

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Bend Gate Elementary will improve the percentage of students scoring proficient or above on state assessments by 2021 as follows:

***Reading**— Increase the percentage of reading P/D KPREP scores for Bend Gate Elementary from 53% in 2017-2018 to 65%.*

***Math**— Increase the percentage of math P/D KPREP scores for Bend Gate Elementary from 44% in 2017-2018 to 56%.*

Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 <i>Increase the percentage of reading P/D KPREP scores for Bend Gate Elementary from 53% in 2017-2018 to 57% in 2018-2019.</i>	Design and Deploy Standards- Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.	The Bend Gate Reading Action Team will create a “Foundational Skills” pacing guide for K-5 teachers. This plan will be examined vertically to ensure no “holes” exist year to year with students and foundational reading skills. The plan will be shared with staff after development and revisions.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Reading. Decrease in the number of novice scoring students in Reading on the 2018-2019 KPREP.		N/A
		Third, fourth, and fifth grade teachers from each school in the district met during several sessions to create curriculum maps for each nine weeks. On the pacing guides, teachers determined the essential standards to be assessed each marking period. These assessed standards became our ELA District Common Assessments, given three times a year.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Reading. Decrease in the number of novice scoring students in Reading on the 2018-2019 KPREP.		N/A
	Design and Deliver Instruction- Teachers and staff will implement appropriate literary strategies to increase student achievement in reading during Tier I instruction. Tier II and Tier III supports are designed to help	Teachers and staff will participate in professional development activities to enhance classroom reading instruction. As a result, increased student achievement will occur. Teachers are participating in professional development with the Fountas and Pinnell Literacy Continuum to learn about specific learning behaviors of readers. The two areas of the Literacy Continuum of focus this school year include the “Interactive Read Aloud” and the “Guided Reading”. This occurs during	During school reading walkthroughs, strategies from professional learning are seen implemented in the classrooms.		Title I, General Fund- \$3,000

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	students meet annual growth, in addition to catch up growth.	Grade Level Meetings with the Instructional Coach, Principal, and District Reading Coach. Teachers have also participated in district provided professional development with the District Reading Coach. Topics include the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.			
		Teachers will be responsible for submitting monthly data to the leadership team for analysis. This includes (K-3) Sight Words, Fluency Checks, and Math Facts. The students who lack progress in the areas will be looked at closely during Academic RTI.	Monthly data will be reviewed by the school leadership team. Students should be showing consistent progress in these foundational measures.		N/A
		Reading walkthroughs take place monthly by school leadership team, with immediate feedback provided to teachers using a school created form with the focus on learning rather than teaching. Several teachers are participating in coaching sessions with school leadership team in the area of reading. This includes pre-conferencing, targeted observations over a period of sessions, specific feedback, implementation, and post conference. District leadership conducts monthly reading walkthroughs as well, providing feedback to teachers within the week.	Walkthrough feedback shows evidence of stronger Tier I instructional practices. Summative assessment data shows increases in student proficiency and mastery of reading skills and standards.		N/A
		K-3 teachers will implement 120 minutes of ELA instruction daily. Grades 4-5 will implement 90 minutes of ELA instruction daily.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Reading. Decrease in the number of novice scoring students in Reading on the 2018-2019 KPREP.		N/A
		Additional classroom teacher hired with Title I funding to reduce class size in fifth grade, due to a high percentage of special education students.			
	Design and Delivery Assessment Literacy- Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	Teachers administer daily formative reading assessments in order to provide feedback for students regarding their locating on their current learning path towards proficiency of the target. Formative assessments are derived from daily learning targets. Daily learning targets are developed as small chunks of a larger instructional objective (standard). Students are provided learning target “look fors” in order to self-regulate their own learning during lessons.	80% of students will master daily learning targets during Tier I instruction.		N/A
		Teachers in grades K-3 administer the Reading Inventory Continuum at minimum of 3xs per year. This continuum includes phonemic awareness tasks,	Number of identified Tier III and Tier II students decreases throughout the school year.		N/A

