

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education 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 school/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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, 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

State your **Proficiency Goal**

Goal 1: Increase the avg combined reading and math percentage P/D KPREP scores for Bend Gate Elementary from 51.3% in 2017 to 73.7% in 2019.

<p>Which Strategy 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"> • 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 	<p>Which Activities 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"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<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>Objective 1: collaborate to increase overall reading percentage of P/D from 51.8% to 70.4% by May 2018 as measured by KPREP testing</p>	<p>DATA ANALYSIS: Through KPREP data analysis, teachers will internalize and understand the configuration of KPREP scores. Staff will comprehend the components of Achievement, Growth, Gap, and Novice Reduction. We will identify students and refine instructional strategies based on patterns in the data.</p>	<p>Teachers and staff will participate in data disaggregation professional development to interpret 2016-2017 Reading and Math KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in reading. Data analysis will also include scrimmage data from our Fall Scrimmage and Spring Scrimmage.</p>	<p>Increase in overall and individual KPREP scrimmage scores</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
		<p>Teaching staff will analyze Reading MAP data three times a year to plan differentiated instruction for student achievement.</p>	<p>Individual MAP goals met; school wide MAP goals (increases) met</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
	<p>LITERACY PLAN: Teachers and staff will implement appropriate literary strategies to increase student achievement in reading. School wide Literacy Plan is revised with specific guidelines on</p>	<p>Teachers and staff will participate in professional development activities to enhance classroom instruction. As a result, increased student achievement will occur. Some professional development activities include Carolyn Downing Phonics Training, Master the Code Phonics Training, Saxon Phonics, and Accelerated Reading Training.</p>	<p>Students will enter intermediate grades with stronger foundational skills and higher fluency</p>	<p>3/1/18-Implemented</p>	<p>\$5,000—SBDM, Title I</p>
		<p>Teachers will participate in weekly common planning time to ensure essential reading standards are identified and the student learning occurs to mastery. Best practices of instruction and assessment will be used.</p>	<p>Percentage of students on/above grade level in reading increases</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>

expectations and accountability (students and staff).	Kindergarten students will complete all Headsprout software episodes to improve comprehension. First grade students, identified in 12/17 will work through Headsprout Early Reading as a phonics review/intervention from 1/18-5/18. Students will be benchmarked at the start of second grade, once again, to determine the need for Headsprout Early Reading intervention.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Partially Implemented: All kindergarten students are participating in “Headsprout” but not all identified first and second grade students.	\$5,000—paid by district
	The Accelerated Reader program will be implemented K - 5 as an independent reading supplement. Reports are looked at weekly by Leadership Team for accountability and efficacy. Teachers conference with students regularly to address specific reading needs and goals. Students set goals each nine weeks after taking their STAR Reading Assessment. Students are rewarded each nine weeks for meeting or exceeding 25%, 50%, 75%, and 100% of their goal(s). “Lunch Crunch” used as a detention like setting for students not on track for meeting their AR Goals. Students are identified on Monday and must attend “Lunch Crunch” through Thursday before release. Parents are contacted to let them know their student is behind in AR.	Students become more fluent readers through individualized practice—student reading levels increase	3/1/18-Implemented	\$5,000—SBDM, Title I
	Teachers in grades K-3 will provide daily phonics instruction in addition to Journeys core curriculum. Some materials used include Sing Spell Read and Write, Modern Curriculum Press Phonics, Saxon Coding, and Master the Code Phonics.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	\$2,000—SBDM, Title I
	Teachers access a variety of resources to ensure essential standards are being taught in depth and that student learning is taking place. The district core curriculum is supplemented with other resources that better address the needs of students and take instruction to a deeper level. Resources include Scholastic Storyworks, Moby Max, Reading A-Z, Brainpop, Starfall, Flocabulary, Brainzy, etc.	Percentage of students on/above grade level in reading increases	3/1/18-Implemented	\$3,000—SBDM, Title I
	A school-wide writing plan was developed in 2015, including paragraph writing strategies of Abel and Atherton as well as constructed response guidelines and examples. A quality and quantity timeline are included in the plan as a way to outline expectations for teachers and students. Under the guidelines of the Writing Plan, students are writing about what they read to enhance their understanding.	On-Demand scores will increase	3/1/18-Implemented	n/a
	Reading Phonics Inventory—all K-3 students were given an extensive Reading Phonics Inventory (RIC). Instruction for RTI purposes and small group is planned based on the data from the RIC. Students are assessed using the RIC a minimum of 3 times per year. This inventory travels with students if they transfer to another school, as well as each school year to the following grade level.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	n/a
	Read 180 and System 44—Both programs have been implemented as core instruction for our identified fourth and fifth grade students. For 90 minutes daily, identified students will participate in an RTI reading class.	Students become more fluent readers through individualized practice—student reading levels increase	3/1/18-Implemented	\$2,500—SBDM,

