

Glasscock Elementary School Improvement Plan 2018-2019

1: Proficiency Goal

Goal 1: By 2023, 80% of students will be reaching proficiency in reading and mathematics.

| Objective   | Strategy   | Activities to Deploy Strategy | Measure of Success | Progress Monitoring<br>Date & Notes | Funding |            |  |  |  |  |
|---|------------|-------------------------------|--------------------|-------------------------------------|---------|------------|--|--|--|--|
| Objective 1: By May, 2019 student proficiency rates will increase by the following:<br><table><tr><td></td><td>GES</td></tr><tr><td>Reading</td><td>69.8 to 73</td></tr><tr><td>Math</td><td>74.5 to 77</td></tr></table> |            | GES                           | Reading            | 69.8 to 73                          | Math    | 74.5 to 77 | <b>KCWP 2: Design and Deliver Instruction</b> – 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? | <b><u>Learning Targets Success Criteria</u></b><br>All teachers will effectively use learning targets and student generated success criteria in all reading lessons. <ul style="list-style-type: none"><li>Determine if learning targets are clear to teachers.</li><li>Determine if learning targets are clear to students.</li><li>Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.</li><li>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</li></ul> <b><u>Evidence-Based Instructional Strategies</u></b> <ul style="list-style-type: none"><li>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</li><li>Effective use of online technologies to implement blended learning and personalized learning in the classroom.</li><li>Primary teachers will implement the Jan Richardson Guided Reading Model.</li><li>Primary teachers will implement “Words Their Way” into Literacy instruction in order to develop a foundation of phonics and reading fluency.</li><li>Continue live scorings in collaboration with instructional coaches so that students have immediate feedback</li></ul> | --Bulldog Target Mastery lists<br>--Lesson Plans<br>--Teacher observations/walkthroughs<br><br>--Teacher observations/walkthroughs<br>--Lesson Plans<br>--Summative assessments such as benchmarks, MAP, DRA, and other assessments will be used to be measure growth.<br>--Online data reports<br>--Words Their Way data<br>--Live scoring data | SBDM/<br>Title 1<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br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|
|   | GES        |                               |                    |                                     |         |            |  |  |  |  |
| Reading   | 69.8 to 73 |                               |                    |                                     |         |            |  |  |  |  |
| Math  | 74.5 to 77 |                               |                    |                                     |         |            |  |  |  |  |

|  |   |  |   |  |                  |
|--|---|--|---|--|------------------|
|  | <b>KCWP 2: Design and Deliver Instruction</b> – 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? | <b><u>Learning Experiences/Professional Development</u></b><br>Utilize opportunities for professional growth through monthly PD Roadshow, early release dates scheduled in master calendar, PLC meetings, etc. Professional Learning will be provided on the following: <ul style="list-style-type: none"> <li>• Jan Richardson Guided Reading Model</li> <li>• Google training</li> <li>• Personalized Learning</li> <li>• 21<sup>st</sup> Century Learning</li> </ul>  | --Professional learning agendas and sign in sheets<br>--PD Roadshow<br>--Personalized learning study groups<br>--Early Dismissal agendas<br>--Schools visits/supports<br>--Jan’s plan |  | SBDM/<br>Title 1 |
|  | <b>KCWP 4: Review, Analyze and Apply Data</b> – What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What system is in place to ensure students take responsibility for their own learning?                            | <b><u>Curriculum Monitoring Systems -</u></b> <ul style="list-style-type: none"> <li>• Principals will monitor student learning data to ensure curriculum is taught at a high level of fidelity.</li> <li>• Principals will conduct 3 informal walkthroughs daily using the ewalk platform to provide feedback to teachers and analyze data for instructional trends.</li> <li>• PLC processes using the Evidence- Inference- Activate model will be utilized to create highly focused/highly functioning PLCs.</li> </ul> | --PLC agendas and minutes<br>--ewalk data   |  |                  |
|  |   | <b><u>Student Empowerment -</u></b> <ul style="list-style-type: none"> <li>• Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.</li> <li>• Continue writing live scorings</li> </ul>  | --Student led conferences<br>--Leadership Notebooks<br>--Student goal setting<br>--Leadership roles<br>--Live scoring data  |  |                  |

