

1: Proficiency

State your Proficiency Goal

Goal 1: East Heights Elementary will increase our percentage of proficient and distinguished students in both the areas of reading and math.
Reading will increase from 61.5% in 2018 to 75% by 2022 as indicated by state assessment results.
Math will increase from 60.1% in 2018 to 70% by 2022 as indicated by state assessment results.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reading 67% of Third, Fourth and Fifth grade students will demonstrate a proficiency in in Reading by 06/2019 as measured by 2019 KPREP.	KCWP1: Design and Deploy Standards	Vertical Curriculum Conversations Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (This also includes but is not limited to conversations, teaching days at other grade levels, and peer observations.)	Teacher reflections; meeting notes; common assessments Principal, Instructional Coach, teachers		PD Budget \$500
		Classroom Level Core Instruction Diagnostic Each grade level team will complete the diagnostic to determine their fidelity in utilizing Characteristics of Highly Effective Teaching and Learning (CHETL) in their daily instruction. Areas of strength and areas for growth will be identified. Differentiated professional development will be provided for staff based on identified needs and monitoring will occur through walkthroughs with feedback.	Administrative walkthroughs; staff self-evaluation/reflection; Collaborative team meetings Principal, Instructional Coach, teachers		None
	KCWP2: Design and Deliver Instruction	RTI Develop a clearly defined Rtl school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	MAPs assessments;, STAR assessments; Aimsweb; common formative assessments; LLI benchmarks (K-2) & struggling students (3-5); RIC, District Commons Assessments (3-5) Principal, Instructional Coach, Teachers		SBDM \$2500
		High Yield Strategy Use/Monitoring	Administrative walkthroughs; staff		None

		<p>Ensure ongoing professional development(faculty meeting or PLCs) in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Administration monitor implementation and provide feedback. Evaluate effectiveness and use new strategies, as needed. (Referencing Marzano's Nine Essential Instructional Strategies)</p>	<p>self-evaluation/reflection; Collaborative team meetings</p> <p>Principal, Instructional Coach, teachers, Academic Success Action Team</p>		
		<p>Ensure That Students Understand the Success Criteria Within Each Learning Target Staff will received professional development and feedback on success criteria within learning targets. Administrations will monitor and provide feedback.</p>	<p>Staff Meeting Agendas/notes; administrative walkthroughs/feedback; lesson plans</p> <p>Principal, Instructional Coach, teachers</p>		None
		<p>Master Teacher Observations Teachers will participate in observations of the 120 minute reading block at other elementary schools by master teachers and participate in the reflective conversations to follow. In addition, these top of observations will occur within our own school building as well.</p>	<p>Reflections from observations; Lesson Plans</p> <p>Principal, Instructional Coach, teachers</p>		PD Budget \$500
		<p>Fluency PD/Student Homework Staff will receive training related to fluency and its development with students. Each grade level will have a component of fluency homework for their students. Fluency is important, because it allows students to focus on making meaning rather than devoting time and energy to decoding words. Fluency can be developed and improved by modeling fluent reading and by engaging students in repeated oral reading.</p>	<p>Staff meeting agenda; lesson plans; fluency checks (monthly)</p> <p>Principal, teachers, Instructional Coach, District Reading Coordinator</p>		None
		<p>LLI Benchmarking Every new student or students that staff has identified with a reading concern will be benchmarked in LLI to gain information for instruction. Interventions will be provided utilizing LLI resources in addition to their regular core instruction.</p>	<p>Benchmarking scores; student growth in MAP</p> <p>Instructional Coach, Interventionists</p>		SBDM \$650
		<p>Headsprout Kindergarten and 1st grade students will use Headsprout instructional reading software several times per week to teach beginning reading skills.</p>	<p>Improvement MAP, STAR, classroom assessments, Reading Inventory Continuum</p> <p>Teachers, Instructional Coach</p>		None

