Simpson Elementary 2020 Comprehensive School Improvement Plan

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:
Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP Score at Simpson Elementary School from 54.5 to 77.3 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KPREP Score at Simpson Elementary School from 58 to 79 by 2030.

Which **Strategy** will the district use to address this goal? *(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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(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.*	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.
- 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	- 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP Score at Simpson Elementary School from 54.5 to 56.6 by 2020.	KCWP 4: Review, Analyze and Apply Data Strategy: **STAR data analysis**	During our PLC meetings or common planning sessions following each STAR benchmark, the teachers will analyze student data to measure effectiveness of teaching on each common core standard. Each analysis will end with a plan developed by teachers to differentiate, reteach, and enrich students according to this work.	Evidence: STAR Diagnostic-Projected Proficiency Report Quarterly Report Members Responsible Teachers Principal Team Leaders CIA Para educators	July-preliminary KPREP and STAR results over time were used to determine change was needed in master schedule August- teachers used analysis charts based on STAR to compare student progress and summer regression	$4,000 STAR
	KCWP 4: Review, Analyze and Apply Data	At each grade level we have identified specific criteria that indicates proficiency. The data includes STAR SS, ORF, FRY	Evidence Number of students meeting the Academic Readiness Criteria.	September- Parents, stakeholders, students, and teachers were informed of individual student progress toward	$0

	Strategy: Next Grade Readiness	words and writing benchmarks. Parents and students review individual progress toward next grade ready at student led conferences/parent teacher conferences	Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness. Members Responsible Teachers Principal Team Leaders CIA	next grade readiness at Parent Teacher conferences.	
	KCWP 4: Review, Analyze and Apply Data **Strategy: KPREP (third grade) and Stanford 10 (first and Second grade) Data Analysis**	Faculty, Staff, and stakeholders analyze comparative and longitudinal data Faculty, staff, stakeholders, students and parents analyze individual student data and student reports during parent nights and parent teacher conferences Faculty,, stakeholders, and Staff analyze GAP comparative and longitudinal data	Evidence: PT conference sign in sheets Student data notebooks SES/LES Parent Night google slides and agenda Members Responsible: Teachers Admin	September-teachers analyzed KPREP and Stanford 10 longitudinal data and looked to revise curriculum maps, pacing, and collaborated to design instruction for the next 45 days September-Teachers were also given TSI data and made aware of who those students are for this upcoming year.	$9,000 Stanford 10
	KCWP 3: Design and Deliver Assessment Literacy Strategy: **Writing throughout all content areas**	Cross Curricular Writing - Classrooms will balance writing within each content area by constructing short responses to use on a regular basis.	Evidence Number of students meeting the Academic Readiness Criteria Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness	September LCD- Writing--reviewed Run The Race, teachers were given writing in math and reading resources, teachers worked through the Run the Race process together. Teachers given time to collaborate on implementation of Run the Race to improve writing to learn and demonstrate learning instruction and assessment.	$0

			Members Responsible Teachers Principal Team Leaders CIA		
		District Writing Exit Criteria, Writing Policy, and District Writing Curriculum Map	Evidence *Vertically aligned writing curriculum map *Writing policy: clear, common grade level expectations for instruction and assessment of writing. ie: implement R.U.N. the R.A.C.E. school wide Members Responsible Teachers Principal Team Leaders	September-Stakeholders informed of Writing exit Criteria status November-District Writing Policy revised and reviewed by SBDM for changes August- Teachers were given access and shown how to use the district writing curriculum map--linked to SES google site October-teachers were given examples of student writing and 1.4 or 2.6 paragraph outlines and examples	$0
	KCWP 1: Design and Deploy Standards Strategy: **Learning Checks, common assessments, and formative assessments measuring standards based reading, math and writing to learn.**	Learning Checks/ CASE assessments will be given quarterly to each grade level to determine if students are learning at the appropriate rate. This will also be an opportunity to reteach and enrich to mastery. During the third and fourth quarters, our third grade classes will start having additional learning checks before the end of the year assessment.	Evidence *Comparative data to prior years and prior learning checks *Analysis of NAPD *Smarter balance and PARRC released items for approved core assessment items Members Responsible CIA	December PLC, teachers will analyze results based on NAPD counts and compare to last year's scores. Teachers used learning check to plan review and reteach in flex groups during short weeks such as Thanksgiving week.	$2,500 CASE *noted multiple times.

