

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

South Heights Elementary

Goal 1: Reading: By 2021, 66.7% of South Heights' students in grades 3-5 will score proficient/distinguished on the state assessment.
Math: By 2021, 70.0% of South Heights' students in grades 3-5 will score proficient/distinguished on the state assessment

<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 Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 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 Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: 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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, at least 62% of students in grades 3-5, will score at or above proficiency in Reading.	KCWP 1: 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.	Planning/Instruction: K-5 ELA teachers will develop a comprehensive and rigorous plan in a combined effort to create more grade level readers and decrease novice readers. This plan will ensure no instructional gaps in the essential skills and content taught at each grade level. ELA teachers will participate in weekly PLCs that allows time for lesson planning, opportunities to share effective strategies/activities and analysis student work.	Increase in Proficient and Distinguished readers; decrease in novice readers	8/2018, 11/2018 3/2019	Title I
		Instruction: ELA Teachers will implement 180 minutes daily of reading/language arts instruction using a variety of resources including Journeys, StoryWorks Magazine (3-5) curriculum including phonics, fluency, vocabulary, grammar, writing, whole group and small group activities, weekly lesson tests, and District Common Assessments (Gr. 3-5).	Increase in Proficient and Distinguished readers; decrease in novice readers	8/2018, 11/2018 3/2019	District funded & Title I for Story Works
	KCWP 2: 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 students meet annual growth, in addition to catch up growth.	After School Services: At the community AKZ Center, certified teachers will provide additional reading instruction after school for 1 hour 3 times per week for a group of targeted students in grade K-5.	Greater reading achievement	8/2018, 11/2018 3/2019	\$0
		Headsprout: All K, 1, 2 students will complete Headsprout activities 3 x weekly during scheduled computer lab sessions until all episodes are complete. Teachers and/or assistants will administer benchmark assessments at each appropriate point and enter the data. Instruction Coaches/Teachers will monitor student progress of the program.	Increase in Proficient and Distinguished readers; decrease in novice readers	8/2018, 11/2018 3/2019	District funded
	KCWP 3: Design and Deliver Assessment Literacy- Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	Accelerated Reader: Teachers will set individual student goals each marking period. Students will read a variety of texts and take comprehension quizzes online. Students who meet their goals will receive a reward.	Increase in Proficient and Distinguished readers; decrease in novice readers	8/2018, 11/2018 3/2019	\$7000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Assessment: MAP is administered three times per year to all students in grades K-5 in the area of reading. Results are analyzed to best meet students reading needs. K-3 students' mastery of reading skills are tracked using the Reading Continuum Inventory (RIC). Students in grades 3-5 take common District common assessments 3x yearly, and the results are analyzed and instructional strategies are implemented to best meet the needs of students.	Increase in Proficient and Distinguished readers; decrease in novice readers	8/2018, 11/2018 3/2019	District funded
	KCWP 4: 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.	Work Analysis: Teachers in grades K-5 will analyze student work, including but not limited to the Reading Inventory Continuum, grade level common and formative assessments, District Common Assessment (Gr.3-5). Teachers will be responsible for submitting monthly data to the leadership team for analysis. This includes (K-3) Sight Words, Fluency Checks. The students who lack progress in the areas closely monitored during Academic RTI.	Increase in Proficient and Distinguished readers; decrease in novice readers	8/2018, 11/2018 3/2019	\$0
Objective 2: By 2019, at least 64.8% of students in grades 3-5, will score at or above proficiency in Math.	KCWP 1: 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.	Planning/Instruction: K-5 math teachers will develop a comprehensive and rigorous plan aligned with MIF in a combined effort to create more grade-level math students. Math teachers will have common planning throughout the week that allows for lesson planning and the opportunity to share effective strategies/activities, and analysis student work.	Increase in Proficient and Distinguished scores in Math; decrease in novice scores in Math	8/2018, 11/2018 3/2019	District funded
		Instruction: Teachers will implement at least 60 minutes daily of math instruction with MIF curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, and test preps. Teachers will instruct 30 minutes daily using Everyday Calendar Counts Calendar Math through the use of manipulatives and Smart Boards.	Increase Proficient and Distinguished scores in Math; decrease Novice scores in math	8/2018, 11/2018 3/2019	District funded
	KCWP 2: 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 students meet annual growth, in addition to catch up growth.	After School Services: At the community AKZ Center certified teachers will provide additional math instruction after school for 1 hour 3 times per week for a group of targeted students in grade K-5	Increase Proficient and Distinguished scores in Math; decrease Novice scores in math	8/2018, 11/2018 3/2019	\$0
	KCWP 3: Design and Deliver Assessment Literacy- Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	Assessment: MAP Math test will be administered three times per year to all students in grades K-5 in the area of math. The results will be analyzed changes in instruction will be made to best meet students' academic needs in mathematics.	Increase Proficient and Distinguished scores in Math; decrease Novice scores in math	8/2018, 11/2018 3/2019	District funded
	KCWP 4: 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	Work Analysis: Teachers will give 4 to 6 (depending on grade level) district common assessments to allow for timed practice and to determine mastery of content. The student score data will be analyzed to decide re-teaching strategies and design instruction.	Increase Proficient and Distinguished scores in Math; decrease Novice scores in math	8/2018, 11/2018 3/2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	students and differentiated instruction will be planned based on the results.				