	RESPONSE TO INTERVENTION: Academic and behavior intervention teams will review data of identified students who are academically below grade level or who have behavioral concerns.	An academic RTI Team consisting of the Principal, Instructional Coach, Counselor, and Lead RTI Interventionist (Math and Reading) meet weekly to analyze data. Discussions center around AimsWeb data, student work samples, and teacher observations.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	n/a	
		Tier III students' progress will be monitored a minimum of one time every other week and results will be recorded in the AimsWeb Data System.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$2,000—paid by district	
		Interventionists will use RIC data to address the needs of Tier III and some Tier II students. A variety of research based curriculum will be used to address these deficits.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$28,000—Title I	
		Tier II students take the STAR Reading Assessment every 3 weeks for data collection. The information provided helps interventionists differentiate small group instruction during Tier II time to address skill deficits. Tier III students take the STAR Reading Assessment every other week for the same purposes.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	Part of AR funds	
		WIN (What I Need) Time occurs during RTI pull out. During this time, teachers collaborate to differentiate instruction for ALL students. Teachers pre and post test students on essential skills/standards, then group students and plan instruction accordingly. During this time, interventionists “push-in” to help Tier II students in grades 1-3.	Number of Tier III and II students decreases throughout the school year	3/1/18-Implemented	n/a	
	PARENT INVOLVEMENT: Multiple events/activities will be organized to involve and inform parents of various instructional strategies and information.	Literacy activities that reinforce classroom instruction are provided to parents and stakeholders. These activities include: an author presentation, book fair and family reading strategies.	Students become more fluent readers through individualized practice— student reading levels increase	3/1/18-Implemented	\$2,000—Title I	
		Literacy screenings will be completed for incoming kindergarten students that attend.	Higher number of kindergarten students on grade level or above by the end of school year	3/1/18-Implemented	n/a	
	Objective 2: collaborate to increase overall math percentage of P/D from 50.7% to 66.3% by May 2018 as measured by KPREP	DATA ANALYSIS: Through KPREP data analysis, teachers will internalize and understand the configuration of KPREP scores. Staff will comprehend the components of Achievement, Growth, Gap, and Novice Reduction. We will identify students and refine instructional strategies based on patterns in the data.	Teachers and staff will participate in data disaggregation professional development to interpret 2016-2017 Reading and Math KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in math. Data analysis will also include scrimmage data from our Fall Scrimmage and Spring Scrimmage.	Increase in overall and individual KPREP scrimmage scores	3/1/18-Implemented	n/a
			Teaching staff will analyze Math MAP data three times a year to plan differentiated instruction for student achievement.	Individual MAP goals met; school wide MAP goals (increases) met	3/1/18-Implemented	n/a
		MATH INITIATIVE: Teachers and staff will implement appropriate Math	Teachers will participate in various Math in Focus teacher collaboration workshops throughout the school year.	Increase in proficiency in math	3/1/18-Partially Implemented: Teachers participated in a	n/a

