

## Maryville Elementary Reading and Mathematics Goals

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

### IP #1

Implement and monitor an authentic school-wide continuous improvement process using data and feedback to guide instruction, strengthen student academic outcomes and sustain a culture of growth for all stakeholders.

### IP #2

Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.

## Reading

**3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished 49%**

**Objective/Goal: By Spring 2027, students scoring proficient and distinguished in reading will improve from 26% to 36%.**

**Strategy 1:** Strengthen Tier 1 reading instruction by ensuring all lessons are standards-aligned, rigorous, and designed to support equitable access to grade-level expectations.

**KCWP Alignment:** **KCWP 2: Design and Deliver Instruction**

**Funding Source: Title I, SIF, SBDM/Sec. 6**

## Activities (Do)

**Activity 1:** Teachers will collaboratively design, implement, and refine standards-aligned units of study using a Plan-Do-Study-Act (PDSA) cycle within weekly PLCs to ensure rigorous Tier 1 instruction.

- During weekly PLC meetings (1x per week), grade-level teams will engage in the PDSA cycle:
- Plan: Unpack Kentucky Academic Standards, identify priority learning targets, and design lessons using high-quality

instructional resources (HQIR)

- Do: Implement planned lessons during daily Tier 1 instruction
- Study: Analyze student work and common formative assessment results to determine levels of mastery and identify misconceptions
- Act: Adjust upcoming instruction, reteaching plans, and supports based on data

### **Progress Monitoring and Next Steps (Study/Act):**

#### **Weekly (PLC Level):**

PLC teams will document each phase of the PDSA cycle (Plan, Do, Study, Act) in shared planning templates.

**Artifacts:** PLC agendas, PDSA unit plans, lesson plans, student work samples

**Responsible:** Teachers, Instructional Coach

#### **Weekly (Leadership Support):**

The instructional coach will review PDSA documentation and provide feedback on alignment to standards and rigor of tasks.

The principal will attend PLCs weekly to monitor implementation.

**Artifacts:** PLC feedback forms, coaching logs

**Responsible:** Instructional Coach, Principal

**Next Steps:** Adjust planning supports and professional learning based on trends.

**Activity 2:** Teachers will participate in ongoing, job-embedded professional learning focused on strengthening Tier 1 instruction, including designing rigorous, standards-aligned tasks, implementing structured student discourse, and using formative assessment to adjust instruction.

- Teachers will engage in monthly professional learning sessions (1x per month) that include:
  - modeling of instructional strategies
  - opportunities for teacher practice and collaboration
  - analysis of student work and instructional tasks

### **Progress Monitoring and Next Steps (Study/Act):**

#### **Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor: alignment to standards implementation of planned lessons and student engagement in grade-level tasks.

**Artifacts:** Walkthrough tool data, trend reports

**Responsible:** Principal, Instructional Coach

**Monthly (Data Review):**

The leadership team (principal, counselor, instructional coach) will review walkthrough trends and student performance data to identify strengths and areas for improvement.

**Artifacts:** Data summaries, walkthrough trends, assessment results

**Responsible:** Principal, Instructional Coach

**Next Steps:** Provide targeted feedback and adjust instructional supports.

**Activity 3:** Teachers will deliver and reflect on rigorous, standards-aligned lessons within collaboratively developed units through a structured weekly PLC cycle. Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards.

During weekly PLC meetings, grade-level teams will:

- analyze upcoming standards and unit plans
- refine learning targets and success criteria
- identify one or more rigorous, grade-level tasks for instruction
- review student work from prior lessons to monitor mastery and adjust instruction

Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards and inclusion of opportunities for student discourse and engagement.

On the unit PDSA documents, teachers will document reflections identifying:

- student strengths and misconceptions
- effectiveness of instructional strategies
- next instructional steps

The **instructional coach and principal will support this process weekly** through PLC participation and feedback, ensuring alignment to standards and rigor expectations.

**Progress Monitoring and Next Steps (Study/Act):**

**Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- alignment to standards

- implementation of planned lessons
- student engagement in grade-level tasks

**Artifacts:** Walkthrough tool data, trend reports

**Responsible:** Principal, Instructional Coach

**Within a PLC Cycle:**

Teachers will bring student work samples to PLCs to analyze mastery and adjust instruction.