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		phonics skills, fluency, and sight word recognition. Scores are entered into a shared Google Sheet at the school level as well as at the district level for analysis.			
		K-5 teachers will administer a minimum of one fluency check each month.	Number of identified Tier III and Tier II students decreases throughout the school year.		N/A
		Students will take the STAR Reading Assessment at the beginning of the school year and then at the conclusion of each marking period (for a total of 5 times per year).	Grade level and school wide STAR goals (increases) met		SBDM-\$8,800
		Grades 3-5 will take an ELA District Common Assessment three times each year. This data will be scanned into gradecam for analysis.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Reading. Decrease in the number of novice scoring students in Reading on the 2018-2019 KPREP.		N/A
	Review, Analyze, and Apply Data- Through analysis of a variety of reading assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	Teachers and staff will participate in data disaggregation professional development to interpret 2017-2018 Reading KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in reading.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Reading. Decrease in the number of novice scoring students in Reading on the 2018-2019 KPREP.		N/A
		Teachers will also participate in an analysis of the Reading District Common Assessment, which is standards based. The analysis will include looking at specific students and determining a plan for instruction based on the results of the DCA.	Continued improvement on Reading District Common Assessments (individual scores and grade level means)		N/A
		Teaching staff will analyze Reading MAP data three times a year to plan differentiated instruction for student achievement. MAP skills assessments will also be used to identify specific skill deficits with students in reading.	Grade level and school wide MAP goals (increases) met		N/A
		Teaching staff will analyze data from the STAR Assessment in order to create learning paths and plan small group instruction.	Grade level and school wide STAR goals (increases) met		N/A
Objective 2 <i>Increase the percentage of math P/D KPREP scores for Bend Gate Elementary from</i>	Design and Deploy Standards- Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.	The Bend Gate Math Action Team will create a school wide "Math Plan" for K-5 teachers. This plan will be examined vertically to ensure no "holes" exist year to year with students and foundational math skills. This plans includes the expectations for staff in mathematics instruction including the implementation of Math in Focus during Core instruction, as well as consistently teaching Calendar math in grades K-5.	NWEA MAP testing will reveal an increase of the number of students on or above grade level (50 th percentile) in math.		SBDM-\$5,000

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<i>44% in 2017-2018 to 50% in 2018-2019.</i>		The plan will be shared with staff after development and revisions.			
		K-5 teachers have collaborated over the years to create a district wide Math Pacing Guide and follows the Math in Focus curriculum. This Pacing Guide is reviewed and modified, as needed, each year.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Math. Decrease in the number of novice scoring students in Reading on the 2018-2019 KPREP.		N/A
	Design and Deliver Instruction- Teachers and staff will implement appropriate literary strategies to increase student achievement in math during Tier I instruction. Tier II and Tier III supports are designed to help students meet annual growth, in addition to catch up growth.	Teachers will participate in various Math in Focus teacher collaboration workshops throughout the school year with the District Math Coordinator and Instructional Coaches.	During school walkthroughs, effective implementation of Math and Focus will be witnessed.		N/A
		Teachers will be responsible for submitting monthly data to the leadership team for analysis. This includes (K-3) Sight Words, Fluency Checks, and Math Facts. Data for 4 th and 5 th include Fluency Checks, Constructed Responses (SA and ER), and Math Facts. The students who lack progress in the areas will be looked at closely during Academic RTI.	Monthly data will be reviewed by the school leadership team. Students should be showing consistent progress in these foundational measures.		N/A
		Teachers will follow the Math in Focus Curriculum and district Pacing Guide. Math District Common Assessments will be administered throughout the year in order to monitor progression.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Math. Decrease in the number of novice scoring students in Math on the 2018-2019 KPREP.		N/A
		Calendar Math will be taught daily in grades K-3. In grades 4-5 Calendar math will be taught a minimum of 3 days per week. Calendar Math provides a spiral review of math standards, as well as previews upcoming concepts.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Math. Decrease in the number of novice scoring students in Math on the 2018-2019 KPREP.		N/A
		K-5 teachers will implement 60 minutes of core math instruction daily, with an additional 30 minutes dedicated to Calendar Math, for a total of 90 minutes of daily math instruction.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Math. Decrease in the number of novice scoring students in Math on the 2018-2019 KPREP.		N/A
	Design and Delivery Assessment Literacy- Using a balanced assessment system, teachers will be able to	Teachers administer daily formative math assessments in order to provide feedback for students regarding their locating on their current learning path towards proficiency of the target. Formative assessments are	80% of students will master daily learning targets during Tier I instruction.		N/A