2: Separate Academic Indicator

Goal 2: *By 2023, 80% of students will reach proficiency in science, social studies and writing.*

| Objective   | Strategy   | Activities to Deploy Strategy | Measure of Success | Progress Monitoring<br>Date & Notes | Funding        |            |         |          |  |  |   |  |   |
|---|------------|-------------------------------|--------------------|-------------------------------------|----------------|------------|---------|----------|--|--|---|--|---|
| <div>Objective 1: By May, 2019 student proficiency rates will increase by the following:</div> <table><tr><td></td><td>GES</td></tr><tr><td>Science</td><td>51 to 62</td></tr><tr><td>Social Studies</td><td>69.7 to 74</td></tr><tr><td>Writing</td><td>70 to 73</td></tr></table> |            | GES                           | Science            | 51 to 62                            | Social Studies | 69.7 to 74 | Writing | 70 to 73 | <div><b>KCWP 2: Design and Deliver Instruction</b> – 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?</div> <div><b>KCWP 2: Design and Deliver Instruction</b> – 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?</div> | <div><b><u>Learning Targets Success Criteria</u></b><br/>All teachers will effectively use learning targets and student generated success criteria in all reading lessons.<ul style="list-style-type: none"><li>• Determine if learning targets are clear to teachers.</li><li>• Determine if learning targets are clear to students.</li><li>• Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.</li><li>• Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</li></ul></div> <div><b><u>Evidence-Based Instructional Strategies</u></b><ul style="list-style-type: none"><li>• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</li><li>• Effective use of online technologies to implement blended learning and personalized learning in the classroom.</li><li>• Continue live scorings in collaboration with instructional coaches</li></ul></div> | <div>--Bulldog Target Mastery lists<br/>--Lesson Plans<br/>--Teacher observations/walkthroughs</div> <div>--Teacher observations/walkthroughs<br/>--Lesson Plans<br/>--Summative assessments such as benchmarks, MAP, live scorings, and other assessments will be used to be measure growth.<br/>--Online data reports<br/>--Live scoring data</div> |  | <div>SBDM/<br/>Title 1</div> <div>SBDM/<br/>Title 1</div> |
|   | GES        |                               |                    |                                     |                |            |         |          |  |  |   |  |   |
| Science   | 51 to 62   |                               |                    |                                     |                |            |         |          |  |  |   |  |   |
| Social Studies  | 69.7 to 74 |                               |                    |                                     |                |            |         |          |  |  |   |  |   |
| Writing   | 70 to 73   |                               |                    |                                     |                |            |         |          |  |  |   |  |   |

|  |  |   |  |  |                  |
|--|--|---|--|--|------------------|
|  |  | <p><b><u>Learning Experiences/Professional Development</u></b></p> <p>Utilize opportunities for professional growth through monthly PD Roadshow, early release dates scheduled in master calendar, PLC meetings, etc. Professional Learning will be provided on the following:</p> <ul style="list-style-type: none"> <li>• Jan Richardson Guided Reading Model</li> <li>• Google training</li> <li>• Personalized Learning</li> </ul> <p>21<sup>st</sup> Century Learning</p>  | <p>--Professional learning agendas and sign in sheets</p> <p>--PD Roadshow</p> <p>--Personalized learning study groups</p> <p>--Early Dismissal agendas</p> <p>--Schools visits/supports</p> <p>--Jan's plan</p> |  | SBDM/<br>Title 1 |
|  | <p><b>KCWP 4: Review, Analyze and Apply Data –</b></p> <p>What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What system is in place to ensure students take responsibility for their own learning?</p> | <p><b><u>Curriculum Monitoring Systems -</u></b></p> <ul style="list-style-type: none"> <li>• Principals will monitor student learning data to ensure curriculum is taught at a high level of fidelity.</li> <li>• Principals will conduct 3 informal walkthroughs daily using the ewalk platform to provide feedback to teachers and analyze data for instructional trends.</li> </ul> <p>PLC processes using the Evidence- Inference- Activate model will be utilized to create highly focused/highly functioning PLCs.</p> | <p>--PLC agendas and minutes</p> <p>--ewalk data</p>   |  |                  |
|  |  | <p><b><u>Student Empowerment -</u></b></p> <ul style="list-style-type: none"> <li>• Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.</li> <li>• Continue writing live scorings</li> </ul>  | <p>--Student led conferences</p> <p>--Leadership Notebooks</p> <p>--Student goal setting</p> <p>--Leadership roles</p> <p>--Live scoring data</p>  |  |                  |