2: Separate Academic Indicator

Goal 2: By 2021, South Heights will improve the percentage of students scoring P/D in the separate academic indicator subjects from 27.3% to 39.3%.		
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: Increase the percentage of P/D students in Science from 27.3% to at least 32%.	Design and Deploy Standards- A variety of planning occurs to ensure Science standards are covered K-5.	Science: 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 and Bringing Science Alive	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.	8/2018, 11/2018 3/2019	Title I
		Science: At the conclusion of each Science Unit, the science teacher will 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 in % P/D in Science on the KPREP test.	8/2018, 11/2018 3/2019	\$0
	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.	Science: A master schedule was created for dedicated science times for grades K-5.	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	8/2018, 11/2018 3/2019	\$0
		Science: A dedicated science teaching position was created to help ensure science content was taught to all students K-5. This teacher 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 science and engineering experience. This will translate into an increase in % P/D in Science on the KPREP test	8/2018, 11/2018 3/2019	District funded
		Science: The science teacher will use Mystery Science Units, Bring Science Alive and other resources to address Next Generation Science Standards.	Increased science knowledge which will increase % of P/D on the KPREP test.	8/2018, 11/2018 3/2019	District funded & Title I

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		STEAM Lab —The media center has been transformed into a STEAM lab. Weekly, 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.	Increased % of P/D scores on the science KPREP.	8/2018, 11/2018 3/2019	District funded grant
		Science: Through Course Tasks(TCTs) 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.	Increased % of P/D scores on the science KPREP.	8/2018, 11/2018 3/2019	\$0
	Review, Analyze, and Apply Data Results -Data from TCTs are used to inform instruction at grades K-5.	Science: TCTs are analyzed by the science teacher and at the district level. Teachers receive feedback and use TCT data to guide their instruction.	Increased % of P/D scores on the science KPREP.	8/2018, 11/2018 3/2019	\$0
Objective 2: Increase the percentage of P/D students in Social Studies from 56.6% to at least 60%.	Design and Deploy Standards- A variety of planning occurs to ensure Social Studies standards are covered K-5.	Social Studies: Using the content standards, History Alive, and other social studies resources, the fifth grade teachers will collaborate 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.	Increased % of P/D scores on the social Studies KPREP.	8/2018, 11/2018 3/2019	\$0
		Social Studies: teachers meet weekly to plan the social studies content to e taught.	Increased % of P/D scores on the social Studies KPREP.	8/2018, 11/2018 3/2019	\$0
	Design and Deliver Instruction- K-4 teachers deliver social studies instruction a minimum of 2xs per week. Fifth grade teachers deliver social studies instruction daily.	Social Studies Fifth grade teachers use a spiral review to keep concepts familiar to students throughout the school year. Students frequently answer an open-ended question daily on a topic previously covered.	Increased % of P/D scores on the social Studies KPREP.	8/2018, 11/2018 3/2019	\$0
		Social Studies Master schedule includes dedicated blocks of for social studies instruction K-5.	Increased % of P/D scores on the social Studies KPREP.	8/2018, 11/2018 3/2019	\$0
	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.	Social Studies Teachers will administer short summative assessments at the end of each marking period to ensure understanding of the social studies content.	Increased % of P/D scores on the social Studies KPREP.	8/2018, 11/2018 3/2019	\$0
Objective 3: Increase the percentage of P/D students in Writing from 17.1% to at least 21%.	Design and Deploy Standards- A variety of planning occurs to ensure Writing standards are covered K-5.	Writing: 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.	8/2018, 11/2018 3/2019	\$0
		Writing: 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.	8/2018, 11/2018 3/2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Design and Deliver Instruction- K-4th grade teachers deliver explicit writing instruction a minimum of 3xs per week. Fifth grade teachers deliver writing instruction 4 days weekly.	Writing: With paragraph writing, teachers follow the OREO format. 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.	8/2018, 11/2018 3/2019	\$0
		Writing: Lesson plan expectations and master schedule require writing instruction to occur a minimum of 3xs per week in grades K-4. Writing instruction occurs 4x weekly 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.	8/2018, 11/2018 3/2019	\$0
		Writing: 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.	8/2018, 11/2018 3/2019	\$0
		Writing: 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.	8/2018, 11/2018 3/2019	\$0