		Common Reading Block 120 minutes of explicit, detailed reading instruction is required for kindergarten through 3rd grade. There is a common 120 minute block from kindergarten through 3rd grade. 90 minutes of explicit, detailed reading instruction is required for 4th and 5th grade.	Increased student achievement in reading as measured by MAPs, STAR, common assessments, KPREP Principal, Instructional Coach, Teachers		None
		ESS After School Two certified teachers and one retired teacher will meet with small groups of students who are not showing growth as they should on essential standards. These are students who fall into one or more of our GAP groups. Utilizing <i>Fountas & Pinnell Leveled Literacy Intervention</i> , students will be provided intensive, small-group instruction, which supplements classroom literacy teaching. <i>LLL</i> utilizes engaging leveled books and fast-paced, systematically designed lessons. It deepens and expands comprehension with close reading while engaging students in large amounts of successful daily reading. The small group format maximizes growth. Progress will be monitored through benchmarking.	Increased student achievement in math Instructional Coach, Principal, ESS Reading Teachers		ESS \$2000
	KCWP3: Design and Deliver Assessment Literacy	Construct Student-Friendly Learning Targets Teachers will receive professional development on constructing student-friendly learning targets and then implement what they have learned into the classroom. Students should be able to answer “Why are we doing this?” and “What is our goal?” about any lesson taught within the classroom. Administration will observe and give feedback.	Administrative walkthroughs/feedback; lesson plans Principal, Instructional Coach, teachers		None
		Reading Inventory Continuum (RIC) The Reading Inventory Continuum will be given to students in kindergarten through 3rd grade at least three times per year.	Improvement on Reading Inventory Continuum Teachers, Instructional Coach, and Principal		PD Budget \$500
	KCWP6: Establishing Learning Culture and Environment	Accelerated Reading K-5 use of the Accelerated Reading program will be monitored on a weekly and bi-monthly basis through AR report print-out analysis and follow-up discussions with grade level teams and individual teachers as needed. Mini conferences will be held with students who do not meet percentage of goal benchmarks: 25%, 50% and 75%. Students will be rewarded at the mid-term and at the end of the term for meeting their goals as well as through Stop, Drop, and Reward (random reward days throughout the marking period.).	% of AR Goals met; STAR reading growth		SBDM \$3300 Student Activity \$200
			Media Specialist, Principal, teachers		

		Goal-Setting/Rewards - Reading Growth Students will set personal reading growth goals each nine weeks, tracking their progress through a variety of grade-level specific measures. Students reaching their goal will be recognized in a grade-level monthly growth reward. Each class, grade, and then a school-wide goal will be set. These will be visually displayed and tracked.	Increased student achievement in reading Teachers, Principal		Student Activity \$500
Objective 2: Math 65% of Third, Fourth and Fifth grade students will demonstrate a proficiency in in Math by 06/2019 as measured by 2019 KPREP.	KCWP2: Design and Deliver Instruction	ESS After School A certified teacher will meet with a small group students who are not showing growth as they should on essential standards. These are students who fall into one or more of our GAP groups. Utilizing Khan Academy Mappers (online program for individualized instruction based on MAP scores) along with Kentucky Numeracy Project activities and common core KPREP designed resources (Buckle Down, Coach, Ladders to Success, etc), these students will receive instruction weekly. Progress will be monitored through results from the Khan Academy Mappers data, student work, as well as monthly fluency assessments to report student progress. Parents will be provided with this information as well.	Increased student achievement in math Instructional Coach, Principal, ESS Math Teacher		ESS \$1000
		Calendar Math Teachers will implement Everyday Counts Calendar Math in the classroom for 30 minutes daily.	Increased student achievement in math as measured by MAPs, common assessments, KPREP Teachers, Instructional Coach, and Principal		None
		Math In Focus Classroom teachers will use the Math in Focus curriculum with fidelity including problem solving skills and rich math vocabulary at least 60 minutes daily. Teachers will be provided ongoing professional development by the district.	Increased student achievement in math as measured by MAPs, common assessments, KPREP Teachers, Instructional Coach, Principal, District Math Coordinator		None
		High Yield Strategy Use/Monitoring Ensure ongoing professional development(faculty meeting or PLCs) in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Administration monitor implementation and provide feedback. Evaluate effectiveness and use new	Administrative walkthroughs; staff self-evaluation/reflection; Collaborative team meetings		None