**Artifacts:** Student work, PLC notes, lesson adjustments

**Responsible:** Teachers

**Monthly (Data Review):**

The leadership team will review walkthrough trends and student performance data to identify strengths and areas for improvement.

**Next Steps:** Provide targeted feedback and adjust instructional supports

**Activity 4:** Teachers will implement structured student discourse routines daily during Tier 1 instruction to increase student engagement and deepen understanding of grade-level content.

In every lesson, teachers will incorporate at least one structured discourse strategy that requires students to explain their thinking using evidence from the text or problem.

**Progress Monitoring and Next Steps (Study/Act):**

**Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- frequency of student discourse
- quality of student explanations
- level of student participation

**Artifacts:** Walkthrough data, observation notes

**Responsible:** Principal, Instructional Coach

**Weekly (PLC Analysis):**

Teachers will reflect on discourse strategies during PLCs, reviewing:

- student responses
- level of engagement
- effectiveness of strategies used

**Artifacts:** PLC notes, student work samples

**Monthly (Trend Analysis):**

Schoolwide trends in student engagement and discourse will be shared during staff meetings.

**Artifacts:** Walkthrough summaries, engagement data

**Next Steps:**

Adjust instructional strategies and provide targeted coaching based on observed needs

**Strategy 2:** Strengthen assessment literacy through the use of standards-aligned assessments that monitor student learning in real time and inform timely instructional feedback and adjustments.

**KCWP Alignment:** **KCWP 3: Design and Deliver Assessment Literacy**

**Funding Source: Title I, SIF, SBDM/Sec.6**

### **Activities (Do)**

**Activity 1:** Teachers will collaboratively analyze common formative and summative assessments for standards alignment and level of rigor prior to administration through a structured PLC process.

During PLC meetings (prior to each assessment cycle), grade-level teams will:

- review each assessment item to ensure alignment to the intended Kentucky Academic Standards
- determine the Depth of Knowledge (DOK) level and ensure tasks reflect grade-level rigor
- revise or replace assessment items that do not meet expectations for alignment or rigor
- identify the expected evidence of mastery and develop criteria for success

### **Progress Monitoring and Next Steps (Study/Act):**

#### **Weekly (PLC Analysis – Prior to Assessment Cycle):**

Teachers will collaboratively analyze common formative and summative assessments during PLCs to ensure alignment and rigor by:

- reviewing each assessment item for alignment to Kentucky Academic Standards
- determining the Depth of Knowledge (DOK) level
- revising or replacing misaligned or low-rigor items
- identifying criteria for mastery

**Artifacts:** PLC agendas/notes, completed assessment analysis protocols, revised assessments

**Responsible:** Teachers, Instructional Coach

**Monthly (Leadership Review):** The principal will review a sample of common formative and summative assessments from each

grade level to monitor:

- alignment to standards
- appropriate level of rigor (DOK)
- consistency across classrooms

**Artifacts:** Assessment samples, principal feedback notes

**Responsible:** Principal

**Activity 2:** Teachers will implement a schoolwide assessment analysis protocol to analyze results from common formative and summative assessments and adjust instruction accordingly.

During weekly PLC meetings (following each assessment cycle), grade-level teams will use a structured protocol to:

- analyze student performance by standard
- identify students who have mastered or not yet mastered the standard
- determine common misconceptions and error patterns
- plan specific Tier 1 instructional adjustments and targeted small-group instruction

The assessment protocol will be used consistently across all grade levels and aligned to the schoolwide assessment calendar (i.e., after each common formative and end-of-unit assessment).

### **Progress Monitoring and Next Steps (Study/Act):**

#### **Weekly (PLC Analysis – Following Assessment Cycle):**

Teachers will use the schoolwide assessment analysis protocol during PLCs to:

- analyze student performance by standard
- identify students who have mastered/not mastered standards
- determine misconceptions and error patterns
- plan Tier 1 instructional adjustments and small-group instruction

**Artifacts:** PLC agendas/notes, completed assessment analysis protocols, student data trackers, grouping plans

**Responsible:** Teachers, Instructional Coach

#### **Weekly (Coaching Support):**

The instructional coach will attend PLCs to support consistent implementation of the assessment protocol and ensure instructional responses are aligned to grade-level standards and rigor.

