based on available data using the Activate, Inference, (MAP, Common Assessment) Additionally teacher and students will collaborate to develop individual growth goals.	goal setting evidence		0
		Student Empowerment - provide students with opportunities to make deeper connections with their learning by creating schools within schools (House System Model), personalized learning environments, increased club opportunities, expanded course offerings. Continuation of professional learning in student leadership, agency, and empowerment throughout the school, student ambassadors-Leader in Me to move toward students being the drivers of their learning and behavior. Inclusion of PTO groups for parent engagement in current issues affecting school climates such as bullying, social media awareness, school safety, etc. Student learning	House system activities and plans		0

	responsibility for their own learning?	profiles will be developed for students to use in the monitoring of their own learning.			
	KCWP 6: Establishing Learning Culture and Environment What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning? Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc	**Data Monitoring Systems-** School leaders and teachers will monitor web-based programs to ensure effectiveness and impact on personalizing student support systems. Use Reading Plus and Dreambox, DRA, and growth reports within these systems will ensure that all students are growing a year's growth for a year of instruction. **Evidence-based instructional strategies**- Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity) Student Engagement Focus **Family Engagement**-Activities such as Family Data Nights, Literacy Events, Reading Celebration, Cyber Safety anti Bullying Special Programs events and services to support families and students working together to increase awareness and identify any needed supports.	growth reports student assessment data parent sign in sheets; title one parent nights; agendas; survey data		

5: Transition readiness

Goal 5: All students will move forward to the next level and experience success and growth.					
Objective	**Strategy**	**Activities to deploy strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: All students will transition to the next level of being college, career and life ready .	KCWP 6: Establishing Learning Culture and Environment Enable students to develop leadership roles within the school. Enable students to	**Student Supports: Social Emotional** The Leader in Me program, House system to provide wrap around support for student growth. Bump up day, Individual Learning Plans, All students involved in clubs, Additional Guidance Counselor			Private donation District

	develop leadership roles within the classroom.	providing more opportunities for interaction. Positive Behavior System to reward desired behaviors.			
	KCWP 6: Establishing Learning Culture and Environment Ensure that a system exists to create a safe and positive environment for all students to learn. Provide supports to students to help them address their academic and social emotional needs.Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	**<u>Individualized Instruction and Support-</u>** All students will be provided individualized instructional opportunities provided through the use of Dreambox Math and Reading-Plus that have been funded through the use of Title I monies. These supplemental programs are designed to help all students grow and work towards achieving proficiency. A general aid will be utilized to support students needs in Science classrooms. A Reading interventionist and a Math interventionist have been funded through Title I to meet the academic needs of students. An additional half time guidance counselor has been utilized and funded through an SBDM allotment to support the social and emotional needs of the students.	MAP data Dreambox Data Readingplus Data, ABE data		SBDM Title I