

# Simpson Elementary 2021 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.)*

- [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](#)

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.)*

- [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](#)

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 students scoring Proficient and Distinguished in Reading on KPREP Score at Simpson Elementary School from 54.5 to 56.6 by 2022.	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>  Strategy: <b>STAR data analysis</b>	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	November- Due to covid, our testing window was Oct. 19-Oct. 30 for hybrid students. We are finishing up STAR testing with our virtual classes and we have completed Hybrid STAR testing. Teachers are using the instructional report to analyze scores and determine next steps in differentiation. This report is also being sent to parents/guardians. We are also diving in to schoolwide data and GAP data.	\$4,000 STAR
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	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.	Ongoing- Parents, stakeholders, students, and teachers were informed of individual student progress toward next grade readiness at Parent Teacher	\$0

	<b>Strategy: Next Grade Readiness</b>	<p>words and writing benchmarks.</p> <p>Parents and students review individual progress toward next grade ready at student led conferences/parent teacher conferences (in person or virtually).</p>	<p>Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness.</p> <p>Members Responsible Teachers Principal Team Leaders CIA</p>	conferences, due to COVID parent communication will be mostly virtual and completed throughout the school year.	
	<p><u>KCWP 4: Review, Analyze and Apply Data</u></p> <p><b>Strategy: KPREP (third grade) and CASE (first and Second grade) Data Analysis</b></p>	<p>Faculty, Staff, and stakeholders analyze comparative and longitudinal data</p> <p>Faculty, staff, stakeholders, students and parents analyze individual student data and student reports during parent nights and parent teacher conferences</p> <p>Faculty, stakeholders, and Staff analyze GAP comparative and longitudinal data</p>	<p>Evidence: Parent communication documentation.</p> <p>Student data notebooks SES/LES Parent Night google slides and agenda</p> <p>Members Responsible: Teachers Admin</p>	<p>Typically in september, teachers analyzed KPREP and CASE longitudinal data and looked to revise curriculum maps, pacing, and collaborated to design instruction for the next 45 days</p> <p>September-Teachers were also given TSI data and made aware of who those students are for this upcoming year.</p> <p>Due to COVID regulations we had to postpone these assessments. We will take these assessments in December for a sampling of 2nd and 3rd grades. However, we will not spend copious amounts of instruction time on make-ups, getting all virtual students tested or redoing the assessment.</p>	\$2,500 CASE
	<p><u>KCWP 3: Design and Deliver Assessment Literacy</u></p> <p>Strategy:</p>	<p>Cross Curricular Writing -</p> <p>Classrooms will balance writing within each content area by</p>	<p>Evidence Number of students meeting the Academic Readiness Criteria</p>	As part of our virtual/hybrid walkthrough documents, ensuring students are writing to learn, writing to demonstrate learning, writing to	\$0

	<b>Writing throughout all content areas</b>	constructing short responses to use on a regular basis.	<p>Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness</p> <p>Members Responsible Teachers Principal Team Leaders CIA</p>	communicate, and writing to share ideas are part of daily instruction. Teachers are given feedback on the writing assignments and assessments planned and designed for hybrid learning.	
		District Writing Exit Criteria, Writing Policy, and District Writing Curriculum Map	<p>Evidence</p> <p>*Vertically aligned writing curriculum map</p> <p>*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</p> <p>Members Responsible Teachers Principal Team Leaders</p>	<p>August/September-teachers review district writing criteria from SES google site. This criteria directly aligns with our district writing policy.</p> <p>November-District Writing Policy revised and reviewed by SBDM for changes</p> <p>November-teachers report Next Grade Readiness scores to parents/stakeholders which includes writing requirements.</p>	\$0
	<p><u>KCWP 1: Design and Deploy Standards</u></p> <p>Strategy: <b>Learning Checks, common assessments, and formative assessments measuring</b></p>	Learning Checks/ CASE assessments will be given periodically 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	<p>Evidence</p> <p>*Comparative data to prior years and prior learning checks</p> <p>*Analysis of NAPD</p> <p>*Smarter balance and</p>	January PLC, teachers will analyze CASE results based on NAPD counts and compare to last year's scores.	\$2,500 CASE *noted multiple times.