			Teachers Principal		
		Align curriculum maps vertically to the Kentucky Academic Standards for math, reading, science, social studies, and writing. Include deconstructed standards from KDE Website on curriculum maps	District Teaching and Learning Team CIAs Teachers Principal	August-teachers were shown how to access all of these documents easily from SES google site.	$0
	KCWP 3: Design and Deliver Assessment Literacy **Strategy:** Standards based-student friendly learning targets posted	Teachers posting standards based student friendly learning targets in core classes and on weekly overviews	Evidence: Members Responsible: CIA Teachers Principal	Ongoing	$0
	KCWP2: Design and Deliver Instruction Classroom Activities **Strategy:** Successmaker Reading	Students will receive 1 hour or more digital learning with Successmaker. Successmaker will assess and provide differentiated learning activities and assessments.	Evidence: Members Responsible: CIA Teachers Principal	Teachers receive monthly updates-CIA worked with teachers to help some students get passed initial placement.	$24,000 SuccessMaker
Objective 2 Increase the percentage of students scoring Proficient and Distinguished in Math on KPREP Score at Simpson Elementary School from 58 to 59.9 by 2020.	KCWP 4: Review, Analyze and Apply Data Strategy: **STAR data analysis, classroom assessment data analysis**	During our PLC meetings or common planning sessions following each STAR benchmark, the teachers will analyze student data to measure effectiveness of teaching on each common core standard. Each analysis will end with a plan	Evidence *DIAL instrument *STAR Diagnostic-Projected Proficiency Report *Quarterly Report Members Responsible	August- teachers used analysis charts based on STAR to compare student progress and summer regression	$0

		developed by teachers to differentiate, reteach, and enrich students according to this work.	Teachers Principal Team Leaders CIA		
	Strategy: Next Grade Readiness	Next Grade Readiness: At each grade level we have identified specific criteria that indicates proficiency. This includes computation (MCOMP) and application (MCAP), STAR SS, Early Numeracy and writing in math for 3rd grade.	Evidence: STAR Diagnostic-Projected Proficiency Report Quarterly Report Members Responsible Teachers Principal Team Leaders CIA Para educators	September- Parents, stakeholders, students, and teachers were informed of individual student progress toward next grade readiness at Parent Teacher conferences.	$0
	KCWP 3: Design and Deliver Assessment Literacy Strategy: **Writing throughout all content areas**	Cross Curricular Writing - Classrooms will balance writing within each content area by constructing short responses to use on a regular basis	Evidence *Number of students meeting the Academic Readiness Criteria. *Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness. Members Responsible Teachers Principal Team Leaders CIA	September LCD- Writing--reviewed Run The Race, teachers were given writing in math and reading resources, teachers worked through the Run the Race process together. Teachers given time to collaborate on implementation of Run the Race to improve writing to learn and demonstrate learning instruction and assessment.	$0
		Focusing on writing throughout all grades with Writing Exit Criteria, development of common writing	Evidence *Vertically aligned	September-Stakeholders informed of Writing exit Criteria status	$850.00 PD training

		assessments, math writing learning checks Offer a variety of writing across Curriculum professional development, time to collaborate on writing instruction and data analysis, support in live scoring and double blind scoring	writing curriculum map. *Writing policy: clear, common grade level expectations for instruction and assessment of writing. ie: implement R.U.N. the R.A.C.E. school wide. Members Responsible Teachers Principal Team Leaders CIA Presenters Able and Atherton	November-District Writing Policy revised and reviewed by SBDM for changes August- Teachers were given access and shown how to use the district writing curriculum map--linked to SES google site October-teachers were given examples of student writing and 1.4 or 2.6 paragraph outlines and examples	
	KCWP 1: Design and Deploy Standards **Strategy: Learning Checks**	Learning Checks / CASE Assessments - will be given quarterly to each grade level to determine if students are learning at the appropriate rate. This will also be an opportunity to reteach and enrich to mastery. During the third and fourth quarters, our third grade classes will start having additional learning checks before the end of the year assessment.	Evidence *Comparative data to prior years and prior learning checks. *Analysis of NAPD *Smarter balance and PARRC released items for approved core assessment items. Members Responsible CIA Teachers Principal	Quarterly	$2,500 CASE *referenced multiple times.