		strategies, as needed. (Referencing Marzano's Nine Essential Instructional Strategies)	Principal, Instructional Coach, teachers, Academic Success Action Team		
	KCWP6: Establishing Learning Culture and Environment	Accelerated Math 2-5 grades will utilize the Accelerated Math program, completing a weekly number of objectives (2-2nd grade; 3-3rd grade; 4-4th grade; 5-5th grade) through math practices and tests. Student work on AM will be monitored by classroom teachers to ensure that students are working at the appropriate level and making progress. Students will be rewarded at the end of the term for meeting their goals as well as through Stop, Drop, and Reward (random reward days throughout the marking period.). Time is provided in the master schedule.	Increased student achievement in math as measured by AM Progress Reports and KPREP scores Principal, Instructional Coach, teachers		SBDM \$2300 Student Activity \$200
		Family Math Night This event will incorporate all stakeholders together in a partnership toward improved math in our students. Parents will be invited for dinner with their student. In addition to dinner, fun activities, and prizes, parents will be introduced to grade-level expectations for math and be provided with something they can take home and utilize to help their child.	Increased student achievement in Math Title 1 Liaison, Principal, Instructional Coach, Teachers		Title 1 Budget \$250

2: Separate Academic Indicator

State your *Seperate Academic Indicator* **Goal**

Goal 2: East Heights Elementary will increase our percentage of proficient and distinguished students in our separate academic indicators.

Social Studies will increase from 40.4% to 70% by 2022 as indicated by state assessment results.

Writing will increase from 25.8% to 50% by 2022 as indicated by state assessment results.

Science will increase from 32.3% to 70% by 2022 as indicated by state assessment results.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Social Studies 55% of fifth grade students will demonstrate a proficiency in Social Studies by 06/2019 as measured by 2019 KPREP.	KCWP1: Design and Deploy Standards	Vocabulary Instruction Professional development around vocabulary will occur and then be implemented. “ Teaching the Critical Vocabulary of the Common Core ” by Marilee Sprenger will be the springboard for this work.	Increased student achievement in all areas Instructional Coach, Principal, Teachers		None
	KCWP2: Design and Deliver Instruction	Vertical Curriculum Conversations Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (This also includes but is not limited to conversations, teaching days at other grade levels, and peer observations.)	Teacher reflections; meeting notes; common assessments Principal, Instructional Coach, teachers		PD Budget \$500
		Instructional Focus on Weak Areas Government & Civics, Cultures & Societies, and Economics were identified by KPREP as “needs work,” additional attention on this content skill. Social Studies teachers in both 4th and 5th grades are planning with intentionality to hit these areas more often and to the depth that each standards indicates.	Increased student achievement in all areas Instructional Coach, Principal, Teachers		None
	KCWP6: Establishing Learning Culture and Environment	Departmentalization In the fourth and fifth grades, departmentalization is in place. There will be a single teacher for each subject, and students will change classes throughout the day. This will ensure a protected time for each content area as well as opportunities for students to be exposed to multiple teachers with different teaching styles and classroom opportunities.	Increased student achievement in Social Studies common assessments, District common assessments, and KPREP Principal, Teachers		None

