# 1: Proficiency Goal

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ACIC students will increase	KCWP 2: Design and Deliver	Teachers will work together during	Teachers will document the use	All weekly lesson plans turned	NA
heir reading proficiency to	Instruction	weekly PLC's to break "I Can"	of agreed upon learning targets	into the administration will	
50.3 as measured by the		statements into learning targets and	during PLC meetings. Targets	include common learning targets.	
RPEP in the spring of 2020.		success criteria aligned to the	will be visible in every room and	During weekly walk throughs and	
		standards.	broken into student friendly	during formal observations, the	
			language. Students should be	administration will purposely look	
			able to articulate their	for how learning targets and	
			progression toward a standard,	success criteria are being used in	
			the learning target, and success	the classroom. The instructional	
			criteria.	coach will help guide in the	
				design of aligned learning targets	
				and success criteria at weekly PLC	
				meetings. During walk throughs,	
				students will be able to articulate	
				their progression toward meeting	
				the learning targets and success	
				criteria.	
		Teachers will participate in ongoing	Using strategies learned in	Administration will ensure lesson	District level P
		professional development with	professional development,	plans have the required	funds.
		PEBC to implement high yield	teachers will plan and	components on a weekly basis.	
		instructional strategies using the	document their use of	During walk throughs and formal	
		workshop model.	workshop model in the	observations, the administration	
			classroom. All plans will include	will collect evidence for workshop	
			mini lesson, work time, and	implementation, thinking strategy	
			reflection. Teachers will	language, and student discourse.	
			intentionally embed the use of	During PLCs, the instructional	
			thinking strategies and provide	coach will assist teachers in	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			opportunities for student	planning and implementing the	
			discourse on a daily basis.	workshop model.	
	KCWP 3: Design and Deliver	Teachers will deconstruct the	Teachers will administer	Teachers will meet weekly to	NA
	Assessment Literacy	standards so they can develop	biweekly common formative	analyze the data provided from	
		quality formative assessments that	assessments. Benchmark for	the common formative	
		are aligned to the learning targets.	student success will be 75%	assessment. Data will be used to	
			mastery. Classroom data will be	evaluate the effectiveness of	
			tracked and displayed to show	instruction, modify instruction,	
			progress toward the class goal.	and target at risk students.	
			Individual data and progress will		
			be tracked in the student		
			leadership notebook.		
		Students will use multiple sources of	Students will track their	Students will meet with	NA
		data including summative,	progress toward mastery in	accountability partners on weekly	
		formative, STAR, and quarterly	their leadership binders.	basis to evaluate their progress	
		assessments to evaluate, and set		and adjust lead measures as	
		reading goals.		needed. Teachers will monitor	
				during weekly meetings to	
				provide feedback, suggestions,	
				and modifications toward the	
				goal. Students will meet with	
				parents twice a year to share	
				their reading progress.	

# 1: Proficiency Goal

Goal 2: By the spring of 2024, A	CIC will increase it proficiency in	math from 52% to 62.9%.			
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ACIC students will increase	KCWP 2: Design and Deliver	Teachers will work together during	Teachers will document the use	All weekly lesson plans turned into	NA
their math proficiency to 54.2	Instruction	weekly PLC's to break "I Can"	of agreed upon learning targets	the administration will include	
as measured by the KRPEP in		statements into learning targets and	during PLC meetings. Targets	common learning targets. During	
the spring of 2020.		success criteria aligned to the	will be visible in every room and	weekly walk throughs and during	
		standards.	broken into student friendly	formal observations, the	

		language. Students should be able to articulate their progression toward a standard, the learning target, and success criteria.	administration will purposely look for how learning targets and success criteria are being used in the classroom. The instructional coach will help guide in the design of aligned learning targets and success criteria at weekly PLC meetings. During walk throughs, students will be able to articulate their progression toward meeting the learning targets and success criteria.	
	Teachers will participate in ongoing professional development with PEBC to implement high yield instructional strategies using the workshop model.	Using strategies learned in professional development, teachers will plan and document their use of workshop model in the classroom. All plans will include mini lesson, work time, and reflection. Teachers will intentionally embed the use of thinking strategies and provide opportunities for student discourse on a daily basis.	Administration will ensure lesson plans have the required components on a weekly basis. During walk throughs and formal observations, the administration will collect evidence for workshop implementation, thinking strategy language, and student discourse. During PLCs, the instructional coach will assist teachers in planning and implementing the workshop model.	District level PD funds.
KCWP 3: Des Assessment I	ign and Deliver <u>iteracy</u> Teachers will deconstruct the standards so they can develop quality formative assessments that are aligned to the learning targets.	Teachers will administer weekly common formative assessments. Benchmark for student success will be 75% mastery. Classroom data will be tracked and displayed to show progress toward the class goal. Individual data and progress will be tracked in the student leadership notebook.	Teachers will meet weekly to analyze the data provided from the common formative assessment. Data will be used to evaluate the effectiveness of instruction, modify instruction, and target at risk students.	NA
	Students will use multiple sources of data including summative, formative, STAR, and quarterly	f Students will track their progress toward mastery in their leadership binders.	Students will meet with accountability partners on weekly basis to evaluate their progress	NA

assessments to evaluate, and set	and adjust lead measures as
math goals.	needed. Teachers will monitor
	during weekly meetings to provide
	feedback, suggestions, and
	modifications toward the goal.
	Students will meet with parents
	twice a year to share their reading
	progress.