	KCWP2: Design and Deliver Instruction Classroom Activities **Strategy: Successmaker Math**	Students will receive 1 hour or more digital learning with Successmaker. Successmaker will assess and provide differentiated learning activities and assessments.	Evidence: *STAR growth *RTI progress monitoring *intervention data Members Responsible: Teachers Admin Interventionists	Teachers review progress on successmaker looking at gains and current levels once a month or more.	$2400.00

2: Separate Academic Indicator

Goal 2: Students at Simpson Elementary will increase student performance on writing prompts by 20% as measured by identified Next Grade Level Readiness Benchmarks by 2030.

Which **Strategy** will the district use to address this goal? *(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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(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.*	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: Increase student performance by 5% on the school writing program scaffolded from 1st grade through 3rd by May 2020.	*KCWP 3: Design and Deliver Assessment Literacy* Strategy: **Writing throughout all content areas**	Cross Curricular Writing - Classrooms will balance writing within each content area by constructing short responses to use on a regular basis	Evidence *Number of students meeting the Academic Readiness Criteria. *Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness. Members Responsible Teachers Principal Team Leaders CIA	September LCD- Writing--reviewed Run The Race, teachers were given writing in math and reading resources, teachers worked through the Run the Race process together. Teachers given time to collaborate on implementation of Run the Race to improve writing to learn and demonstrate learning instruction and assessment.	$0

		District writing curriculum map, district writing exit criteria for each grade level, district writing policy	Evidence *Vertically aligned writing curriculum map. *Writing policy: clear, common grade level expectations for instruction and assessment of writing. ie: implement R.U.N. the R.A.C.E. school wide. Members Responsible Teachers Principal Team Leaders CIA Presenters Able and Atherton	September-Stakeholders informed of Writing exit Criteria status November-District Writing Policy revised and reviewed by SBDM for changes August- Teachers were given access and shown how to use the district writing curriculum map--linked to SES google site October-teachers were given examples of student writing and 1.4 or 2.6 paragraph outlines and examples	$0
	KCWP 1: Design and Deploy Standards Strategy: **Learning Checks, measuring standards based reading, math and writing.**	Learning Checks / CASE Assessments - Learning checks will be given quarterly to each grade level to determine if students are learning at the appropriate rate. This will also be an opportunity to reteach and enrich to mastery. During the third and fourth quarters, our third grade classes will start having writing scrimmages before the end of the year assessment.	Evidence *Comparative data to prior years and prior learning checks. *Analysis of NAPD *Smarter balance and PARRC released items for approved core assessment items. Members Responsible CIA Teachers Principal	Quarterly	$2,500 CASE *referenced multiple times.
	KCWP 1: Design and Deploy Standards	Students will develop a writing portfolio that contains three	Evidence: Google Writing Folder	May	$0

		developed pieces according to writing standards: narrative, opinion, and informative that are scored by grade level writing rubric. Students will choose one piece to upload into a digital portfolio from each grade level.	Writing Template Members Responsible CIA Teachers Principal		
	Strategy: Writing Portfolio				
	3rd grade Writing Short Answer Scrimmages	Third grade students will participate in a short answer writing scrimmage to monitor progress toward consistently scoring a 2 (next grade ready requirement). 1 reading and 1 math writing prompt.	Evidence: Prompts Planning Meeting Teacher Meetings w/Administration Members Responsible CIA Teachers Principal	Spring 2020	$0

3: Gap

Goal 3:
Increase the percent of students in our GAP groups scoring proficient and distinguished by an average of 30% by 2030.