	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: District analysis of the ELA DCA (grades 3-5) occurs each marking period (1-3). Writing and scoring practices are compared across district.	District analysis of the ELA DCA (grades 3-5) occurs each marking period (1-3). Writing and scoring practices are compared across district.	8/2018, 11/2018 3/2019	\$0

3: Gap

Goal 3: By 2021, the percentage of South Heights’ students in our non-duplicated gap group scoring proficient or distinguished will increase as follows: Reading: From 55.4% to 70% Math: From 52.7% to 65%.		
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: By 2019, at least 60% of students in grades 3-5, will score at or above proficiency in Reading.	Design and Deliver Instruction -High quality Tier I instruction is provided to all gap students in all content areas.	Instruction: All students, including gap students, receive Tier 1 reading instruction, free of any other pullout disruptions.	Increased percentage of students scoring P/D on Spring 2019 KPREP. Decrease in percentage of students scoring novice on Spring 2019,	8/2018 11/2018 3/2019	\$0
		Instruction: Teachers will participate in various reading professional learning opportunities throughout the school year led by District Reading Coach and Instructional Coaches.	Walk through data	8/2018 11/2018 3/2019	\$0
		Instruction: District walkthroughs for Special Education teachers conducted by District Reading Coach, Special Education Director, and other District Office Staff, Feedback will be provided and coaching will be offered (if needed) to improve reading instruction.	Walk through data will show growth based on feedback and coaching suggestions	8/2018 11/2018 3/2019	\$0
		Instruction: Special Education teachers and Regular classroom teachers will have a common weekly PLC time. In addition, special education teachers will have a weekly common planning time to allow for profession growth.	Cohesiveness of lesson plans for students with disabilities.	8/2018 11/2018 3/2019	\$0
	Design and Delivery Assessment Literacy -A combination of formative and summative assessments are used to guide instruction.	Special Education: Students with disabilities participate in all district ELA common assessments. Each student will have a testing buddy to provide accommodations for each of the DCAs.	Increased percentage of students scoring P/D on Spring 2019 KPREP. Decrease in percentage of students scoring novice on Spring 2019,	8/2018 11/2018 3/2019	\$0
		Gap Students: Identified Gap students will attend after school services for reading at the community AKZ Center after school for 1 hour 3 times per week.	Greater achievement in reading	8/2018 11/2018 3/2019	\$0
		ESS: After school ESS services are available two days weekly for reading. Students are invited to attend to work in small groups on	Greater achievement in reading	8/2018 11/2018	\$4000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		targeted skills and/or practice skills on age appropriate web based learning programs. Students invited to attend are part of our gap group.		3/2019	
Objective 2: By 2019, at least 57% of students in grades 3-5, will score at or above proficiency in Math.	Design and Deliver Instruction -High quality Tier I instruction is provided to all gap students in all content areas.	Gap Students: All gap students receive Tier 1 math instruction, free of any other pullout disruptions.	Greater achievement in math		\$0
		Instruction: Teachers will participate in various math professional learning opportunities throughout the school year led by District Math Coach and Instructional Coaches.	Greater achievement in math		\$0
		Special Education: SpEd teachers and Regular classroom teachers will have a common weekly PLC time. In addition, special education teachers will have a weekly common planning time to allow for profession growth.	Cohesiveness of lesson plans for delivering quality instruction to students with disabilities.	8/2018 11/2018 3/2019	\$0
	Design and Delivery Assessment Literacy -A combination of formative and summative assessments are used to guide instruction.	Special Education: Students with disabilities participate in all district Math common assessments. Each student will have a testing buddy to provide accommodations for each of the DCAs.	Increased percentage of students scoring P/D on Spring 2019 KPREP. Decrease in percentage of students scoring novice on Spring 2019,	8/2018 11/2018 3/2019	\$0
	Design, Align, and Deliver Support -Support services help provide opportunities to our students who need additional assistance	Rtl: Rtl services will be provided school wide to all Tier II and Tier III students. Retired Certified teachers will provide small group math instructions to the Tier III students. Classroom teachers will provide small group math instruction to all Tier II students. These small groups will include all identified gap students. Tier III students will be progressed monitored weekly using AIMSweb. Tier II students will be progressed monitored biweekly using essential learning checks appropriate to their individual need. Both Tiers will be monitored and concerns will be discussed weekly.	Greater achievement in math	8/2018 11/2018 3/2019	\$15,000
		Gap Students: Identified Gap students will attend after school services for reading at the community AKZ Center after school for 1 hour 3 times per week.	Greater achievement in math	8/2018 11/2018 3/2019	\$0