**Artifacts:** Coaching logs, PLC feedback forms, data analysis templates

**Responsible:** Instructional Coach

**Monthly (Leadership Review):**

The leadership team will review PLC documentation and student data to monitor:

- consistency of protocol use across grade levels
- effectiveness of instructional adjustments
- progress toward student mastery of standards

**Artifacts:** PLC documentation, data dashboards, student performance reports

**Responsible:** Principal, Instructional Coach, Counselor

**Quarterly (Progress Monitoring of Student Outcomes):**

The leadership team will analyze iReady data, common assessment trends, and subgroup performance to evaluate the impact of instructional adjustments on student achievement.

**Artifacts:** iReady reports, CFA data summaries, subgroup reports

**Responsible:** Principal, Instructional Coach

**Next Steps:**

Adjust instructional supports, provide targeted professional learning, and refine PLC processes to strengthen the use of assessment data to drive Tier 1 instruction and improve student mastery of grade-level standards.

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**IP #1**

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**IP #2**

Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.

### Math

**3-5 Year Goal: By Spring 2029, students scoring proficient and distinguished in math will improve to 45%**

**Objective/Goal: By Spring 2027, students scoring proficient and distinguished in reading will improve from 20% to 35%.**

**Strategy 1:** Strengthen core math instruction by implementing standards based lessons that require rigor and equitable learning opportunities for all students.

**KCWP Alignment:** [KCWP 2: Design and Deliver Instruction](#)

**Funding Source:** Title I, SIF

#### Activities (Do)

**Activity 1:** Teachers will collaboratively design, implement, and refine standards-aligned units of study using a Plan-Do-Study-Act (PDSA) cycle within weekly PLCs to ensure rigorous Tier 1 instruction.

- During weekly PLC meetings (1x per week), grade-level teams will engage in the PDSA cycle:
- Plan: Unpack Kentucky Academic Standards, identify priority learning targets, and design lessons using high-quality instructional resources (HQIR)
- Do: Implement planned lessons during daily Tier 1 instruction
- Study: Analyze student work and common formative assessment results to determine levels of mastery and identify misconceptions
- Act: Adjust upcoming instruction, reteaching plans, and supports based on data

### **Progress Monitoring and Next Steps (Study/Act):**

#### **Weekly (PLC Level):**

PLC teams will document each phase of the PDSA cycle (Plan, Do, Study, Act) in shared planning templates.

**Artifacts:** PLC agendas, PDSA unit plans, lesson plans, student work samples

**Responsible:** Teachers, Instructional Coach

#### **Weekly (Leadership Support):**

The instructional coach will review PDSA documentation and provide feedback on alignment to standards and rigor of tasks. The principal will attend PLCs weekly to monitor implementation.

**Artifacts:** PLC feedback forms, coaching logs

**Responsible:** Instructional Coach, Principal

**Next Steps:** Adjust planning supports and professional learning based on trends.

**Activity 2:** Teachers will participate in ongoing, job-embedded professional learning focused on strengthening Tier 1 instruction, including designing rigorous, standards-aligned tasks, implementing structured student discourse, and using formative assessment to adjust instruction.

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  - modeling of instructional strategies
  - opportunities for teacher practice and collaboration
  - analysis of student work and instructional tasks

### **Progress Monitoring and Next Steps (Study/Act):**

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**Artifacts:** Walkthrough tool data, trend reports

**Responsible:** Principal, Instructional Coach

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**Next Steps:** Provide targeted feedback and adjust instructional supports

**Activity 3:** Teachers will deliver and reflect on rigorous, standards-aligned lessons within collaboratively developed units through a structured weekly PLC cycle. Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards.

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On the unit PDSA documents, teachers will document reflections identifying:

- student strengths and misconceptions
- effectiveness of instructional strategies
- next instructional steps

The **instructional coach and principal will support this process weekly** through PLC participation and feedback, ensuring alignment to standards and rigor expectations.

**Progress Monitoring and Next Steps (Study/Act):**

**Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- alignment to standards
- implementation of planned lessons
- student engagement in grade-level tasks

**Artifacts:** Walkthrough tool data, trend reports

**Responsible:** Principal, Instructional Coach

**Within a PLC Cycle:**

Teachers will bring student work samples to PLCs to analyze mastery and adjust instruction.

**Artifacts:** Student work, PLC notes, lesson adjustments

**Responsible:** Teachers

**Monthly (Data Review):**

The leadership team will review walkthrough trends and student performance data to identify strengths and areas for improvement.