3: Gap

**Goal 3:** *By 2023, 80% of identified subgroup student performance will reach proficiency in reading, math, science, social studies and writing.*

| Objective   |        |         |        | Strategy                                  | Activities to Deploy Strategy   | Measure of Success | Progress Monitoring<br>Date & Notes | Funding          |
|---|--------|---------|--------|---|---|--------------------|-------------------------------------|------------------|
| Objective 1<br><br>Objective 1: By May, 2019 student proficiency rates in each subgroup will reach 40% in each core content area. |        |         |        | KCWP 2:<br>Design and Deliver Instruction | <b><u>Evidence-Based Instructional Strategies</u></b> <ul style="list-style-type: none"><li>• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</li><li>• Effective use of online technologies to implement blended learning and personalized learning in the classroom.</li><li>• Continue live scorings in collaboration with instructional coaches.</li><li>• GES will continue to utilize ESS funds to provide daytime and after school ESS, as well as summer programs, to provide supplemental instruction to struggling students.</li></ul><br><b><u>Curriculum Monitoring Systems -</u></b> <ul style="list-style-type: none"><li>• Teachers will use formative/summative assessments, District Common Assessments, MAP and DRA assessments to analyze patterns in students’ learning. Additionally, teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.</li></ul><br><b><u>RtI Process</u></b><br>All teachers will participate in regularly scheduled RtI meetings <ul style="list-style-type: none"><li>• Develop a clearly defined RtI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies and progress monitoring checks</li></ul> |                    |                                     | ESS /Title funds |
| Af. Am  | IEP    | F/R     | His    |   |   |                    |                                     |                  |
| R-42.9  | R-28.6 | R-31.0  | R-38.9 |   |   |                    |                                     |                  |
| M-28.6  | M-22.9 | M-38.0  | M-27.8 |   |   |                    |                                     |                  |
| Sc-30.0   | Sc-0   | Sc-15.6 | Sc-n/a |   |   |                    |                                     |                  |
| Wr-n/a  | Wr-n/a | Wr-40.7 | Wr-n/a |   |   |                    |                                     |                  |
| SS-n/a  | SS-n/a | SS-42.4 | SS-n/a |   |   |                    |                                     |                  |

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|--|--|---|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.</li><li>• Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.</li></ul>   |  |  |  |
|  |  | <p><b><u>Outreach Activities</u></b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Utilize Persistence to Graduate reports to assist in identifying students at risk for remediation and failure.</li><li>• Mentoring program for at-risk, cusp students.</li></ul> | Student data lists<br>Adult/student mentor program |  |  |
|  |  | <p><b>Community outreach-</b></p> <ul style="list-style-type: none"><li>• Utilize available resources, including but not limited to: Marion County Extension Office, Communicare, collaboration with ELL, migrant, 21<sup>st</sup> Century, Local Law Enforcement, Junior Achievement, home visits, attendance meetings, DARE and FRC to ensure our students’ needs are met.</li></ul>  | Meeting/home visit documentation<br>Lesson plans   |  |  |