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	inform their instruction and help students self-regulate their own learning.	derived from daily learning targets. Daily learning targets are developed as small chunks of a larger instructional objective (standard). Students are provided learning target “look fors” in order to self-regulate their own learning during lessons.			
		Grades K-5 will take a Math District Common Assessment three times each year. This data will be scanned into gradecam for analysis.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Math. Decrease in the number of novice scoring students in Math on the 2018-2019 KPREP.		SBDM-\$500
	Review, Analyze, and Apply Data- Through analysis of a variety of math assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	Teachers and staff will participate in data disaggregation professional development to interpret 2017-2018 Math KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in math.	Increase in proficiency and distinguished on the 2018-2019 KPREP in the area of Math. Decrease in the number of novice scoring students in Math on the 2018-2019 KPREP.		N/A
		Teachers will also participate in an analysis of the Math District Common Assessment, which is standards based. The analysis will include looking at specific students and determining a plan for instruction based on the results of the DCA.	Continued improvement on Math District Common Assessments (individual scores and grade level means)		N/A
		Teaching staff will analyze Math MAP data three times a year to plan differentiated instruction for student achievement. MAP skills assessments will also be used to identify specific skill deficits with students in reading.	Grade level and school wide MAP goals (increases) met		N/A
		Teaching staff will analyze data from the STAR Assessment in order to create learning paths and plan small group instruction.	Grade level and school wide STAR goals (increases) met		N/A