Objective 2: Writing 35% of fifth students will demonstrate a proficiency in Writing by 06/2019 as measured by 2019 KPREP.	KCWP1: Design and Deploy Standards	IC Coaching/Modeling Writing The Instructional Coach will model extended response writing in intermediate classrooms, provide instructional support/ideas, and provide ongoing professional development with writing throughout the building.	Increased student achievement in Writing Instructional Coach, Teachers		None
		Paragraph Models for Student Writing (Introduction & Conclusion) Teachers will receive PD in structures to utilize for instruction in paragraph writing for the introduction and conclusion and then implement these structures with their students. The introduction will include the hook, transition to situation, purpose statement, and statin the three main points. The conclusion will include a transitional phrases, restatement of the purpose statement, restatement of the three main points, and a clincher.	Increased student achievement in Writing Principal, Instructional Coach, Teachers		None
		PD Primary and intermediate level teachers will attend Abell & Atherton Writing Training, sharing what they learned with staff. The Instructional Coach and 5th Grade Writing Teacher will provide training to intermediate teachers, including school-wide strategies for extended response, short answer, and paragraph writing.	Increased student achievement in Writing Principal, Instructional Coach, 5th Writing Teacher, Teachers		PD Budget \$600
		ESS Daytime Interventionist Interventionists will work with small groups of students, identified by lack of growth or performance in writing. Their instruction will be centered around a balanced approach to literacy and not just teach writing in isolation.	Increased student achievement in Writing Interventionists, Instructional Coach		SEE NOTED BELOW
	KCWP3: Design and Deliver Assessment Literacy	School-Wide Criteria for Success Grades Kindergarten through 2nd have developed common writing expectations utilizing 5 stars. Each star outlines a criteria (capitalization, punctuation, finger spaces, neat, makes sense/on topic).	Increased student achievement in Writing Principal, Instructional Coach, Primary Teachers		None
		Cold Days 5th Grade students will participate in “Cold Days” in their writing class in the winter and spring. During this event, students will be treated to an “experience” preparing them to write. Then, they will complete an On-Demand prompt that is completely new to them. The class will participate together in the scoring process and then each student will complete an individual reflection.	Increased student achievement in Writing Instructional Coach, 5th Grade Writing Teacher		None

	KCWP5: Design, Align, Deliver Support Processes	Writing Student Work Folders Teachers will collect student work monthly in accordance to what they are working on within the school Writing Plan. This will be turned in to the Principal and Instructional Coach who will provide feedback and determine next steps for	Increased student achievement in Writing Principal, Instructional Coach, Teachers		None
	KCWP6: Establishing Learning Culture and Environment	Departmentalization In the fourth and fifth grades, departmentalization is in place. There will be a single teacher for each subject, and students will change classes throughout the day. This will ensure a protected time for each content area as well as opportunities for students to be exposed to multiple teachers with different teaching styles and classroom opportunities.	Increased student achievement in Writing common assessments, District common assessments, and KPREP Principal, Teachers		None
		Writing Plan A school-wide writing plan will be implemented. This plan will include the writing components of literacy in all content areas with timelines for implementation, criteria for success, and common planning/language structures.	Increased student achievement in Writing Principal, Instructional Coach, 5th Writing Teacher, Teachers, Academic Success Action Team		None
Objective 3: Science 50% of fourth grade students will demonstrate a proficiency in in Science by 06/2019 as measured by 2019 KPREP.	KCWP1: Design and Deploy Standards	PIMSER STEM Specialist will have the opportunity to attend PIMSER training to build capacity in KG-3rd grade classrooms. Topics for the training will include: -Analyzing Data and Writing Claims with Evidence -Planning and Carrying Out Investigations -Science Notebooking and the Power of Modeling	Increased student achievement in Science common assessments, District common assessments, and KPREP STEM Specialist		None District Funds
	KCWP2: Design and Deliver Instruction	Common Planning/ Co-Teaching The 4th grade science teacher and the STEM Specialist will have common planning weekly. Additionally, they will have the opportunity to co-teach daily.	Increased student achievement in Science common assessments, District common assessments, and KPREP STEM Specialist, 4th Grade Science Teacher, Principal		None

		Master Teacher Observations 4th grade science teacher will participate in observations at high-performing other elementary schools by master teachers and participate in the reflective conversations to follow. In addition, these top of observations will occur within our own school building as well.	Reflections from observations; Lesson Plans Principal, Instructional Coach, teachers		PD Budget \$300
	KCWP4: Review, Analyze, and Apply Data	Science Scrimmage Tests 4th grade will participate in two science scrimmage tests to become more familiar with the format and experience. The data from these assessments will drive intentional next steps in instruction.	Increased student achievement in Science common assessments, District common assessments, and KPREP 4th Grade Science teacher, Instructional Coach		None
	KCWP5: Design, Align, Deliver Support Processes	STEM Specials Each grade will have a STEM Specials class within their normal specials rotation. Kindergarten, 1st, 2nd, 3rd, 5th grades will attend weekly. 4th grade students will attend two times per week.	Increased student achievement in Science		Staffing Allocation 1 position
	KCWP6: Establishing Learning Culture and Environment	Departmentalization In the fourth and fifth grades, departmentalization is in place. There will be a single teacher for each subject, and students will change classes throughout the day. This will ensure a protected time for each content area as well as opportunities for students to be exposed to multiple teachers with different teaching styles and classroom opportunities.	Increased student achievement in Science common assessments, District common assessments, and KPREP Principal, Teachers		None