Which **Strategy** will the district use to address this goal? *(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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(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.*	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: Increase the average combined Reading and Math Proficiency KPREP scores for Simpson Elementary students in the GAP group by 3% in 2020.	KCWP 5: Design, Align and Deliver Support KCWP 1: Design and Deploy Standards **Strategy:** Revise master schedule to ensure all students access the core instruction for math and reading	Master schedule reflects all students have access and exposure to their core academic grade level for reading and math instruction.	Evidence: Growth in student assessment scores. STAR Aims Web ORF FRY Words Learning Checks Common Assessments Members Responsible Principal SBDM	Approval of the master schedule during the Spring semester.	$0
	KCWP 5: Design, Align and Deliver Support	Students have access to intervention/flex groups based on their academic need. This class is seperate from their core class to either further the students thinking	Evidence: Growth in student assessment scores. STAR Aims Web ORF	Ongoing	$0

		or address gaps in their learning to bring them to proficiency or above.	FRY Words Learning Checks Common Assessments Members Responsible: Teachers Principal CIA		
	● KCWP 6: Establishing Learning Culture and Environment Strategy: REview teacher quality standards and measures when hiring or assigning students to instructors	Teacher Quality All students at Simpson Elementary will be taught by a highly qualified teachers in all content areas.	Evidence: Teachers that have averages in the 3 and 4 range for PGES Low teacher turnover Retain quality teachers. Release teachers who continually need improvement, lower morale or fail to put students at the forefront. Members Responsible Principal Human Resources	PGES documentation from each semester.	$0
	KCWP 4: Review, Analyze and Apply Data RTI Instruction - **Strategy: Differentiated Instruction**	At Risk Interventions Students will receive differentiated instruction to meet content needs. 1st and 2nd grade reading flex teachers use Orton Gillingham to close phonological, phonemic, and phonics gaps at each level. Reading Intervention Teacher: A Title I intervention teacher will	Evidence: Classroom walkthrough data improvement RTI progress Reduction of novice Increase of GAP proficient/distinguished Members Responsible	3-5 days per week, 15-30 min depending on tier status	$25,000 *ESS funds for MAF grant. Referenced multiple times.

		continue to work with students that are in the intensive and strategic range. She will be able to assist in providing core reading to all grades using Orton Gillingham or Reading mastery to provide tier 2 and tier 3 interventions. Math Intervention Teacher-use AVMR to assess, instruct, and reduce the number of novice students at each grade level in math Math Grant Classroom Teacher Professional Development- attend, implement, and share strategies, practices, and resources from Kentucky Center for Mathematics 10 day workshops and conferences Quarterly visits with Belle Rush-observes, coaches, and provides feedback/resources to MAF teachers Primary Talent Pool-PTP teacher provide services to students in the GAP that are identified as high potential learners. PTP teacher collaborates in the classroom to provide opportunities for higher order thinking, as well as monitor progress and offer support to those GAP students who are not scoring proficient or higher on learning checks.	Teachers Principal Team Leaders CIA Reading Interventionist Math Interventionist PTP assistant teacher MAF teachers Plus-Two teachers Belle Rush-KCM consultant	

		Parent Communication-Tier Status letters sent to all parents informing of tier 1, tier 2 or tier 3 status. Letters from Flex Teachers outlining expectations and pertinent information to that class. Parent night targeting math strategies to use at home and better understanding of KAS math standards and expectations.			
	KCWP 4: Review, Analyze and Apply Data **Strategy: Progress Monitoring Meetings**	Every 6 weeks, students scoring consistently in the 10th percentile and lower will be reviewed by an RTI team that consists of social worker, principal, CIA, school psychologists, and special ed consultants. Those students not making progress will be monitored weekly or every other week in target areas using an evidence based intervention strategy. Parents are notified via letter from teacher explaining the progress monitoring.	Evidence RTI graphs meeting notes student historical data referrals for special ed Members Responsible Special ed consultant teachers interventionists Principal School Psychologists CIA	RTI team met in September and again in November. Student progress was discussed and some students moved from tier 2 to tier 3, and some moved from tier 2 to tier 1. Awaiting December STAR data for further information.	$1,200 Sub costs (Total for the year)
	KCWP 5: Design, Align and Deliver Support **Strategy: Collaboration**	Each classroom will get special education students that have similar needs such as same math goals together, writing goals, reading comprehension and behavior students will be distributed equally among the staff. The special education teachers will look at each student's IEP and categorize according to needs in each grade level.	Evidence Differentiation in instruction for students with IEPs noted in walkthroughs and PGES evaluations Novice reduction Members Responsible	Ongoing	$0