2: Separate Academic Indicator

Goal 2: Bend Gate Elementary will improve the percentage of students scoring proficient or above on state assessments by 2021 as follows: <i>Social Studies— Increase the percentage of social studies P/D KPREP scores for Bend Gate Elementary from 62% in 2017-2018 to 74%.</i> <i>Science— Increase the percentage of science P/D KPREP scores for Bend Gate Elementary from 25% in 2017-2018 to 50%.</i> <i>Writing—Increase the percentage of writing P/D KPREP scores for Bend Gate Elementary from 39% in 2017-2018 to 55%.</i>		
Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 <i>Increase the percentage of social studies P/D KPREP scores for Bend Gate Elementary from 62% in 2017-2018 to 66% in 2018-2019.</i>	Design and Deploy Standards- A variety of planning occurs to ensure Social Studies standards are covered K-5.	Fifth grade teachers collaborated to create a school wide “Social Studies Plan”. This plan chunks grade level standards into the most necessary foundational knowledge needed at each level to develop an understanding of the social studies content. The plan is divided into four marking periods.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Social Studies on the KPREP test.		N/A
		A combination of History Alive and Social Studies Harcourt texts are used to introduce topics and lessons. To support the social studies standards on a deeper level, teachers pull additional resources.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Social Studies on the KPREP test.		N/A
	Design and Deliver Instruction- K-4 teachers deliver social studies instruction a minimum of 2xs per week. Fifth grade	Master schedule created with built in blocks for social studies instruction K-5.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Social		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	teachers deliver social studies instruction daily.		Studies on the KPREP test.		
		5 th Grade: A spiral review is used in order to keep concepts familiar to students throughout the school year. Students typically answer an open ended question daily on a topic previously covered.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Social Studies on the KPREP test.		N/A
		IXL is used to review social studies standards previously taught as well as preview standards that will be taught in future units.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Social Studies on the KPREP test.		SBDM-\$5,000
	Design and Deliver Assessment Literacy- A variety of assessments will be used to guide Social Studies instruction throughout the year and help improve our curriculum planning.	Instructional Coach will be creating short summative assessments for each marking period. Those will be administered at the end of each marking period for grades K-5.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Social Studies on the KPREP test.		N/A
		A combination of formative and summative assessments are given throughout units to check for student understanding. The information gathered from these assessments helps to create the study guide for the end of the unit.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Social Studies on the KPREP test.		N/A
	Design and Deploy Standards- A variety of planning occurs to ensure Science standards are covered K-5.	Science teachers from each elementary school collaborated to create a district wide “Science Plan” for grades K-5. The plan is divided into four marking periods and follows “Mystery Science” Units.	Students will enter each grade level with more science and engineering experience. This will translate into an increase in % P/D in Science on the KPREP test.		N/A
Objective 2 <i>Increase the percentage of science P/D KPREP scores for Bend Gate Elementary from 25% in 2017-2018 to 40% in 2018-2019.</i>		At the conclusion of each Mystery Science Unit, teachers administer a Through Course Task from the TCT bank. Each grade level administers a minimum of 2 TCTs each school year.	Students will enter each grade level with more science and engineering experience. This will translate into an increase		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			in % P/D in Science on the KPREP test.		
	Design and Deliver Instruction- K, 1 st , 2 nd , 3 rd , and 5 th grade teachers deliver science instruction a minimum of 2xs per week. Fourth grade teachers deliver science instruction daily.	Master schedule created with built in blocks for social studies instruction K-5.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Science on the KPREP test.		N/A
		Teachers will participate in various PIMSER based teacher led workshops throughout the school year with the science teachers across the district who participated in PIMSER trainings.	Students will enter each grade level with more social studies content knowledge. This will translate into an increase in % P/D in Science on the KPREP test.		N/A
		K-5 teachers are using Mystery Science Units to address Next Generation Science Standards. Kindergarten and first grade have three units to complete for the school year. Second through fifth grade have a total of four units to complete throughout the school year.	Students will enter each grade level with more science and engineering experience. This will translate into an increase in % P/D in Science on the KPREP test.		N/A
		Fourth grade, in combination with Mystery Science, is using TSI Bring Science Alive textbook series with online supporting materials to cover all NGSS.	An increase in % P/D in Science on the KPREP test		SBDM-\$2,000
		STEAM Lab—The media center has been transformed into a STEAM lab. Biweekly, students participate in STEAM activities during their scheduled “library” time. The lab is also available for additional class use as an extension of classroom lessons.	An increase in % P/D in Science on the KPREP test		N/A
	Design and Deliver Assessment Literacy- A variety of assessments will be used to guide Science instruction throughout the year and help improve our curriculum planning.	Through Course Tasks are administered at the conclusion of each “Mystery Science” Unit. Grades K-2 administer 2-3 per year, while grades 3-5 administer 3-4 per year.	An increase in % P/D in Science on the KPREP test		N/A
	Review, Analyze, and Apply Data Results-	TCTs are analyzed at the district level. Teachers receive feedback and use TCT data to guide their instruction.	An increase in % P/D in Science on the KPREP test		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Data from TCTs are used to inform instruction at grades K-5.				
Objective 3 <i>Increase the percentage of writing P/D KPREP scores for Bend Gate Elementary from 39% in 2017-2018 to 50% in 2018-2019.</i>	Design and Deploy Standards- A variety of planning occurs to ensure Writing standards are covered K-5.	Fifth grade teachers collaborated to create a school wide “Writing Plan”. This plan chunks grade level standards into the most necessary foundational knowledge needed at each level to develop quality writers. The plan maps out expectations for both paragraph/On Demand Writing, as well as constructed response (ER and SA).	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A
		ELA pacing guides were created in grades 3-5 with the input of teachers across the district. These pacing guides include the writing standards and when specific pieces should be taught and assessed.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A
	Design and Deliver Instruction- K-4th grade teachers deliver explicit writing instruction a minimum of 3xs per week. Fifth grade teachers deliver writing instruction daily.	With paragraph writing, teachers follow the Abel and Atherton format which includes the 1.4, 2.6, and 3.8 paragraphs. This is outlined in the school writing plan, with examples.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A
		Lesson plan expectations and master schedule require writing instruction to occur a minimum of 3xs per week in grades K-4. Writing instruction occurs daily in 5 th grade.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A
		Teachers will be responsible for submitting monthly data to the leadership team for analysis. This includes Fluency Checks, Constructed Responses (SA and ER) and Math Facts. The students who lack progress in the areas will be looked at closely during Academic RTI.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A
		Teachers in grades 2-5 provide weekly modeling of constructed responses using RAP (Restate, Answer, Proof). Student is required to complete one independently the same week, after modeling. Students re-write answers to proficiency.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A
	Design and Deliver Assessment Literacy-	Writing “Drop Ins”—school leadership team will be conducting bi-weekly	Students will enter each grade level as better		N/A

