

## 1: Proficiency

State your **Proficiency** Goal

### Goal 1: East Heights Elementary will increase our reading proficiency from 58% in 2016-17 to 81% by 2019 as indicated by state assessment results.

<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <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>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding	
<p><b>Objective 1:</b> 77.1% of Third, Fourth and Fifth grade students will demonstrate a proficiency in in Reading by 05/17/2018 as measured by 2017 KPREP.</p>	<p><b>Design and Deliver Instruction</b></p>	<p><b>RTI Restructure</b> Develop a clearly defined Rtl school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p>	<p>RTI monitoring sheets; MAPs testing, STAR assessments</p> <p>Principal, Instructional Coach, Teachers</p>		None	
		<p><b>High Yield Strategy Use/Monitoring</b> Ensure ongoing professional development(faculty meeting or PLCs) in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Choose focus strategies at a staff to use for 6-8 weeks. Administration monitor implementation and provide feedback. Evaluate effectiveness and use new strategies, as needed.)</p>	<p>Administrative walkthroughs; staff self-evaluation/reflection</p> <p>Principal, Assistant Principal, Instructional Coach, teachers, Academic Success Action Team</p>		None	
		<p><b>Master Teacher Observations</b></p>	<p>Principal, Instructional Coach, teachers</p>		PD Budget	

		Teachers will participate in observations of the 120 minute reading block at other elementary schools by master teachers and participate in the reflective conversations to follow. In addition, these top of observations will occur within our own school building as well.			\$500
Review, Analyze, and Apply Data		<b>Essential Standards Monitoring</b> Develop a progress monitoring system to monitor standards mastery for each student.	Teachers, Instructional Coach		None
		<b>Watch List</b> Create and monitor a “Watch List” for students performing below proficiency.	BAC, Instructional Coach, teachers		None
Design and Deploy Standards		<b>Vertical Curriculum Conversations</b> Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (Also includes but is not limited to conversations, teaching days at other grade levels, peer observations.)	Principal, Instructional Coach, teachers		PD Budget \$500
Establish Learning Culture and Environment		<b>Accelerated Reading</b> K-5 use of the Accelerated Reading program will be monitored on a weekly and bi-monthly basis through AR report print-out analysis and follow-up discussions with grade level teams and individual teachers as needed. Mini conferences will be held with students who do not meet percentage of goal benchmarks: 25%, 50% and 75%.	Media Specialist, Principal, teachers		SBDM Budget \$4100
		<b>Goal-Setting/Rewards - Reading Growth</b> Students will set personal reading growth goals each nine weeks, tracking their progress through the STAR Assessment monthly. Students reaching their goal will be recognized in a grade-level monthly growth reward. Each class, grade, and then a school-wide goal will be set. These will be visually displayed and tracked.	Teachers, Principal		Student Activity \$500

## 2: Gap

State your **Gap** Goal

**Goal 2: East Heights will reduce the percentage of gap students scoring novice in reading by 50% by 2019.**

<p>Which <b>Strategy</b> will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <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>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b> 10% of Third, Fourth and Fifth grade Economically Disadvantaged, African-American, and Students with Disabilities students will demonstrate a proficiency by reducing the percentage of students scoring novice in Reading by 05/17/2018 as measured by 2018 KPREP.</p>	<p><b>Design and Deliver Instruction</b></p>	<p><b>Data Analysis</b> Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. Grade level representatives will attend a data team training to assist in this process and then bring the information learned back to their teams.</p>	<p>Principal, Instructional Coach, Teachers</p>		<p>None</p>
		<p><b>Student Engagement Strategies</b> Plan for and implement active student engagement strategies.</p>	<p>Principal, Assistant Principal, Instructional Coach</p>		<p>None</p>
		<p><b>Standards Deconstruction &amp; Learning Target Development</b> Increase collaboration in deconstructing standards and developing congruent learning targets.</p>	<p>Principal, Instructional Coach, Teachers</p>		<p>None</p>
		<p><b>High Yield Strategy Use/Monitoring</b> Ensure ongoing professional development(faculty meeting or PLCs) in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Choose focus strategies at a staff to use for 6-8 weeks. Administration monitor implementation and provide feedback. Evaluate effectiveness and use new strategies, as needed.)</p>	<p>Administrative walkthroughs; staff self-evaluation/reflection  Principal, Assistant Principal, Instructional Coach, teachers, Academic Success Action Team</p>		<p>None</p>
		<p><b>ESS Daytime Interventionist</b> A certified teacher will meet with small groups of 2-5 students who are not showing growth as they should on essential standards. Those students who are not already considered Tier 3, received Special Education Services, and who ARE in a GAP group will be considered first.</p>	<p>Instructional Coach, teachers</p>		<p>State Funds (ESS) \$9,500</p>