			*Special Ed *Assistant Principal *Principal		
	● <u>KCWP 2: Design and Deliver Instruction</u> ● <u>KCWP 5: Design, Align and Deliver Support</u> Strategy: Flex Time	During flex/RTI time, special education teachers will have resource time to work with special education students on their IEP and academic goals.	Evidence: *RTI progress *Reduction of novice *Increase of GAP proficient/distinguished Members Responsible	45 min math and 45 min reading per daily.	$0

Goal 5 (*State your Growth goal*):
Increase proficiency by reducing the percentage of students scoring novice on the state assessment by 50% by 2030.

Which **Strategy** will the district use to address this goal? (*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.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*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.*)	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: To decrease the number of students scoring novice in reading and math by 5% by 2020.	*KCWP 2 Design and Deliver Instruction* of strategies and programs being implemented and their effectiveness on student achievement.	Administrative staff is assigned to specific teams and use the PLC protocol to review learning targets, high yield strategies used during instruction, assessment results, and instruction developed from those results to improve teaching, teacher reflection, foster collaboration, and rigor of the curriculum. There is a specific section that discusses the novice reduction piece of the protocol in terms of reteach, RTI and parent communication.	Evidence *Increase common unit assessments, K-Prep scores, and writing learning check scores. Members Responsible *Teachers *Principal *CIA *Assistant Principal	see team meeting notes, PLCs occur weekly on Tuesdays	$0
		Review and analyze the criteria that we have established as next grade readiness. Compare this information with previous years data to make sure that the academic bar is high	Evidence *Increase in FRY words, ORF, writing scores, learning checks, AIMS	Parents, Teachers, and students informed of current progress toward Next grade ready in Sept. at parent teacher conferences.	$0

		enough and we are getting students to proficiency for their grade level.	web assessments, etc. *Decrease in novice and apprentice scores in all areas. Members Responsible Teachers Principal Assistant Principal CIA	Students use data notebooks to stay informed of progress toward next grade ready Students use target sheets after each summative assessment to be informed of progress toward reading and math next grade ready goals.	
	KCWP 4: Review, Analyze and Apply Data RTI Instruction - Students will receive differentiated group instruction based on their needs as shown on STAR, Dibels, Aimsweb, and classroom formative assessments.	At Risk Interventions Students will receive differentiated instruction to meet content needs. Reading Intervention Teacher -A Title I intervention teacher will continue to work with students that are in the intensive and strategic range. She will be able to assist in providing core reading to all grades using Orton-Gillingham, scholastic interventions and use power reading to provide tier 2 interventions. Math Intervention Teacher (MAF grant)-use AVMR to assess, instruct, and reduce the number of novice students at each grade level in math Math Grant Classroom Teacher Professional Development- attend, implement, and share strategies, practices, and resources from Kentucky Center for Mathematics 10 day workshops and conferences	Members Responsible *Teachers *Principal *Team Leaders *CIA *Reading Interventionist *Math Interventionist *MAF teachers Evidence: *classroom walkthrough data improvement *RTI progress *Reduction of novice *Increase of GAP proficient/distinguished	3-5 days per week, 15-30 min depending on tier status	$25,000 *ESS funds for MAF grant

Objective 2: Collaborate to increase the overall school attendance average by 1% by 12/31/2019 as measured by daily attendance in Infinite Campus.	_KCWP 6: Establishing Learning Culture and Environment_ to ensure that parents and students understand any barriers to learning and how they can be addressed.	School leadership will identify non-cognitive data such as attendance and behavior. Data will be reviewed on a quarterly basis through a quarterly PBIS report and site visit. DPP will monitor attendance along with school team.	Evidence *Increase common unit assessment proficiency data, K-Prep scores, and learning check scores. Members Responsible *Teachers *Principal *Assistant Principal *CIA	quarterly	$0

Students at Simpson Elementary will increase performance based on identified "Next Grade Readiness Benchmarks" by 30% in 2030 .