**Next Steps:** Provide targeted feedback and adjust instructional supports

**Activity 4:** Teachers will implement structured student discourse routines daily during Tier 1 instruction to increase student engagement and deepen understanding of grade-level content.

In every lesson, teachers will incorporate at least one structured discourse strategy that requires students to explain their thinking using evidence from the text or problem.

**Progress Monitoring and Next Steps (Study/Act):**

**Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- frequency of student discourse
- quality of student explanations
- level of student participation

**Artifacts:** Walkthrough data, observation notes

**Responsible:** Principal, Instructional Coach

**Weekly (PLC Analysis):**

Teachers will reflect on discourse strategies during PLCs, reviewing:

- student responses
- level of engagement
- effectiveness of strategies used

**Artifacts:** PLC notes, student work samples

**Monthly (Trend Analysis):**

Schoolwide trends in student engagement and discourse will be shared during staff meetings.

**Artifacts:** Walkthrough summaries, engagement data

**Next Steps:**

Adjust instructional strategies and provide targeted coaching based on observed needs

**Strategy 2:** Strengthen assessment literacy through the use of standards-aligned assessments that monitor student learning in real time and inform timely instructional feedback and adjustments.

**KCWP Alignment:** **KCWP 3: Design and Deliver Assessment Literacy**

**Funding Source:** Title I, SIF SBDM/Sec.6

**Activities (Do)**

**Activity 1:** Teachers will collaboratively analyze common formative and summative assessments for standards alignment and level of rigor prior to administration through a structured PLC process.

During PLC meetings (prior to each assessment cycle), grade-level teams will:

- review each assessment item to ensure alignment to the intended Kentucky Academic Standards
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### **Progress Monitoring and Next Steps (Study/Act):**

#### **Weekly (PLC Analysis – Prior to Assessment Cycle):**

Teachers will collaboratively analyze common formative and summative assessments during PLCs to ensure alignment and rigor by:

- reviewing each assessment item for alignment to Kentucky Academic Standards
- determining the Depth of Knowledge (DOK) level
- revising or replacing misaligned or low-rigor items
- identifying criteria for mastery

**Artifacts:** PLC agendas/notes, completed assessment analysis protocols, revised assessments

**Responsible:** Teachers, Instructional Coach

**Monthly (Leadership Review):** The principal will review a sample of common formative and summative assessments from each grade level to monitor:

- alignment to standards
- appropriate level of rigor (DOK)
- consistency across classrooms

**Artifacts:** Assessment samples, principal feedback notes

**Responsible:** Principal

**Activity 2:** Teachers will implement a schoolwide assessment analysis protocol to analyze results from common formative and summative assessments and adjust instruction accordingly.

During weekly PLC meetings (following each assessment cycle), grade-level teams will use a structured protocol to:

- analyze student performance by standard
- identify students who have mastered or not yet mastered the standard
- determine common misconceptions and error patterns
- plan specific Tier 1 instructional adjustments and targeted small-group instruction

The assessment protocol will be used consistently across all grade levels and aligned to the schoolwide assessment calendar (i.e., after each common formative and end-of-unit assessment).

### **Progress Monitoring and Next Steps (Study/Act):**

**Weekly (PLC Analysis – Following Assessment Cycle):**

Teachers will use the schoolwide assessment analysis protocol during PLCs to:

- analyze student performance by standard
- identify students who have mastered/not mastered standards
- determine misconceptions and error patterns
- plan Tier 1 instructional adjustments and small-group instruction

**Artifacts:** PLC agendas/notes, completed assessment analysis protocols, student data trackers, grouping plans

**Responsible:** Teachers, Instructional Coach

**Weekly (Coaching Support):**

The instructional coach will attend PLCs to support consistent implementation of the assessment protocol and ensure instructional responses are aligned to grade-level standards and rigor.

**Artifacts:** Coaching logs, PLC feedback forms, data analysis templates

**Responsible:** Instructional Coach

**Monthly (Leadership Review):**

The leadership team will review PLC documentation and student data to monitor:

- consistency of protocol use across grade levels
- effectiveness of instructional adjustments
- progress toward student mastery of standards

**Artifacts:** PLC documentation, data dashboards, student performance reports

**Responsible:** Principal, Instructional Coach, Counselor

**Quarterly (Progress Monitoring of Student Outcomes):**

The leadership team will analyze iReady data, common assessment trends, and subgroup performance to evaluate the impact of instructional adjustments on student achievement.