		<p><b>Reading Club</b> With the assistance of third grade teachers, KPREP data, MAPs data, and STAR data, 6-10 students will be chosen to participate in an afterschool reading strategies club. This club will focus on relationships and helping students to develop skills in their areas of weakness. Parents will be given support material to follow up with their students at home.</p>	Principal, FRYSC, Instructional Coach		None
	Establishing Learning Culture and Environment	<p><b>Staff GAP Training/Discussion</b> Staff will participate in activities designed by KASC in the GAP Closure Toolkit to heighten awareness of and be more culturally responsive to students that might fall into a gap area. This will help the school's guidelines of cultural responsiveness and hold student to high expectations for appreciating and accepting diversity.</p>	Principal, Instructional Coach, Teachers		None
		<p><b>Family Reading Night</b> This event will incorporate all stakeholders together in a partnership toward improved literacy in our students. Parents will be invited for dinner with their student. In addition to dinner, fun activities, and prizes, parents will be introduced to grade-level expectations for reading and in addition be provided with something they can take home and utilize to help their child. The key message to read with 20 minutes each day with their student will be communicated, as this is a proven indicator of improved literacy if done from birth on.</p>	Principal, Instructional Coach, Title 1 Coordinator		Title 1 \$1000

### 3: Growth

State your **Growth** Goal

**Goal 3: By 2021, 90% of 5th grade students will show growth (adequate yearly progress) on their RIT score in reading as measured by the MAPs assessment from Spring to Spring.**

The RIT scale measures what students know, regardless of their grade level. It also measures growth over time, giving us the ability to track a student's progress throughout the school year and across multiple years.

Which <b>Strategy</b> will the school/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>	Which <b>Activities</b> will the school/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="#">KCWPI: Design and Deploy Standards - Continuous Improvement Activities</a></li> </ul>	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			
<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>	<ul style="list-style-type: none"> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p><b>Objective 1:</b> By May 2018, 80% of 5th grade students will show growth on their RIT score in reading as measured by the MAPs assessment.</p>	<p><b>Design and Deliver Instruction</b></p>	<p><b>RTI Restructure</b> Develop a clearly defined Rtl school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p>	<p>RTI monitoring sheets; MAPs testing, STAR assessments</p> <p>Principal, Instructional Coach, Teachers</p>		None
		<p><b>High Yield Strategy Use/Monitoring</b> Ensure ongoing professional development(faculty meeting or PLCs) in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Choose focus strategies at a staff to use for 6-8 weeks. Administration monitor implementation and provide feedback. Evaluate effectiveness and use new strategies, as needed.)</p>	<p>Administrative walkthroughs; staff self-evaluation/reflection</p> <p>Principal, Assistant Principal, Instructional Coach, teachers, Academic Success Action Team</p>		None			
		<p><b>Master Teacher Observations</b> Teachers will participate in observations of the 120 minute reading block at other elementary schools by master teachers and participate in the reflective conversations to follow. In addition, these top of observations will occur within our own school building as well.</p>	<p>Principal, Instructional Coach, teachers</p>		PD Budget \$500			
	<p><b>Establish Learning Culture and Environment</b></p>	<p><b>Accelerated Reading</b> K-5 use of the Accelerated Reading program will be monitored on a weekly and bi-monthly basis through AR report print-out analysis and follow-up discussions with grade level teams and individual teachers as needed. Mini conferences will be held with students who do not meet percentage of goal benchmarks: 25%, 50% and 75%.</p>	<p>Media Specialist, Principal, teachers</p>		SBDM Budget \$4100			
		<p><b>Goal-Setting/Rewards - Reading Growth</b> Students will set personal reading growth goals each nine weeks, tracking their progress through the STAR Assessment monthly. Students reaching their goal will be recognized in a grade-level monthly growth reward. Each</p>	<p>Teachers, Principal</p>		Student Activity \$500			