	<b>standards based reading, math and writing to learn.</b>	classes will start having additional learning checks before the end of the year assessment.	PARRC released items for approved core assessment items  Members Responsible CIA 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. August- content teams revised the reading curriculum map to reflect new standards. August-Nov-Science and Social studies PLCs met to create/improve curriculum maps.	\$0
	<a href="#"><u>KCWP 3: Design and Deliver Assessment Literacy</u></a>  <b>Strategy:</b> 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	Learning targets posted on overviews and many teachers are starting to post them in weekly assignments in schoology. We are working to make this a common practice.  Walkthrough documents include a look at how teachers inform learning targets to students-hybrid and virtual	\$0
	<a href="#"><u>KCWP2: Design and Deliver Instruction Classroom Activities</u></a>  <b>Strategy:</b> 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 past initial placement.	\$24,000 SuccessMaker

<p>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.</p>	<p><u>KCWP 4: Review, Analyze and Apply Data</u></p> <p>Strategy: <b>STAR data analysis, classroom assessment data analysis</b></p>	<p>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.</p>	<p>Evidence *DIAL instrument *STAR Diagnostic-Projected Proficiency Report *Quarterly Report</p> <p>Members Responsible Teachers Principal Team Leaders CIA</p>	<p>January-we will take the 2nd STAR benchmark and analyze growth from 1st benchmark as well as compare longitudinal data.</p>	<p>\$0</p>
	<p><b>Strategy: Next Grade Readiness</b></p>	<p>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.</p>	<p>Evidence: STAR Diagnostic-Projected Proficiency Report Quarterly Report</p> <p>Members Responsible Teachers Principal Team Leaders CIA Para educators</p>	<p>November- Parents, stakeholders, students, and teachers were informed of individual student progress toward next grade readiness at Parent Teacher conferences.</p> <p>January-we will take 2nd scoring of benchmarks for NGR.</p>	<p>\$0</p>
	<p><u>KCWP 3: Design and Deliver Assessment Literacy</u></p> <p>Strategy: <b>Writing throughout all content areas</b></p>	<p>Cross Curricular Writing - Classrooms will balance writing within each content area by constructing short responses to use on a regular basis</p>	<p>Evidence *Number of students meeting the Academic Readiness Criteria. *Number of GAP and Special Education students meeting the Proficiency Pathway for academic readiness.</p>	<p>Cross curricular writing is expected in instructional sequence and evidenced by virtual and in person walkthroughs on a weekly basis and blitz days.</p>	<p>\$0</p>

			Members Responsible Teachers Principal Team Leaders CIA		
		<p>Focusing on writing throughout all grades with Writing Exit Criteria, development of common writing assessments, math writing learning checks</p> <p>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</p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>*Vertically aligned writing curriculum map.</li> <li>*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.</li> </ul> <p>Members Responsible Teachers Principal Team Leaders CIA Presenters Able and Atherton</p>	<p>August/September-teachers review district writing criteria from SES google site. This criteria directly aligns with our district writing policy.</p> <p>November-District Writing Policy revised and reviewed by SBDM for changes</p> <p>November-teachers report Next Grade Readiness scores to parents/stakeholders which includes writing requirements.</p>	\$0
	<p><u>KCWP 1: Design and Deploy Standards</u></p> <p><b>Strategy: Learning Checks</b></p>	<p>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</p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>*Comparative data to prior years and prior learning checks.</li> <li>*Analysis of NAPD</li> <li>*Smarter balance and PARRC released items for approved core assessment items.</li> </ul>	<p>Due to covid, we are using NGR (STAR, Aimsweb, etc) and two CASE assessments to inform students of summative data schoolwide.</p>	<p>\$2,500 CASE</p> <p>*referenced multiple times.</p>

		having additional learning checks before the end of the year assessment.	Members Responsible CIA Teachers Principal		
	<a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a>  <b>Strategy: Successmaker Math</b>	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.	\$24000.00