**Artifacts:** iReady reports, CFA data summaries, subgroup reports

**Responsible:** Principal, Instructional Coach

**Next Steps:**

Adjust instructional supports, provide targeted professional learning, and refine PLC processes to strengthen the use of assessment data to drive Tier 1 instruction and improve student mastery of grade-level standards.

## Maryville Elementary Achievement Gap Goal

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

**IP #1**

Implement and monitor an authentic school-wide continuous improvement process using data and feedback to guide instruction, strengthen student academic outcomes and sustain a culture of growth for all stakeholders.

**IP #2**

Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.

**Objective/Goal: By Spring 2027, students with disabilities scoring proficient and distinguished in reading will improve from 9% to 20%.**

**Strategy 1:** Strengthen core reading instruction by implementing standards based lessons that require rigor and equitable learning opportunities for all students.

**KCWP Alignment:** **KCWP 2: Design and Deliver Instruction**

**Funding Source:** Title I, SIFSBDM/Sec. 6

### Activities (Do)

**Activity 1:** Teachers will collaboratively design, implement, and refine standards-aligned units of study using a Plan-Do-Study-Act (PDSA) cycle within weekly PLCs to ensure rigorous Tier 1 instruction.

- During weekly PLC meetings (1x per week), grade-level teams will engage in the PDSA cycle:

- Plan: Unpack Kentucky Academic Standards, identify priority learning targets, and design lessons using high-quality instructional resources (HQIR)
- Do: Implement planned lessons during daily Tier 1 instruction
- Study: Analyze student work and common formative assessment results to determine levels of mastery and identify misconceptions
- Act: Adjust upcoming instruction, reteaching plans, and supports based on data

### **Progress Monitoring and Next Steps (Study/Act):**

#### **Weekly (PLC Level):**

PLC teams will document each phase of the PDSA cycle (Plan, Do, Study, Act) in shared planning templates.

**Artifacts:** PLC agendas, PDSA unit plans, lesson plans, student work samples

**Responsible:** Teachers, Instructional Coach

#### **Weekly (Leadership Support):**

The instructional coach will review PDSA documentation and provide feedback on alignment to standards and rigor of tasks.

The principal will attend PLCs weekly to monitor implementation.

**Artifacts:** PLC feedback forms, coaching logs

**Responsible:** Instructional Coach, Principal

**Next Steps:** Adjust planning supports and professional learning based on trends.

**Activity 2:** Teachers will participate in ongoing, job-embedded professional learning focused on strengthening Tier 1 instruction, including designing rigorous, standards-aligned tasks, implementing structured student discourse, and using formative assessment to adjust instruction.

- Teachers will engage in monthly professional learning sessions (1x per month) that include:
  - modeling of instructional strategies
  - opportunities for teacher practice and collaboration
  - analysis of student work and instructional tasks

### **Progress Monitoring and Next Steps (Study/Act):**

#### **Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor: alignment to standards implementation of

planned lessons and student engagement in grade-level tasks.

**Artifacts:** Walkthrough tool data, trend reports

**Responsible:** Principal, Instructional Coach

**Monthly (Data Review):**

The leadership team (principal, counselor, instructional coach) will review walkthrough trends and student performance data to identify strengths and areas for improvement.

**Artifacts:** Data summaries, walkthrough trends, assessment results

**Responsible:** Principal, Instructional Coach

**Next Steps:** Provide targeted feedback and adjust instructional supports.

**Activity 3:** Teachers will deliver and reflect on rigorous, standards-aligned lessons within collaboratively developed units through a structured weekly PLC cycle. Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards.

During weekly PLC meetings, grade-level teams will:

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- identify one or more rigorous, grade-level tasks for instruction
- review student work from prior lessons to monitor mastery and adjust instruction

Teachers will implement these lessons daily in Tier 1 instruction, ensuring alignment to standards and inclusion of opportunities for student discourse and engagement.

On the unit PDSA documents, teachers will document reflections identifying:

- student strengths and misconceptions
- effectiveness of instructional strategies
- next instructional steps

The **instructional coach and principal will support this process weekly** through PLC participation and feedback, ensuring alignment to standards and rigor expectations.