3: Gap

State your Gap Goal

Goal 3: East Heights Elementary will improve the percentages of students within the following gap groups scoring proficient or above on state assessments by 2022.

Students with disabilities will increase in combined reading and math from 35% to 60% by 2022.

African-American students will increase in combined reading and math 42.5% to 70% by 2022.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Students with disabilities in combined reading and math will increase from 35% to 45% by 6/2019 as measured by 2019 KPREP.	KCWP2: Design and Deliver Instruction	High Yield Strategy Use/Monitoring Ensure ongoing professional development(faculty meeting or PLCs) in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Administration monitor implementation and provide feedback. Evaluate effectiveness and use new strategies, as needed. (Referencing Marzano’s Nine Essential Instructional Strategies)	Administrative walkthroughs; staff self-evaluation/reflection; Collaborative team meetings Principal, Instructional Coach, teachers, Academic Success Action Team		None
		Data Analysis Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. Grade level representatives will attend a data team training to assist in this process and then bring the information learned back to their teams.	Increased student achievement Instructional Coach, Principal, Teachers		None
		Teaching Students to be Metacognitive Plan for and implement metacognitive strategies with students.	Increased student achievement Instructional Coach, Principal, Teachers		None

		Expectations Students with disabilities will be held to the same grade level expectations as their peers with as much teaching in the regular classroom as possible with support for their needs.	Increased student achievement Instructional Coach, Principal, Teachers		None
		LLI Instruction Special Education teachers in grades K-3 will utilize <i>Fountas & Pinnell Leveled Literacy Intervention</i> during their resource time that is in addition to the student's regular grade level core instruction. The intervention will provide intensive, small-group instruction, which supplements classroom literacy teaching. <i>LLI</i> utilizes engaging leveled books and fast-paced, systematically designed lessons. It deepens and expands comprehension with close reading while engaging students in large amounts of successful daily reading. The small group format maximizes growth.	Increased student achievement Principal, Special Education Teachers		None
		Additional Teacher/Assistant An additional teacher is assigned to a first grade classroom that has special education students on its roster during a portion of the 120 minute reading block. Students in this classroom benefit from the extra person to provide reteaching, prompting, scaffolding, etc.	Increased student achievement Principal, Teachers		None
	KCWP3: Design and Deliver Assessment Literacy	Assessment Performance Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Increased student achievement BAC, Principal, Teachers		None
		Special Education Accommodations The principal will create an SpED plan to help special education students advocate for and more effectively use their accommodations this school year. These actions will include but not be limited to the following: <ul style="list-style-type: none"> - Assigned testing buddies work with same student(s) throughout the school year and for state testing - Testing buddies receive coaching on how to teach students to use their accommodations - Testing buddies meet with students monthly to review accommodations and practice (System to monitor these meetings will include meeting description form that is turned into principal.) - Train students several strategies to attack the test such as reading the questions first, chunking the text, etc. Then, ensure their testing buddy trains them to utilize these strategies during testing. 	Increased student achievement		None