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 <b>Strategy</b> 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"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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: Maintain or increase student performance by 5% on the school writing program scaffolded from 1st grade through 3rd by May 2021.	<u>KCWP 3: Design and Deliver Assessment Literacy</u>  Strategy: <b>Writing throughout all content areas</b>	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	August/September-teachers review district writing criteria from SES google site. This criteria directly aligns with our district writing policy.  November-District Writing Policy revised and reviewed by SBDM for changes  November-teachers report Next Grade Readiness scores to parents/stakeholders which includes writing requirements. This will update again in January.	\$0

		District writing curriculum map, district writing exit criteria for each grade level, district writing policy	<p>Evidence</p> <ul style="list-style-type: none"> <li>*Vertically aligned writing curriculum map.</li> <li>*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.</li> </ul> <p>Members Responsible</p> <p>Teachers</p> <p>Principal</p> <p>Team Leaders</p> <p>CIA</p> <p>Presenters Able and Atherton</p>	As part of our virtual/hybrid walkthrough documents, ensuring students are writing to learn, writing to demonstrate learning, writing to communicate, and writing to share ideas are part of daily instruction. Teachers are given feedback on the writing assignments and assessments planned and designed for hybrid learning.	\$0
	<u>KCWP 1: Design and Deploy Standards</u>  Strategy: <b>Learning Checks, measuring standards based reading, math and writing.</b>	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.	<p>Evidence</p> <ul style="list-style-type: none"> <li>*Comparative data to prior years and prior learning checks.</li> <li>*Analysis of NAPD</li> <li>*Smarter balance and PARRC released items for approved core assessment items.</li> </ul> <p>Members Responsible</p> <p>CIA</p> <p>Teachers</p> <p>Principal</p>	Due to covid, we are using NGR (STAR, Aimsweb, etc) and two CASE assessments to inform students of summative data schoolwide.	\$2,500 CASE *referenced multiple times.
	<u>KCWP 1: Design and Deploy Standards</u>	Students will develop a writing portfolio that contains three	Evidence: Google Writing Folder	May	\$0

	<b>Strategy: Writing Portfolio</b>	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		
	<b>3rd grade Writing Short Answer Scrimmages</b>	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	on hold due to covid	\$0

3: Gap

Goal 3: <i>Increase the percent of students in our GAP groups scoring proficient and distinguished by an average of 30% by 2030.</i>		
Which <b>Strategy</b> 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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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 average combined Reading and Math Proficiency KPREP scores for Simpson Elementary students in the GAP group by 3% in 2021.	<a href="#">KCWP 5: Design, Align and Deliver Support</a>  <a href="#">KCWP 1: Design and Deploy Standards</a>  <b>Strategy:</b>  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 and a hybrid master in the fall due to virtual and hybrid learning.	\$0
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	Students have access to intervention/flex groups within their homeroom based on their academic need. This time is dedicated 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		
	• <u>KCWP 6: Establishing Learning Culture and Environment</u>  <u>Strategy:</u> Review teacher quality standards and measures when hiring or assigning students to instructors	Teacher Quality All students at Simpson Elementary will be taught by 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
	<u>KCWP 4: Review, Analyze and Apply Data RTI Instruction -</u>  <b>Strategy: Differentiated Instruction</b>	At Risk Interventions Students will receive differentiated instruction to meet content needs.  Typically, 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	2 days per week, 15-30 min depending on tier status	\$25,000 *ESS funds for MAF grant. Referenced multiple times.

		<p>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.</p> <p>Math Intervention Teacher-use AVMR to assess, instruct, and reduce the number of novice students at each grade level in math</p> <p>Math Grant Classroom Teacher</p> <p>Professional Development- attend, implement, and share strategies, practices, and resources from Kentucky Center for Mathematics 10 day workshops and conferences</p> <p>Quarterly visits with MAF Coach -observes, coaches, and provides feedback/resources to MAF teachers</p> <p>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.</p> <p>Parent Communication-Tier Status letters sent to all parents informing</p>	<p>Teachers</p> <p>Principal</p> <p>Team Leaders</p> <p>CIA</p> <p>Reading Interventionist</p> <p>Math Interventionist</p> <p>PTP assistant teacher</p> <p>MAF teachers</p> <p>Plus-Two teachers</p> <p>Belle Rush-KCM consultant</p>		
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		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.			
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>  <b>Strategy: Progress Monitoring Meetings</b>	<p>Typically, 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.</p> <p>Parents are notified via letter from the teacher explaining the progress monitoring.</p>	<p>Evidence RTI graphs meeting notes student historical data referrals for special ed</p> <p>Members Responsible Special ed consultant teachers interventionists Principal School Psychologists CIA</p>	RTI and progress monitoring will resume meetings in Jan. On hold for now until students get more educational exposure to in person learning.	\$1,200 Sub costs (Total for the year)
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>  <b>Strategy: Collaboration</b>	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.	<p>Evidence Differentiation in instruction for students with IEPs noted in walkthroughs and PGES evaluations Novice reduction</p> <p>Members Responsible *Special Ed</p>	Ongoing	\$0