4: Growth

Goal 5: By 2023, 70% of students will reach the student growth norm for their grade level according to MAP research.

| Beginning to End of Year |         |      |
|--------------------------|---------|------|
| Grade                    | Reading | Math |
| K                        | 17.1    | 19.1 |
| 1                        | 16.8    | 18.4 |
| 2                        | 14      | 15.2 |
| 3                        | 10.3    | 13   |
| 4                        | 7.8     | 11.6 |
| 5                        | 6.1     | 9.9  |

| 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).<br><table><tr><th colspan="3">Beginning to End of Year</th></tr><tr><th>Grade</th><th>Reading</th><th>Math</th></tr><tr><td>K</td><td>17.1</td><td>19.1</td></tr><tr><td>1</td><td>16.8</td><td>18.4</td></tr><tr><td>2</td><td>14</td><td>15.2</td></tr></table> | Beginning to End of Year |                               |                    | Grade                            | Reading | Math | K | 17.1 | 19.1 | 1 | 16.8 | 18.4 | 2 | 14 | 15.2 | KCWP 2: Design and Deliver Instruction<br>What is the process classroom teacher’s use when measuring instructional effectiveness based on student data? How does the teacher ensure lessons are designed with student’s 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 | <u>Evidence-Based Instructional Strategies</u> <ul style="list-style-type: none"><li>• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</li><li>• Effective use of online technologies to implement blended learning and personalized learning in the classroom.</li><li>• Continue live scorings in collaboration with instructional coaches.</li><li>• GES will continue to utilize ESS funds to provide daytime and after school ESS, as well as summer programs, to provide supplemental instruction to struggling students.</li></ul> | Lesson Plans<br>Online program reports<br>Live scorings<br>ESS funding | ESS |
| Beginning to End of Year  |                          |                               |                    |                                  |         |      |   |      |      |   |      |      |   |    |      |   |   |  |     |
| Grade   | Reading                  | Math                          |                    |                                  |         |      |   |      |      |   |      |      |   |    |      |   |   |  |     |
| K   | 17.1                     | 19.1                          |                    |                                  |         |      |   |      |      |   |      |      |   |    |      |   |   |  |     |
| 1   | 16.8                     | 18.4                          |                    |                                  |         |      |   |      |      |   |      |      |   |    |      |   |   |  |     |
| 2   | 14                       | 15.2                          |                    |                                  |         |      |   |      |      |   |      |      |   |    |      |   |   |  |     |

|   |      |      |   |  |  |  |  |
|---|------|------|---|--|--|--|--|
| 3 | 10.3 | 13   | ensure students take responsibility for their own learning? |  |  |  |  |
| 4 | 7.8  | 11.6 |   |  |  |  |  |
| 5 | 6.1  | 9.9  |   |  |  |  |  |

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|  | <a href="#">KCWP 6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a><br>Enable students to develop leadership roles within the school. Enable students to develop leadership roles within the classroom. | <b><u>Student Empowerment -</u></b> <ul style="list-style-type: none"><li>• Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.</li><li>• Personalized learning environments</li><li>• Parent engagement opportunities</li><li>• Continue writing live scorings for immediate feedback for growth</li><li>• Clubs/Groups—“Ugly Tie”, Flag Detail, Morning Meeting, Leadership Opportunities, Science Fair, Band, Chorus</li><li>• Career Research Projects/Career Day</li><li>• Physical Fitness/Presidential Fitness</li><li>• Arts Performance Fridays</li><li>• District Treble Chorus/All State Chorus</li></ul> | Pictures<br>Social Media<br>Sign In Sheets    |  |  |
|  |   | <b><u>Family Engagement -</u></b><br>Activities will be available for our families to participate in to support families and students working together to increase awareness and identify any needed supports. <ul style="list-style-type: none"><li>• PAWS meetings</li><li>• Family Reading Nights</li><li>• Data Meetings</li><li>• Born Learning</li><li>• Reading Celebration</li><li>• Student Showcase</li><li>• Fall Festival</li></ul>  | Sign in Sheets<br>Social Media<br>Pictures    |  |  |
|  |   | <b><u>Communication –</u></b><br>Open two-way communication system so that our families are aware of offerings/events at GES. <ul style="list-style-type: none"><li>• Remind Me</li><li>• Newsletters</li></ul>  | Newsletters<br>Sign in sheets<br>Social media |  |  |