	strategies to increase student achievement in Math.			collaborative workshop during PD at the beginning of the school year but have not attended any since; District Math Coordinator does collaborate with math teachers at every grade level monthly regarding instruction and assessments.	
		Teachers implement the Math in Focus Core Instruction based upon Singapore mathematic strategies. Teachers collaborate weekly to plan math instruction and ensure student mastery. Math in Focus Re-Teach, Extra Practice, and Enrichment are all used to differentiate daily instruction.	Increase in proficiency in math	3/1/18-Implemented	n/a
		With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).	Increase in proficiency in math	3/1/18-Implemented	n/a
		With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).	Increase in proficiency in math	3/1/18-Implemented	n/a
		Calendar Math is a program that serves as pre-teach and/or re-teach of math skills and standards. Calendar is taught 3-5 days a week in grades K-5 for approximately 20 minutes each session.	Increase in proficiency in math	3/1/18-Implemented	n/a
	RESPONSE TO INTERVENTION: Academic and behavior intervention teams will review data of identified students who are academically below grade level or who have behavioral concerns.	An academic RTI Team consisting of the Principal, Instructional Coach, Counselor, and Lead RTI Interventionist (Math and Reading) meet weekly to analyze data. Discussions center around AimsWeb data, student work samples, and teacher observations.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	n/a
		Tier III students' progress will be monitored a minimum of one time every other week and results will be recorded in the AimsWeb Data System.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$2,000—paid by district
		During our WIN time, math interventionists pull Tier II and III math students to work in small groups. Interventionists use STAR Math Assessment Data to pull supplemental resources and differentiate small group instruction	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$28,000—Title I

		based on individual student needs. Interventionists use flash cards, math games, Saxton math, and Math in Focus Re-Teach, among others.			
		Tier II students take the STAR Math Assessment every 3 weeks for data collection. The information provided helps interventionists differentiate small group instruction during Tier II time to address skill deficits. Tier III students take the STAR Math Assessment every other week for the same purposes.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	Part of AR funds
		WIN (What I Need) Time occurs during RTI pull out. During this time, teachers collaborate to differentiate instruction for ALL students. Teachers pre and post test students on essential skills/standards, then group students and plan instruction accordingly. During this time, interventionists "push-in" to help Tier II students in grades 1-3.	Number of Tier III and II students decreases throughout the school year	3/1/18-Implemented	n/a
	PARENT INVOLVEMENT: A variety of school activities promote parental involvement in mathematics instruction.	Math Title I Night was a Halloween themed math event. Each grade level created a Halloween math game that parents and students participated in.	Students become better problem solvers	3/1/18-Implemented	\$2,000— Title I

2: Gap

State your **Gap** Goal

Goal 2: Increase the avg combined Reading and Math P/D percentages for all students in the Non-Duplicated Gap Group from 43.6% to 69.7% by 2019.

<p>Which Strategy 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"> • 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 		<p>Which Activities 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"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<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	
Objective 1: collaborate to increase the Reading P/D percentages for	DATA ANALYSIS: Through KPREP data analysis, teachers will internalize and understand the configuration of	Teachers and staff will participate in data disaggregation professional development to interpret 2016-2017 Reading and Math KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in reading. Data analysis	Increase in overall and individual KPREP scrimmage scores	3/1/18-Implemented	n/a	