			*Assistant Principal *Principal		
	<ul style="list-style-type: none"><li>● <u>KCWP 2: Design and Deliver Instruction</u></li><li>● <u>KCWP 5: Design, Align and Deliver Support</u></li></ul> 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	Interventionists and classroom teachers are delivering RTI at this time.	\$0



5: Growth

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 <b>Strategy</b> 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.) <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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.) <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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: To decrease the number of students scoring novice in reading and math by 5% by 2020.	<u>KCWP 2 Design and Deliver Instruction</u> 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 are being delivered via schoology at this time.	\$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	NGR graphic and STAR reports were the only means of communication in Nov. Hoping for more parent to teacher, student led conferencing in January and Feb.	\$0

		<p>enough and we are getting students to proficiency for their grade level.</p>	<p>web assessments, etc.            *Decrease in novice and apprentice scores in all areas.            Members Responsible            Teachers            Principal            Assistant Principal            CIA</p>		
	<p><u>KCWP 4: Review, Analyze and Apply Data RTI Instruction -</u>            Students will receive differentiated group instruction based on their needs as shown on STAR, Dibels, Aimsweb, and classroom formative assessments.</p>	<p>At Risk Interventions Students will receive differentiated instruction to meet content needs.</p> <p>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.</p> <p>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</p>	<p>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</p>	<p>2 days per week, 15-30 min depending on tier status provided by classroom teachers and interventionists as best as possible until small groups can be reinstated due to covid.</p>	<p>\$25,000            *ESS funds for MAF grant</p>

Objective 2: Collaborate to increase the overall school attendance average by 1% by 12/31/2020 as measured by daily attendance in Infinite Campus.	<i>KCWP 6: Establishing Learning Culture and Environment</i> 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
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6: Transition Readiness

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

Which <b>Strategy</b> 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"><li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li><li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li><li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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 20-21 school year, we will maintain and strive to increase the number of next grade ready students by 3% according to our school level NGR criteria.	<u>KCWP 4 Review, Analyze, and Apply Data</u>  <u>Strategy:</u> 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

	<p><u>KCWP 4: Review, Analyze and Apply Data RTI Instruction -</u></p> <p><u>Strategy:</u> Differentiated instruction</p>	<p>At Risk Interventions Students will receive differentiated instruction to meet content needs.</p> <p>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.</p> <p>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</p> <p>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.</p>	<p>Evidence: classroom walkthrough data improvement RTI progress Reduction of novice Increase of GAP proficient/distinguished</p> <p>Members Responsible Teachers Principal Team Leaders CIA Reading Interventionist Math Interventionist PTP assistant teacher MAF teachers</p>	<p>2 days per week, 15-30 min depending on tier status. Due to covid, classroom teachers and interventionists are delivering this intervention as best they can.</p>	<p>\$25,000 *ESS funds for MAF grant (referenced multiple times)</p>
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		Parent Communication-Tier Status letters sent to all parents informing of tier 1, tier 2 or tier 3 status.			
	<u>KCWP 4: Review, Analyze and Apply Data RTI Instruction -</u>  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	Ongoing	\$0
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>  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

	<p><u>KCWP 3: Design and Deliver Assessment Literacy</u></p> <p><b>Strategy:</b> 3rd grade Writing Short Answer Scrimmages</p>	<p>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.</p>	<p>Members Responsible CIA Teachers Principal</p>	<p>Spring 2020 (monthly)</p>	<p>\$0</p>
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