		- Utilize accommodations flip book when testing buddy is practicing accommodations with students	BAC, Principal, Teachers, Testing Buddies		
	KCWP4: Review, Analyze, and Apply Data	Create a monitor a “ Watch List ” for students with disabilities performing below proficiency. Develop and implement grade level specific action plans to target their needs.	Increased student achievement Teachers, Principal, Instructional Coach		None
		PLCs Create a fluid and systematic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning including special education teachers.	Increased student achievement Instructional Coach, Principal, Teachers		SBDM \$1000
	KCWP6: Establishing Learning Culture and Environment	Culturally Responsive Teaching Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. To determine needs in this area, all staff members will complete the The Teacher Behaviors that Improve Student Achievement self-checklist. It will be used to determine strengths in improving student achievement and motivation and identify areas that may need to be improved upon in order to expand knowledge and skills. Complete an article student on Culturally Responsive Teaching to include but not limited to the following: Culturally Responsive Teaching Matters! National Equity Project A Framework for Culturally Responsive Teaching	Increased student achievement Instructional Coach, Principal, Teachers		None
		Family Reading Night This event will incorporates all stakeholders together in a partnership toward improved literacy in our students. Parents will be invited for dinner with their student. In addition to dinner, fun activities, and prizes, parents will be introduced to grade-level expectations for reading and be provided with something they can take home and utilize to help their child. The key message to read with 20 minutes each day with their student will be communicated, as this is a proven indicator of improved literacy if done from birth on.	Increased student achievement in Reading Title 1 Liaison, Principal, Instructional Coach, Teachers		Title 1 Budget \$250

		Flocks Culture Develop school culture supports, both academic and behavioral, to promote and support learning for all. Smaller communities are created within the larger school community composed of KG-5th grade students. These small groups can make stronger bonds and connections, which can be critical in meeting the social-emotional needs of our students. Opportunities for leadership arise as well as mentoring and service activities. A sense of inclusion and engagement will then have academic benefits.	Increased student achievement in all areas All Staff		Student Activity \$1500
		PBIS The school will work on continuing to improve and grow in the implementation of the Positive Behavior Intervention System (PBIS) including its logical consequences, clear school-wide expectations, and student rewards.	Increased student achievement in all areas PBIS Coach, Principal, Teachers		SBDM Budget \$200 Student Activity \$500
Objective 2: African-American students in combined reading and math will increase from 42.5% to 55% by 6/2019 as measured by 2019 KPREP.	KCWP2: Design and Deliver Instruction	Additional Teacher/Assistant An additional teacher is assigned to a KG and a 3rd grade classroom that has special education students on its roster during a portion of the 120 minute reading block. Students in this classroom benefit from the extra person to provide reteaching, prompting, scaffolding, etc.	Increased student achievement Principal, Teachers		None
	KCWP4: Review, Analyze, and Apply Data	Create a monitor a “ Watch List ” for African American students performing below proficiency. Develop and implement grade level specific action plans to target their needs.	Increased student achievement Teachers, Principal, Instructional Coach		None
	KCWP5: Design, Align, Deliver Support Processes	Guidance Counselor Meetings with students upon Utilizing the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation during RTI time, cross-referencing current lists of students receiving interventions.	Increased student achievement in all areas Principal, Guidance Counselor, Teachers		None
	KCWP6: Establishing Learning Culture and Environment	Diversity Conference Principal and Instructional Coach will attend the Diversity Conference organized by the Bowles Center for Diversity Outreach to gain cultural and social leadership training.	Increased student achievement in all areas Principal, Instructional Coach		SBDM \$150
		Young Men’s Club A young men’s club will be formed to meet after school. A male African-American community volunteer will offer his experiences to strategic	Increased student achievement in all areas		None

		conversations to benefit the future aspirations of these young men. The Family Resource Center will work in conjunction on this project.	PBIS Coach, Principal, FRC Coordinator		
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4: Growth

State your *Growth* Goal

Goal 4: By 2022, East Heights will increase reading proficiency to 90% on/above grade level by the spring of 2022, as measured by the NWEA MAP assessment.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: East Heights will increase reading proficiency from 64% on/above grade level in Spring 2018 to 75% in Spring 2019.	KCWP2: Design and Deliver Instruction	Title 1 Interventionists/ESS Daytime Interventionist A certified teacher will meet with small groups of 2-5 students who are not showing growth as they should on essential standards. Those students who are not already considered Tier 3, received Special Education Services, and who are in a GAP group will be considered first.	Increased student achievement Instructional Coach, Principal, Interventionist		ESS \$6000 Title 1 \$12000
		Map Skills Students will take the MAP Skills assessment to determine their performance level on a reading skill. Their performance will then determine their level of re-teaching/intervention. It will be given again after the re-teaching/intervention has occurred to ensure growth.	Increased student achievement Teachers, Instructional Coach		None