		class, grade, and then a school-wide goal will be set. These will be visually displayed and tracked.			
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#### 4: Transition readiness

State your **Transition readiness** Goal

**Goal 4: By May 2021, the percentage of 5th graders on or above grade level in reading as measured by the MAPs assessment will be 90% to support their transition to middle school.**

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Which <b>Strategy</b> will the school/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 school/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 - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		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.	
<b>Objective 1:</b> By May 2018, the percentage of 5th graders on or above grade level in reading as measured by the MAPs assessment will increase from 60% (Spring 2017, 4th grade) to 75% (Spring 2018, 5th grade) to support their transition to middle school.	<b>Design and Deliver Instruction</b>	<b>Data Analysis</b> Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. Grade level representatives will attend a data team training to assist in this process and then bring the information learned back to their teams in November 2017 and in February 2018.	Principal, Instructional Coach, Teachers		None
		<b>Student Engagement Strategies</b> Plan for and implement active student engagement strategies.	Principal, Assistant Principal, Instructional Coach		None
		<b>Standards Deconstruction &amp; Learning Target Development</b> Increase collaboration in deconstructing standards and developing congruent learning targets.	Principal, Instructional Coach, Teachers		None

		<p><b>ESS Daytime Interventionist</b> A certified teacher will meet with small groups of 2-5 students who are not showing growth as they should on essential standards. Those students who are not already considered Tier 3, received Special Education Services, and who ARE in a GAP group will be considered first.</p>	Instructional Coach, teachers		State Funds (ESS) \$9,500
		<p><b>Reading Club</b> With the assistance of third grade teachers, KPREP data, MAPs data, and STAR data, 6-10 students will be chosen to participate in an afterschool reading strategies club. This club will focus on relationships and helping students to develop skills in their areas of weakness. Parents will be given support material to follow up with their students at home.</p>	Principal, FRYSC, Instructional Coach		None
		<p><b>RTI Restructure</b> Develop a clearly defined Rtl school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p>	RTI monitoring sheets; MAPs testing, STAR assessments  Principal, Instructional Coach, Teachers		None
	Establishing Learning Culture and Environment	<p><b>Staff GAP Training/Discussion</b> Staff will participate in activities designed by KASC in the GAP Closure Toolkit to heighten awareness of and be more culturally responsive to students that might fall into a gap area. This will help the school's guidelines of cultural responsiveness and hold student to high expectations for appreciating and accepting diversity.</p>	Principal, Instructional Coach, Teachers		None
		<p><b>Family Reading Night</b> This event will incorporate all stakeholders together in a partnership toward improved literacy in our students. Parents will be invited for dinner with their student. In addition to dinner, fun activities, and prizes, parents will be introduced to grade-level expectations for reading and in addition be provided with something they can take home and utilize to help their child. The key message to read with 20 minutes each day with their student will be communicated, as this is a proven indicator of improved literacy if done from birth on.</p>	Principal, Instructional Coach, Title 1 Coordinator		Title 1 \$1000