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	A variety of assessments will be used to guide Writing instruction throughout the year and help improve our curriculum planning.	writing drop ins. During this time, a writing prompt will be given to a class and students will be required to complete within a given time frame. Half of the writing is scored by the teacher, while the other half is scored by the school leadership team, with feedback provided to the students and teachers.	writers. This will translate into an increase in % P/D in Writing on the KPREP test.		
		District ELA DCA (grades 3-5) includes a writing prompt with a rubric addressing the grade level writing standards.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A
	Review, Analyze, and Apply Data Results- Writing is collected and analyzed at the classroom, school, and district level to help improve and inform instruction.	Writing “Drop-In” analysis occurs weekly. Discussions include rubrics, next steps in writing, and student “look fors” to help self-regulation during writing.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A
		District analysis of the ELA DCA (grades 3-5) occurs each marking period (1-3). Writing is compared across district and scoring practices are also compared.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KPREP test.		N/A

3: Gap

Goal 3: Bend Gate Elementary will improve the percentage of students in our non-duplicated gap group scoring proficient or above on state assessments by 2021 as follows: <i>Reading— Increase the percentage of reading P/D KPREP scores in our non-duplicated gap group at Bend Gate Elementary from 34% in 2017-2018 to 43%.</i> <i>Math— Increase the percentage of math P/D KPREP scores in our non-duplicated gap group at Bend Gate Elementary from 24.7% in 2017-2018 to 33.7%.</i> <i>Social Studies— Increase the percentage of social studies P/D KPREP scores in our non-duplicated gap group at Bend Gate Elementary from 48.5% in 2017-2018 to 57.5%.</i> <i>Science— Increase the percentage of science P/D KPREP scores in our non-duplicated gap group at Bend Gate Elementary from 7.5% in 2017-2018 to 16.5%.</i> <i>Writing— Increase the percentage of reading P/D KPREP scores in our non-duplicated gap group at Bend Gate Elementary from 27.3% in 2017-2018 to 36.3%.</i>		
Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 <i>Increase the percentage of reading P/D KPREP scores for disability w/ IEP students at Bend Gate Elementary from 14.6% in 2017-2018 to 25% in 2018-2019.</i> <i>Increase the percentage of math P/D KPREP scores for disability w/ IEP students at Bend Gate Elementary from 2.4% in 2017-2018 to 20% in 2018-2019.</i> <i>Increase the percentage of social studies P/D KPREP scores for disability w/ IEP students at Bend Gate Elementary from 16.7% in 2017-2018 to 25% in 2018-2019.</i>	Design and Deliver Instruction- High quality Tier I instruction is provided to all students with disabilities in all content areas.	Additional classroom teacher hired with Title I funding to reduce class size in fifth grade, due to a high percentage of special education students.	Increase in % proficient and distinguished on the 2018-2019 KPREP for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2018-2019 KPREP.		Title I- \$60,000
		Special Education schedules were re-worked to ensure resource pull out time was scheduled outside of Tier I instruction. This includes all students in grades K-5.	Increase in % proficient and distinguished on the 2018-2019 KPREP for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2018-2019 KPREP.		N/A
		Teachers will participate in various professional learning workshops throughout the school year with the District Math Coordinator, District Reading Coach, and Instructional Coaches. In addition, special education teachers participate in weekly professional learning during Grade Level	During school walkthroughs, effective implementation of instructional strategies will be witnessed.		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><i>Increase the percentage of science P/D KPREP scores for disability w/ IEP students at Bend Gate Elementary from 0% in 2017-2018 to 20% in 2018-2019.</i></p> <p><i>Increase the percentage of writing P/D KPREP scores for disability w/ IEP students at Bend Gate Elementary from 8.3% in 2017-2018 to 20% in 2018-2019.</i></p>		Meetings, which they attend with a grade level team they work with.			
		District reading walkthroughs for special education teachers take place every two months with the District Reading Coach, Director of Special Education, and district special education consultants. Teachers are provided feedback and offered coaching to improve practice.	During school walkthroughs, effective implementation of instructional strategies will be witnessed.		N/A
		Professional learning has involved the assistance of a KDE Continuous Improvement Coach. She has been working with our staff on KCWP 2, with an emphasis on Tier I, core instruction. Teaching staff continues their learning on the most effective instructional strategies and practices for all students.	Increase in % proficient and distinguished on the 2018-2019 KPREP assessment in all content areas, in all subgroups.		N/A
	Design and Delivery Assessment Literacy- A combination of formative and summative assessments are used to guide instruction.	Students with disabilities participate in all district common assessments (ELA, math, science). During this time, they are paired with a proctor to receive accommodations if applicable.	Increase in % proficient and distinguished on the 2018-2019 KPREP for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2018-2019 KPREP.		N/A