Which **Strategy** will the district use to address this goal? *(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.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(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.*	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 During the 19-20 school year, we will increase the number of next grade ready students by 3% according to our school level NGR criteria.	KCWP 4 Review, Analyze, and Apply Data Strategy: Track next grade readiness collaboratively that includes grade level benchmarks in the areas of reading, math, and writing.	Review and analyze the criteria that we have established as next grade readiness. Compare this information with previous years data to make sure that the academic bar is high enough and we are getting students to proficiency for their grade level.	Evidence *Increase common unit assessments, FRY words, ORF, writing scores, learning checks, AIMS web assessments, etc. Decrease in novice and apprentice scores in all areas. Members Responsible Teachers Principal Assistant Principal CIA Social Worker	once per semester, May	$0

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	KCWP 4: Review, Analyze and Apply Data RTI Instruction - *Strategy:* Differentiated instruction	At Risk Interventions Students will receive differentiated instruction to meet content needs. Reading Intervention Teacher A Title I intervention teacher will continue to work with students that are in the intensive and strategic range. She will be able to assist in providing core reading to all grades using Orton-Gillingham, scholastic interventions and use power reading to provide tier 2 interventions. Math Intervention Teacher-use AVMR to assess, instruct, and reduce the number of novice students at each grade level in math Math Grant Classroom Teacher Professional Development- attend, implement, and share strategies, practices, and resources from Kentucky Center for Mathematics 10 day workshops and conferences Primary Talent Pool-PTP teacher provide services to students in the GAP that are identified as high potential learners. PTP teacher collaborates in the classroom to provide opportunities for higher order thinking, as well as monitor progress and offer support to those GAP students who are not scoring proficient or higher on learning checks.	Evidence: classroom walkthrough data improvement RTI progress Reduction of novice Increase of GAP proficient/distinguished Members Responsible Teachers Principal Team Leaders CIA Reading Interventionist Math Interventionist PTP assistant teacher MAF teachers	3-5 days per week, 15-30 min depending on tier status	$25,000 *ESS funds for MAF grant (referenced multiple times)

		Parent Communication-Tier Status letters sent to all parents informing of tier 1, tier 2 or tier 3 status.			
	KCWP 4: Review, Analyze and Apply Data RTI Instruction - Strategy: Planning Meetings	During our PLC meetings or common planning sessions following each STAR benchmark, the teachers will analyze student data to measure effectiveness of teaching on each common core standard. Each analysis will end with a plan developed by teachers to differentiate, reteach, and enrich students according to this work	Evidence PLC Protocol discussion DIAL instrument STAR Diagnostic-Projected Proficiency Report Quarterly Report Members Responsible Teachers Principal Team Leaders CIA	Weekly	$0
	KCWP 3: Design and Deliver Assessment Literacy Strategy: Writing throughout all content areas.	Cross Curricular Writing - Classrooms will balance writing within each content area by constructing short responses to use on a regular basis.	Evidence *Number of students meeting the Academic Readiness Criteria. *Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness. Members Responsible Teachers Principal Team Leaders CIA	Ongoing	$0

	KCWP 3: Design and Deliver Assessment Literacy **Strategy:** 3rd grade Writing Short Answer Scrimmages	Third grade students will participate in a short answer writing scrimmage to monitor progress toward consistently scoring a 2 (next grade ready requirement). 1 reading and 1 math writing prompt.	Members Responsible CIA Teachers Principal	Spring 2020 (monthly)	$0