**Progress Monitoring and Next Steps (Study/Act):**

**Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- alignment to standards
- implementation of planned lessons
- student engagement in grade-level tasks

**Artifacts:** Walkthrough tool data, trend reports

**Responsible:** Principal, Instructional Coach

**Within a PLC Cycle:**

Teachers will bring student work samples to PLCs to analyze mastery and adjust instruction.

**Artifacts:** Student work, PLC notes, lesson adjustments

**Responsible:** Teachers

**Monthly (Data Review):**

The leadership team will review walkthrough trends and student performance data to identify strengths and areas for improvement.

**Next Steps:** Provide targeted feedback and adjust instructional supports

**Activity 4:** Teachers will implement structured student discourse routines daily during Tier 1 instruction to increase student engagement and deepen understanding of grade-level content.

In every lesson, teachers will incorporate at least one structured discourse strategy that requires students to explain their thinking using evidence from the text or problem.

**Progress Monitoring and Next Steps (Study/Act):**

**Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- frequency of student discourse
- quality of student explanations
- level of student participation

**Artifacts:** Walkthrough data, observation notes

**Responsible:** Principal, Instructional Coach

**Weekly (PLC Analysis):**

Teachers will reflect on discourse strategies during PLCs, reviewing:

- student responses
- level of engagement
- effectiveness of strategies used

**Artifacts:** PLC notes, student work samples

**Monthly (Trend Analysis):**

Schoolwide trends in student engagement and discourse will be shared during staff meetings.

**Artifacts:** Walkthrough summaries, engagement data

**Next Steps:**

Adjust instructional strategies and provide targeted coaching based on observed needs

**Strategy 2:** Improve reading outcomes for students with disabilities by strengthening co-teaching and collaboration between special education and general education teachers to ensure consistent access to rigorous, standards-aligned Tier 1 instruction with appropriate scaffolds and supports.

**KCWP Alignment:** **KCWP 5: Design, Align and Deliver Support**

**Funding Source:** Title I, SIF, SBDM/Sec.6

### Activities (Do)

#### **Activity 1: Collaborative Co-Planning in PLCs**

SPED and general education teachers will engage in weekly co-planning to:

- unpack grade-level standards
- design standards-aligned lessons
- embed appropriate scaffolds (not reduced rigor)
- align instruction to IEP goals

Teachers will document plans using shared PLC templates, including learning targets, scaffolds, and instructional strategies.

#### **Progress Monitoring and Next Steps (Study/Act):**

##### **Weekly (PLC Collaboration Monitoring):**

SPED and general education teachers will document co-planning during PLCs, including:

- alignment to grade-level standards
- planned scaffolds and supports for students with disabilities
- connections to IEP goals

**Artifacts:** PLC agendas/notes, co-planning templates, lesson plans

**Responsible:** Teachers, Instructional Coach

**Weekly (Coaching Support):**

The instructional coach will attend PLCs to support co-planning and ensure scaffolds maintain rigor and alignment to standards.

**Artifacts:** Coaching logs, PLC feedback forms

**Responsible:** Instructional Coach

**Weekly (Leadership Monitoring):**

The principal will attend PLCs bi-weekly to monitor:

- quality of collaboration between SPED and general education teachers
- alignment of planned instruction to grade-level standards
- intentional planning for access (not remediation)

**Artifacts:** PLC observation notes, planning documents

**Responsible:** Principal

**Next Steps:**

Provide targeted coaching and planning support to strengthen co-teaching alignment, refine scaffolds, and ensure all students with disabilities have access to rigorous, standards-aligned instruction.

**Activity 2: Targeted SPED-Focused PLC Support**

The SPED instructional coach will facilitate bi-weekly targeted PLC sessions focused on:

- analyzing student work from students with disabilities
- monitoring progress toward grade-level standards and IEP goals
- refining scaffolds and instructional strategies

**Progress Monitoring and Next Steps (Study/Act):**

**Weekly (SPED PLC Analysis):**

The SPED instructional coach will lead PLC sessions to analyze:

- student work from students with disabilities
- progress toward grade-level standards and IEP goals

- effectiveness of scaffolds and instructional strategies

**Artifacts:** Student work samples, data trackers, PLC notes

**Responsible:** SPED Instructional Coach, Teachers

**Monthly (Data Monitoring):**

Teachers will update student data trackers to monitor progress of students with disabilities based on:

- common formative assessments
- classroom performance
- intervention and Tier 1 supports

**Artifacts:** Data trackers, assessment results, student work

**Responsible:** Teachers

**Monthly (Leadership Review):**

The leadership team will review subgroup performance data to monitor:

- growth of students with disabilities
- effectiveness of instructional supports
- alignment between instruction and student outcomes

**Artifacts:** iReady reports, CFA summaries, subgroup data reports

**Responsible:** Principal, Instructional Coach, Leadership Team

**Next Steps:**

Adjust instructional supports, refine scaffolds, and provide targeted professional learning to ensure students with disabilities demonstrate increased access to and mastery of grade-level standards.