	Review, Analyze, and Apply Data- Data analysis allows opportunities for interventions and redirection of instruction as needed.	Every two weeks, special education teachers progress monitor students on caseload and enter into “Progress Buddy”. This data is analyzed bi-weekly to inform instruction. The data is analyzed at the district level monthly.	Increase in % proficient and distinguished on the 2018-2019 KPREP for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2018-2019 KPREP.		N/A
	Design, Align, and Deliver Support- Support services allow opportunities for special education teachers to improve instruction.	Special Education schedules include at least one common planning period each week with the teachers and/or grade levels the special education teachers works with.	Increase in % proficient and distinguished on the 2018-2019 KPREP for students with disabilities. Decrease in the number of students with disabilities scoring novice on the 2018-2019 KPREP.		N/A
		Special Education meetings are held monthly with the lead ITL at Bend Gate Elementary. During these meetings,	Increase in % proficient and distinguished on the 2018-2019 KPREP for students with disabilities.		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		strategies are discussed and district initiatives are communicated to teachers in the building.	Decrease in the number of students with disabilities scoring novice on the 2018-2019 KPREP.		
Objective 2 <i>Increase the percentage of reading P/D KPREP scores for African American students at Bend Gate Elementary from 32.5% in 2017-2018 to 40% in 2018-2019.</i> <i>Increase the percentage of math P/D KPREP scores for African American students at Bend Gate Elementary from 22.5% in 2017-2018 to 40% in 2018-2019.</i> <i>Increase the percentage of social studies P/D KPREP scores for African American students at Bend Gate Elementary from 50% in 2017-2018 to 60% in 2018-2019.</i> <i>Increase the percentage of science P/D KPREP scores for African American students at Bend Gate Elementary from 10.5% in 2017-2018 to 20% in 2018-2019.</i> <i>Increase the percentage of writing P/D KPREP scores for African American students at Bend Gate Elementary from 28.6% in 2017-2018 to 40% in 2018-2019.</i>	Design, Align, and Deliver Support- Support services help provide opportunities to our students who need additional assistance.	After-school ESS services are available two days a week in the areas of reading and math. Students were invited to participate and stay to work on IXL review of skills, as well as targeted small group interventions.	Increase in % proficient and distinguished on the 2018-2019 KPREP for African American students. Decrease in the number of African American students scoring novice on the 2018-2019 KPREP.		ESS-\$1,500
		Homework help if available every day after-school. Staff volunteer to stay and help with homework.	Increase in % proficient and distinguished on the 2018-2019 KPREP for African American students. Decrease in the number of African American students scoring novice on the 2018-2019 KPREP.		N/A
		Reading club is offered every day after-school for students needing a time and place to read Accelerated Reader books.	Increase in % proficient and distinguished on the 2018-2019 KPREP for African American students. Decrease in the number of African American students scoring novice on the 2018-2019 KPREP.		N/A
		An additional targeted intervention group was developed to work on specific test taking skills and metacognitive strategies. This group meets weekly with interventionists.	Increase in % proficient and distinguished on the 2018-2019 KPREP for African American students. Decrease in the number of African American students scoring novice on the 2018-2019 KPREP.		Title I-\$18,000 ESS-\$9,000
	Establishing Learning Culture & Environment- Establishing a learning culture helps to partner students, staff, and parents in order to aim for a collaborative goal.	K-2 teachers analyzed KPREP data and chose 1-2 former students (grades 4-5) scoring below proficiency on state assessments. The K-2 teachers will serve as a mentor for these students throughout the school year and provide encouragement support during assessment windows.	Increase in % proficient and distinguished on the 2018-2019 KPREP for African American students. Decrease in the number of African American students scoring novice on the 2018-2019 KPREP.		N/A
		Title I Nights throughout the year provide parents and students opportunities to deepen their knowledge of instructional practices and content. These nights include a Math Night at Cates Farm, Polar Express Reading Night, and a science/reading combination night at the Preston Fine Arts Center.	Increase in % proficient and distinguished on the 2018-2019 KPREP for African American students. Decrease in the number of African American students scoring novice on the 2018-2019 KPREP.		Title I-\$3,000
		School leadership team holds a “Parent Academy” in the evenings 4 times per year, covering a variety of topics to help	Increase in % proficient and distinguished on the 2018-2019 KPREP for African American students.		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		parents/guardians understand the content and expectations at each grade level. In addition, parents learn about how to read assessment reports and are provided resources to help their students academically at home.	Decrease in the number of African American students scoring novice on the 2018-2019 KPREP.		