# 2: Separate Academic Indicator

		ademic indicator from 59.3 to 69.3.			
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ACIC students will increase	KCWP 2: Design and Deliver	Ensure the comprehensive writing	Using the school writing plan,	Administration will ensure lesson	NA
writing proficiency from 23.5	Instruction	plan that is implemented with	teachers develop a writing	plans document writing	
to 27 as measured by the		fidelity across grade levels and	curriculum map that ensures the	instruction. During walk throughs	
KRPEP in the spring of 2020.		content areas.	standards are met through	and formal observations, the	
			common instruction.	administration will collect	
				evidence for writing	
				implementation. During PLCs, the	
				instructional coach will assist	
				teachers in planning and	
				implementing the writing policy.	
		Ensure the comprehensive writing	Teachers develop a writing	Students will participate in K-PREP	SBDM funds for
	KCWP 3: Design and Deliver	plan that is implemented with	curriculum map that ensures the	like writing scrimmages four times	substitutes.
	Assessment Literacy	fidelity across grade levels and	standards are met through	per year. Teachers will provide a	
		content areas.	multiple common formative and	rubric for the scrimmages.	
			summative assessments.	Teacher will have release time to	
				score, analyze, and provide	
				feedback on student writing.	

## 3: Achievement Gap

By the spring of 2024, ACIC GAP students will increase their overall proficiency in reading and math from 37.3 to 51.58.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
conomically disadvantaged	KCWP 2: Design and Deliver	Teachers will work together during	Teachers will	All weekly lesson plans turned into the	NA
CIC students will increase	Instruction	weekly PLC's to break "I Can"	document the use of	administration will include common	
neir overall reading and		statements into learning targets and	agreed upon learning	learning targets. During weekly walk	
hath proficiency from 48.9 to		success criteria aligned to the	targets during PLC	throughs and during formal	
1.25 as measured by the		standards.	meetings. Targets will	observations, the administration will	
RPEP in the spring of 2020.			be visible in every	purposely look for how learning	
			room and broken into	targets and success criteria are being	
			student friendly	used in the classroom. The	
			language. Students	instructional coach will help guide in	
			should be able to	the design of aligned learning targets	
			articulate their	and success criteria at weekly PLC	
			progression toward a	meetings. During walk throughs,	
			standard, the learning	students will be able to articulate their	
			target, and success	progression toward meeting the	
			criteria.	learning targets and success criteria.	
		Teachers will participate in ongoing	Using strategies	Administration will ensure lesson plans	District PD funds
		professional development with	learned in professional	have the required components on a	
		PEBC to implement high yield	development, teachers	weekly basis. During walk throughs	
		instructional strategies using the	will plan and document	and formal observations, the	
		workshop model.	their use of workshop	administration will collect evidence for	
			model in the	workshop implementation, thinking	
			classroom. All plans	strategy language, and student	
			will include mini	discourse. During PLCs, the	
			lesson, work time, and	instructional coach will assist teachers	
			reflection. Teachers	in planning and implementing the	
			will intentionally	workshop model.	
			embed the use of		
			thinking strategies and		
			provide opportunities		
			for student discourse		
			on a daily basis.		

By the spring of 2024, ACIC GA	P students will increase their ov	verall proficiency in reading and math fro	m 37.3 to 51.58.		
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will deconstruct the standards so they can develop quality formative assessments that are aligned to the learning targets.	Teachers will administer weekly common formative assessments. Benchmark for student success will be 75% mastery. Classroom data will be tracked and displayed to show progress toward the class goal. Individual data and progress will be tracked in the student leadership notebook.	Teachers will meet weekly to analyze the data provided from the common formative assessment. Data will be used to evaluate the effectiveness of instruction, modify instruction, and target at risk students.	NA
		Students will use multiple sources of data including summative, formative, STAR, and quarterly assessments to evaluate, and set math goals.	Students will track their progress toward mastery in their leadership binders.	Students will meet with accountability partners on weekly basis to evaluate their progress and adjust lead measures as needed. Teachers will monitor during weekly meetings to provide feedback, suggestions, and modifications toward the goal. Students will meet with parents twice a year to share their reading progress.	NA
ACIC students with disabilities will increase their overall reading and math proficiency from 25.7 to 29.1 as measured by the KRPEP in the spring of 2020.	Assessment Literacy KCWP 5: Design, Align and Deliver Support	ECE teachers working in our ESS program will create a student profile for each student and specifically teach them how to utilize that information in an educational setting.	Students will request their appropriate accommodations and modifications in the general educational setting.	Teachers will monitor after school ESS attendance on a weekly basis. Teachers will specifically monitor the frequency in which students request accommodations in gen ed.	District ESS funds.

#### 4: Growth

Objective	receiving no growth points will Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The percent of ACIC students	KCWP 4: Review, Analyze and	Administration will disaggregate	Identified students will	STAR, quarterly assessment, common	NA
receiving no growth points	Apply Data	prior year's KPREP data and identify	receive growth points	formative assessments and PLC data	
will decrease from 29.35 to		students who received no growth	on the 2020 KPREP.	disaggregation.	
27.1 as measured by the		points.			
KPREP in the spring of 2020.		Teachers will target the identified	Identified students will	STAR, quarterly assessment, common	NA
		students and incorporate high yield	receive growth points	formative assessments and PLC data	
		strategies and provide specific	on the 2020 KPREP.	disaggregation.	
		feedback to students on their			
		progress toward mastery.			

#### 5: Transition Readiness

Goal 5 (State your transition re	adiness goal.): NA				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

### 6: Graduation Rate

Goal 6 (State your graduation r	ate goal.): NA				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## 7: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ojective 1					
bjective 2					