## Maryville Elementary Quality of School Climate and Safety Goal

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement.

### IP #1

Implement and monitor an authentic school-wide continuous improvement process using data and feedback to guide instruction, strengthen student academic outcomes and sustain a culture of growth for all stakeholders.

### IP #2

Ensure all students engage in rigorous, learner-centered instruction aligned to KAS by strategically planning, implementing and monitoring clear instructional expectations to ensure students' academic needs are met.

**By Spring 2027, the Quality of School Climate and Safety index score will increase from 66.8 to 70.**

**Strategy 1:** Strengthen school climate and safety by implementing consistent schoolwide PBIS and social-emotional learning practices that promote positive behavior, student engagement, and a supportive learning environment.

**KCWP Alignment:** [KCWP 6: Establish Learning Environment and Culture](#)

**Funding Source:** Title I, SIF; SBDM/Section 6

### Activities (Do)

#### Activity 1: Consistent PBIS Implementation

Teachers and staff will implement schoolwide PBIS expectations daily across all settings (classrooms, hallways, cafeteria, buses) by:

- explicitly teaching behavior expectations
- reinforcing positive behaviors using the schoolwide system, Patriot Pride.
- consistently applying behavior responses

Expectations will be reviewed and reinforced daily in classrooms.

## **Progress Monitoring and Next Steps (Study/Act):**

### **Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- consistency of behavior expectations across classrooms
- use of positive reinforcement systems
- student adherence to expectations

**Artifacts:** Walkthrough data, observation notes

**Responsible:** Principal, Instructional Coach

### **Monthly (Behavior Data Review):**

The PBIS team will analyze discipline data to monitor:

- frequency of behavior incidents
- trends by location, time, and student group
- effectiveness of PBIS implementation

**Artifacts:** Infinite Campus reports, behavior dashboards

**Responsible:** Principal, Counselor, PBIS Team

### **Next Steps:**

Adjust PBIS supports, reteach expectations, and provide targeted staff support based on identified trends.

## **Activity 2: Schoolwide SEL Instruction**

Teachers will implement SEL lessons using a designated program focused on:

- self-management
- relationship skills
- responsible decision-making

Teachers will provide opportunities for students to practice SEL skills during daily instruction.

## **Progress Monitoring and Next Steps (Study/Act):**

### **Weekly (Walkthrough Monitoring):**

The principal and instructional coach will conduct weekly walkthroughs to monitor:

- consistency of behavior expectations across classrooms
- use of positive reinforcement systems
- student adherence to expectations

**Artifacts:** Walkthrough data, observation notes

**Responsible:** Principal, Instructional Coach

**Monthly (Walkthrough Monitoring):**

The leadership team will monitor integration of SEL practices into classroom routines and instruction. The counselor will monitor data and support any classrooms or teachers with SEL implementation.

**Artifacts:** Walkthrough data, observation notes

**Responsible:** Principal, Counselor, Instructional Coach

**Next Steps:**

Provide additional modeling and support to ensure consistent SEL implementation across classrooms.

**Activity 3: Behavior Data Review & Response System**

The PBIS team and leadership will review behavior data monthly to:

- identify trends (location, time, student groups)
- adjust supports and expectations
- plan targeted interventions and reteaching

**Progress Monitoring and Next Steps (Study/Act):**

**Monthly (Data Analysis):**

The PBIS team will review behavior data to identify patterns and determine targeted supports.

**Artifacts:** Behavior reports, meeting agendas

**Responsible:** PBIS Team, Counselor, Principal

**Quarterly (Trend Analysis):**

The leadership team will analyze and communicate long-term behavior trends and climate data to evaluate impact.

**Artifacts:** Data dashboards, climate index data

**Responsible:** Principal, Counselor, Instructional Coach

**Next Steps:**

Refine behavior supports, adjusts PBIS systems, and provide targeted interventions to improve school climate outcomes.