4: Growth

<p>Goal 4: Bend Gate Elementary will improve the growth score on state assessments by 2021 as follows:</p> <p>Reading—Increase the KPREP growth score for Bend Gate Elementary from 0.19 in 2017-2018 to 0.25.</p> <p>Math—Increase the KPREP growth score for Bend Gate Elementary from 0.20 in 2017-2018 to 0.25.</p> <p>ACCESS—Increase the KPREP growth score for Bend Gate Elementary from 0.38 in 2017-2018 to 0.45.</p>		
<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 <i>Increase the KPREP growth score for reading at Bend Gate Elementary from 0.19 in 2017-2018 to 0.21 in 2019.</i> <i>Increase the KPREP growth score for math at Bend Gate Elementary from 0.13 in 2017-2018 to 0.15 in 2019.</i> <i>Increase the ACCESS growth score on KPREP for Bend Gate Elementary from 0.38 in 2017-2018 to 0.40 in 2019.</i>	Design, Align, and Deliver Support- Academic and behavior intervention teams will review data of identified students who are academically below grade level or who have behavioral concerns.	An academic RTI Team consisting of the Principal, Instructional Coach, Counselor, and Lead RTI Interventionist (Math and Reading) meet weekly to analyze data. Discussions center around AimsWeb data, student work samples, and teacher observations.	Number of identified Tier III and Tier II students decreases throughout the school year.		N/A
		Tier III students' progress will be monitored a minimum of one time every other week and results will be recorded in the AimsWeb Data System.	Number of identified Tier III and Tier II students decreases throughout the school year.		N/A
		Interventionists will use RIC data to address the needs of Tier III and some Tier II students. A variety of research based curriculum will be used to address these deficits.	Number of identified Tier III and Tier II students decreases throughout the school year.		Title I- \$18,000 ESS- \$9,000
		Tier II students take the STAR Reading Assessment every 3 weeks for data collection. The information provided helps interventionists differentiate small group instruction during Tier II time to address skill deficits. Tier III students	Number of identified Tier III and Tier II students decreases throughout the school year.		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		take the STAR Reading Assessment every other week for the same purposes.			
		WIN (What I Need) Time occurs three days each week outside of Tier I instruction. During this time, teachers collaborate to differentiate instruction for ALL students. Teachers pre and post test students on essential skills/standards, then group students and plan instruction accordingly. During this time, interventionists “push-in” to help Tier II students in grades K-4.	Number of identified Tier III and Tier II students decreases throughout the school year.		Title I- \$18,000 ESS- \$9,000
		Identified gifted/talented students in grades 4-5 are pulled one a week for services with the district gifted talented teacher. Primary talent pool students (K-3) are pulled weekly as well.	Gifted/talented students continue met make annual growth based on NWEA MAP tests and state assessments.		N/A