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|--|--|---|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Social Media</li> <li>• Open House</li> <li>• Website</li> </ul> Daily Behavior Information |  |  |  |
|--|--|---|--|--|--|

5: Transition Readiness

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| Goal 5: By 2023, 75% of students will reach reading and mathematics transition readiness benchmarks. |
|--|

| Objective   | Strategy  | Activities to Deploy Strategy   | Measure of Success                                      | Progress Monitoring Date & Notes | Funding       |
|---|---|---|---|----------------------------------|---------------|
| Objective 1: Increase the number of Free and Reduced population students from Glasscock’s preschool program that are Kindergarten ready from 50% to 55% as assessed August 2019.  | <a href="#">KCWP 6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a><br>Communication with parents in order to address barriers to learning.   | Preschool teacher will analyze Brigance data to reflect upon practice and determine next steps in delivering high quality instruction.  | 2019 Brigance Screener<br>TS Gold data                  |                                  |               |
|   |   | FRC will work with families who have children ages 0-5 in order to educate families regarding at home instruction to prepare children for Kindergarten.   | 2019 Brigance Screener<br>Born Learning<br>TS Gold data |                                  | District/SBDM |
| Objective 2: By May 2019, 40% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reading the 69 <sup>th</sup> percentiles on MAP) | <a href="#">KCWP 6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a><br>Enable students to develop leadership roles within the school. Enable students to develop leadership roles within the classroom. | <b><u>Profile of a graduate</u></b> - Further develop and refine process used to make connections with the content and 21st century skills, (communication, creativity, commitment, collaboration, content, critical thinking) required of graduates. School district personnel will engage in professional learning in the areas of redefining readiness, the changing nature of work, acceleration of technology, core social emotional skills. | Implementation of Profile<br>Student assessment data    |                                  | PD<br>Title   |
|   |   | <b><u>ECE</u></b><br>Transition meetings for our ECE population will be held for preschool  | ECE ARC meeting minutes                                 |                                  |               |

|  |  |   |                     |  |              |
|--|--|---|---------------------|--|--------------|
|  |  | age students and 5 <sup>th</sup> graders transitioning to middle school.  |                     |  |              |
|  |  | <b><u>College Readiness/transition readiness-</u></b> Cert testing, ILP work, and intentional scheduling with early exposure to Area Technology Center, College Visits, Business and Industry visits, Technical Schools to create a purposeful vertical approach to transition readiness.<br>3rd grade- college visit<br>4th grade- ATC visit<br>5th grade- Business and Industry visit | Evidence of trips   |  | Title        |
|  | <a href="#"><u>KCWP 6: Establishing Learning Culture and Environment - Continuous Improvement Activities</u></a><br>Enable students to develop leadership roles within the school. Enable students to develop leadership roles within the classroom. | <b><u>Leadership-</u></b> continuation of Leader in Me and student leadership opportunities to provide leadership experiences for students at all grade levels.   | Leadership evidence |  | Grant monies |
|  |  | <b><u>Community outreach-</u></b> <ul style="list-style-type: none"><li>Utilize available resources including but not limited to: Marion County Extension Office, Communicare, Collaboration with ELL, migrant, 21<sup>st</sup> Century, Local Law Enforcement, Junior Achievement, home visits, attendance meetings, DARE and FRC to ensure our students' needs are met.</li></ul>     | School Calendar     |  |              |