5: Growth

Goal 5: By 2021, South Heights will increase the growth indicator from 17.5 to 23.5.		
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: By 2019, the reading growth index will increase from 20.8 to 22.8. By 2019, the math growth index will increase from 14.1 to 16.1.	Design, Align, and Deliver Support -Support services help provide opportunities to our students who need additional assistance academically and behaviorally	Rtl: Rtl services will be provided school wide to all Tier II and Tier III students. Retired Certified teachers will provide small group instructions to the Tier III students. Classroom teachers will provide small group instruction to all Tier II students. These small groups will include all identified gap students. Tier III students will be progressed monitored weekly using AIMSweb. Tier II students will be progressed monitored biweekly using essential learning checks appropriate to their individual need.	Greater achievement in reading and math	8/2018 11/2018 3/2019	\$15,000
		Rtl: Tier II and Tier III groups will be monitored and concerns will be discussed biweekly during academic or behavior Rtl meetings. The team consists of Principal, Assistant Principal, Instructional Coach, School Psychologist, Lead Special Ed. Teacher, Guidance Counselor, and Social Worker, and district mental health counselor	Greater achievement in reading and math	8/2018 11/2018 3/2019	\$0
		Gifted/Talented: Identified gifted/talented students on grades K-5 receive services weekly by a certified gifted and talented teacher	Greater achievement in reading and math	8/2018 11/2018 3/2019	District funded