5: Transition Readiness

Goal: <i>By May of 2019, 80% of second grade students will score at the 50th percentile or higher in the areas of reading and math on the NWEA MAP assessment.</i>		
Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 <i>Increase the percentage of second grade students scoring at the 50th percentile on NWEA MAP in reading at Bend Gate Elementary from 66% in spring 2018 to 80% in spring 2019.</i>	Design and Deploy Standards- Primary teachers use a variety of resources to design curriculum with common core standards.	Teachers will participate in weekly common planning time to ensure essential reading standards are identified and the student learning occurs to mastery. Best practices of instruction and assessment will be used.	Percentage of primary students on/above grade level in reading increases		N/A
		Vertical “Need to Knows” are determined for each grade level. These are the standards that are re-taught during “WIN” time.	Percentage of primary students on/above grade level in reading increases		N/A
	Design and Deliver Instruction- Primary teachers have dedicated ELA time each day to deliver instruction.	Primary teachers have an uninterrupted 120 minute ELA block daily.	Students will enter intermediate grades with stronger foundational skills and higher fluency		N/A
		Kindergarten students will complete all Headsprout software episodes to improve comprehension. First grade students, identified with the Headsprout diagnostic, will work through Headsprout Early Reading as a phonics review/intervention. Students will be benchmarked at the start of second grade, once again, to determine the need for Headsprout Early Reading intervention.	Students will enter intermediate grades with stronger foundational skills and higher fluency		N/A
		Teachers in grades K-3 will provide daily phonics instruction in addition to	Students will enter intermediate grades with		SBDM-\$6,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Journeys core curriculum. Some materials used include Sing Spell Read and Write, Modern Curriculum Press Phonics, Saxon Coding, and Master the Code Phonics.	stronger foundational skills and higher fluency		
	Design and Deliver Assessment Literacy- Various formative and summative assessments are used to guide primary instruction.	Reading Phonics Inventory—all K-3 students were given an extensive Reading Phonics Inventory (RIC). Instruction for RTI purposes and small group is planned based on the data from the RIC. Students are assessed using the RIC a minimum of 3 times per year. This inventory travels with students if they transfer to another school, as well as each school year to the following grade level.	Students will enter intermediate grades with stronger foundational skills and higher fluency		N/A
		MAP Skills assessments are given to determine specific skill deficits with students in foundational skills.	Students will enter intermediate grades with stronger foundational skills and higher fluency		N/A
	Review, Analyze and Apply Data- Data analysis occurs consistently with primary teachers in order to make changes to instruction.	Primary teachers participate in data analysis at least once a week during a common planning time.	Percentage of primary students on/above grade level in reading increases		N/A
	Design, Align, and Deliver Support- Additional academic supports are in place to ensure the success of our primary students.	Literacy activities that reinforce classroom instruction are provided to parents and stakeholders. These activities include: an author presentation, book fair and family reading strategies.	Students become more fluent readers through individualized practice— student reading levels increase		N/A
		Literacy screenings will be completed for incoming kindergarten students that attend.	Percentage of primary students on/above grade level in reading increases		N/A
		During “WIN” time, additional “push-in” interventionists provide support in K-3 classrooms for Tier II instruction.	Percentage of primary students on/above grade level in reading increases		Title I- \$18,000 ESS- \$9,000
Objective 2 <i>Increase the percentage of second grade students</i>	Design and Deploy Standards- Primary teachers use a variety of resources to design curriculum with common core standards.	Teachers will participate in weekly common planning time to ensure essential reading standards are identified and the student learning occurs to mastery. Best practices of	Percentage of primary students on/above grade level in math increases		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<i>scoring at the 50th percentile on NWEA MAP in math at Bend Gate Elementary from 58% in spring 2018 to 80% in spring 2019.</i>		instruction and assessment will be used.			
		Vertical “Need to Knows” are determined for each grade level. These are the standards that are re-taught during “WIN” time.	Percentage of primary students on/above grade level in math increases		N/A
	Design and Deliver Instruction- Primary teachers have dedicated math time each day to deliver instruction.	Math in Focus curriculum is taught during Tier I math in primary grades. Tier I math block are scheduled for 60 minutes.	Percentage of primary students on/above grade level in math increases		N/A
		Primary teachers utilize 30 minutes daily for Calendar Math, which provides a spiral review and preview of new content.	Percentage of primary students on/above grade level in math increases		N/A
	Design and Deliver Assessment Literacy- Various formative and summative assessments are used to guide primary instruction.	With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).	Percentage of primary students on/above grade level in math increases		N/A
		Math in Focus Test Prep assessments are given at the end of each chapter.	Percentage of primary students on/above grade level in math increases		N/A
	Review, Analyze and Apply Data- Data analysis occurs consistently with primary teachers in order to make changes to instruction.	Primary teachers participate in data analysis at least once a week during a common planning time.	Percentage of primary students on/above grade level in reading increases		N/A
	Design, Align, and Deliver Support- Additional academic supports are in place to ensure the success of our primary students.	During “WIN” time, additional “push-in” interventionists provide support in K-3 classrooms for Tier II instruction.	Percentage of primary students on/above grade level in reading increases		Title I- \$18,000 ESS- \$9,000