		Imagine Learning All ELL students will utilize Imagine Learning for 30 minutes, 5 times per week to work on their reading skill development.	Increased student achievement ELL Teacher, ELL Assistant		District Funded
	KCWP4: Review, Analyze, and Apply Data	RTI All students scoring below grade level on MAP testing will be evaluated for placement in a Tier group. A schedule has been developed to provide intervention services to students 25th percentile and below for 120 additional minutes each week and 26th to 49th percentile for an additional 120 minutes per week.	Increased student achievement Instructional Coach, Principal, Interventionist		SEE ABOVE
	KCWP6: Establishing Learning Culture and Environment	Guidance Counselor The counselor will work in small groups and individually with identified students needing additional support in areas that may include grief, impulse control, study skills, etc.	Increased student achievement Principal, Guidance Counselor		None
		Mission/Vision Reinvigoration signage, flock time lessons, morning assembly	Increased student achievement Principal, Staff		SBDM \$500
		Growth Rewards			Student Activity

5: Transition readiness

State your *Transition readiness* Goal

Goal 5: By May 2022, 90% of all 5th grade students will demonstrate proficiency in transition readiness, using a given rubric, after presenting information for all of the critical skills (collaboration, innovation, communication, initiative, and critical thinking) in their Building a Better Graduate digital portfolio.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:	KCWP4: Review, Analyze, and Apply Data	Brigance Screenings	Increased student achievement		None

<p>By May 2019, 90% of students will demonstrate proficiency utilizing their Building a Better Graduate Portfolio in the following areas:</p> <p>Collaboration - 3 Communication - 1 Critical Thinking - 1</p>		<p>Transitioning from preschool or home to KG, students will participate in an East Heights Kindergarten 101 Night in the Spring of 2019. At this event, students will be screened using the Brigance Assessment. These results will be used for student placement and setting up intentional interventions as soon as the school year begins.</p>	KG Teachers		
		<p>Leadership Notebooks In each grade level from KG to 5th grade students will keep a Leadership Notebook. This notebook will provide a place for students</p>	<p>Increased student achievement</p> <p>5th Grade Teachers</p>		Student Activity \$500
		<p>Google Backpack 3rd through 5th grade students will have a “Backpack” (Google Folder) on their Google Drive in which they will store evidence of the critical skills to Build a Better Graduate that they are utilizing/experiencing in their learning.</p>	<p>Increased student achievement</p> <p>3rd, 4th, 5th Grade Teachers, Digital Learning Coach</p>		None
	<p>KCWP6: Establishing Learning Culture and Environment</p>	<p>Departmentalization In the fourth and fifth grades, departmentalization is in place. There will be a single teacher for each subject, and students will change classes throughout the day. This will ensure a protected time for each content area as well as opportunities for students to be exposed to multiple teachers with different teaching styles and classroom opportunities.</p>	<p>Increased student achievement</p> <p>Principal, Teachers</p>		None
		<p>Use of Binder In 5th grade, students are required to have a binder divided by subjects and are required to file papers in the appropriate sections. Organization skills are developed.</p>	<p>Increased student achievement</p> <p>5th Grade Teachers</p>		None
		<p>Token Economy 5th Graders will participate in a token economy throughout the 2019-2020 school year to deepen students’ understanding of real-world financial management skills and decisions.</p>	<p>Increased student achievement</p> <p>5th Grade Teachers</p>		None
		<p>AM/AR Deadlines Students will have Accelerated Reader and Accelerated Math deadlines at 25%, 50%, 75%, and 100% of their goal to ensure that they are following a</p>	<p>Increased student achievement</p>		None

		schedule and have checkpoints of accountability in which their teacher discusses their progress.	Teachers		
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