6: Transition Readiness

Goal 6: By May 2019, 60% of 2 nd grade students at South Heights’ will score at the 50th percentile or higher in reading on the MAP test. 80% of 2 nd grade students at South Heights’ will score at the 50th percentile or higher in math on the MAP test.		
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: Increase the percentage of second grade students scoring at the 50 th percentile on NWEA MAP in reading from 51% in spring 2018 to 60% in spring 2019.	Design and Deploy Standards- Primary teachers use a variety of resources to design curriculum with common core standards.	Essentials: Essential skills have been developed at each grade level and vetted as a K-5 ELA team to ensure the essentials are aligned to the expectations of each grade.	Increase in grade level readers	8/2018 11/2018 3/2019	\$0
		Planning/Instruction: K-5 ELA teachers will develop a comprehensive and rigorous plan in a combined effort to create more grade level readers and decrease novice readers. This plan will ensure no instructional gaps in the essential skills and content taught at each grade level. ELA teachers will participate in weekly PLCs that allows time for lesson planning, opportunities to share effective strategies/activities and analysis student work.	Increase in grade level readers	8/2018 11/2018 3/2019	\$0
	Design and Deliver Instruction-ELA teachers have a dedicated ELA time each day for instruction.	Instruction: ELA Teachers will implement 180 minutes daily of reading/language arts instruction using a variety of resources including Journeys, curriculum including phonics, fluency, vocabulary, grammar, writing, whole group and small group activities, and weekly lesson tests	Increase in grade level readers	8/2018 11/2018 3/2019	\$0
		Instruction: K-3 teachers provide daily phonics instruction in addition to Journeys. Other materials used to deliver instruction include Saxon, Reaoniks, Heggerty’s Phonemic Awareness Curriculum	Increase in grade level readers	8/2018 11/2018 3/2019	District funded
		Headsprout: All K, 1, 2 students will complete Headsprout activities at least 3 x weekly during scheduled computer lab sessions until all episodes are complete. Teachers and/or assistants will administer benchmark assessments at each appropriate point and enter the data. Instruction Coaches/Teachers will monitor student progress of the program.	Increase in grade level readers	8/2018 11/2018 3/2019	District funded
	Design and Deliver Assessment Literacy- Various formative and summative assessments are used to guide instruction.	RIC: K-2 teachers use the Reading Inventory Continuum (RIC) to monitor each students’ progress toward learning the skills needed to be successful readers.	Increase in grade level readers	8/2018 11/2018 3/2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Essential Checks: Students take skills test to monitor their knowledge of the essential skills needed to be successful at each grade level.	Increase in grade level readers	8/2018 11/2018 3/2019	\$0
	Review, Analyze and Apply Data -Data analysis occurs consistently with teachers to make changes in instruction.	Data Analysis: K-3 teachers participate in data analysis sessions during weekly PLC time.	Increase in grade level readers	8/2018 11/2018 3/2019	\$0
Objective 2: Increase the percentage of second grade students scoring at the 50 th percentile on NWEA MAP in math from 77% in spring 2018 to 80% in spring 2019.	Design and Deploy Standards- Primary teachers use a variety of resources to design curriculum with common core standards.	Essentials: Essential skills have been developed at each grade level and vetted as a K-5 Math team to ensure the essentials are aligned to the expectations of each grade	Greater achievement in math	8/2018 11/2018 3/2019	\$0
		Planning/Instruction: K-5 Math teachers will develop a comprehensive and rigorous plan in a combined effort to create more grade level math students. This plan will ensure no instructional gaps in the essential skills and content taught at each grade level. Math teachers will participate in weekly PLCs that allows time for lesson planning, opportunities to share effective strategies/activities and analysis student work.	Greater achievement in math	8/2018 11/2018 3/2019	\$0
	Design and Deliver Instruction -ELA teachers have a dedicated ELA time each day for instruction.	Instruction: Teachers will implement at least 60 minutes daily of math instruction with MIF curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, and test preps. Teachers will instruct 30 minutes daily using Everyday Calendar Counts Calendar Math through the use of manipulatives and Smart Boards.	Greater achievement in math	8/2018 11/2018 3/2019	District funded
		Essential Checks: Students take skills test to monitor their knowledge of the essential skills needed to be successful at each grade level.	Greater achievement in math	8/2018 11/2018 3/2019	\$0
	Review, Analyze and Apply Data -Data analysis occurs consistently with teachers to make changes in instruction.	Data Analysis: K-3 teachers participate in data analysis sessions of Essentials and/or Math DCAs during weekly PLC time.	Greater achievement in math	8/2018 11/2018 3/2019	\$0