all students in the Non-Duplicated Gap Group from 44.6% to 65.4% by May 2018 as measured by KPREP.	KPREP scores. Staff will comprehend the components of Achievement, Growth, Gap, and Novice Reduction. We will identify students and refine instructional strategies based on patterns in the data.	will also include scrimmage data from our Fall Scrimmage and Spring Scrimmage.			
		Teaching staff will analyze Reading MAP data three times a year to plan differentiated instruction for student achievement.	Individual MAP goals met; school wide MAP goals (increases) met	3/1/18-Implemented	n/a
	LITERACY PLAN: Teachers and staff will implement appropriate literary strategies to increase student achievement in reading. School wide Literacy Plan is revised with specific guidelines on expectations and accountability (students and staff).	Teachers and staff will participate in professional development activities to enhance classroom instruction. As a result, increased student achievement will occur. Some professional development activities include Carolyn Downing Phonics Training, Master the Code Phonics Training, Saxon Phonics, and Accelerated Reading Training.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	\$5,000— SBDM, Title I
		Teachers will participate in weekly common planning time to ensure essential reading standards are identified and the student learning occurs to mastery. Best practices of instruction and assessment will be used.	Percentage of students on/above grade level in reading increases	3/1/18-Implemented	n/a
		Kindergarten students will complete all Headsprout software episodes to improve comprehension. First grade students, identified in 12/17 will work through Headsprout Early Reading as a phonics review/intervention from 1/18-5/18. Students will be benchmarked at the start of second grade, once again, to determine the need for Headsprout Early Reading intervention.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Partially Implemented: All kindergarten students are participating in “Headsprout” but not all identified first and second grade students.	\$5,000— paid by district
		The Accelerated Reader program will be implemented K - 5 as an independent reading supplement. Reports are looked at weekly by Leadership Team for accountability and efficacy. Teachers conference with students regularly to address specific reading needs and goals. Students set goals each nine weeks after taking their STAR Reading Assessment. Students are rewarded each nine weeks for meeting or exceeding 25%, 50%, 75%, and 100% of their goal(s). “Lunch Crunch” used as a detention like setting for students not on track for meeting their AR Goals. Students are identified on Monday and must attend “Lunch Crunch” through Thursday before release. Parents are contacted to let them know their student is behind in AR.	Students become more fluent readers through individualized practice— student reading levels increase	3/1/18-Implemented	\$5,000— SBDM, Title I
		Teachers in grades K-3 will provide daily phonics instruction in addition to Journeys core curriculum. Some materials used include Sing Spell Read and Write, Modern Curriculum Press Phonics, Saxon Coding, and Master the Code Phonics.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	\$2,000— SBDM, Title I
		Teachers access a variety of resources to ensure essential standards are being taught in depth and that student learning is taking place. The district core curriculum is supplemented with other resources that better address the needs of students and take instruction to a deeper level. Resources include Scholastic Storyworks, Moby Max, Reading A-Z, Brainpop, Starfall, Flocabulary, Brainzy, etc.	Percentage of students on/above grade level in reading increases	3/1/18-Implemented	\$3,000— SBDM, Title I
		A school-wide writing plan was developed in 2015, including paragraph writing strategies of Abel and Atherton as well as constructed response guidelines and examples. A quality and quantity timeline are included in the plan as a way to outline expectations for teachers and students. Under	On-Demand scores will increase	3/1/18-Implemented	n/a

		the guidelines of the Writing Plan, students are writing about what they read to enhance their understanding.				
		Reading Phonics Inventory—all K-3 students were given an extensive Reading Phonics Inventory (RIC). Instruction for RTI purposes and small group is planned based on the data from the RIC. Students are assessed using the RIC a minimum of 3 times per year. This inventory travels with students if they transfer to another school, as well as each school year to the following grade level.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	n/a	
		Read 180 and System 44—Both programs have been implemented as core instruction for our identified fourth and fifth grade students. For 90 minutes daily, identified students will participate in an RTI reading class.	Students become more fluent readers through individualized practice—student reading levels increase	3/1/18-Implemented	\$2,500—SBDM,	
	RESPONSE TO INTERVENTION: Academic and behavior intervention teams will review data of identified students who are academically below grade level or who have behavioral concerns.	An academic RTI Team consisting of the Principal, Instructional Coach, Counselor, and Lead RTI Interventionist (Math and Reading) meet weekly to analyze data. Discussions center around AimsWeb data, student work samples, and teacher observations.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	n/a	
		Tier III students' progress will be monitored a minimum of one time every other week and results will be recorded in the AimsWeb Data System.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$2,000—paid by district	
		Interventionists will use RIC data to address the needs of Tier III and some Tier II students. A variety of research based curriculum will be used to address these deficits.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$28,000—Title I	
		Tier II students take the STAR Reading Assessment every 3 weeks for data collection. The information provided helps interventionists differentiate small group instruction during Tier II time to address skill deficits. Tier III students take the STAR Reading Assessment every other week for the same purposes.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	Part of AR funds	
		WIN (What I Need) Time occurs during RTI pull out. During this time, teachers collaborate to differentiate instruction for ALL students. Teachers pre and post test students on essential skills/standards, then group students and plan instruction accordingly. During this time, interventionists “push-in” to help Tier II students in grades 1-3.	Number of Tier III and II students decreases throughout the school year	3/1/18-Implemented	n/a	
		PARENT INVOLVEMENT: Multiple events/activities will be organized to involve and inform parents of various instructional strategies and information.	Literacy activities that reinforce classroom instruction are provided to parents and stakeholders. These activities include: an author presentation, book fair and family reading strategies.	Students become more fluent readers through individualized practice—student reading levels increase	3/1/18-Implemented	\$2,000—Title I
			Literacy screenings will be completed for incoming kindergarten students that attend.	Higher number of kindergarten students on grade level or above by the end of school year	3/1/18-Implemented	n/a

<p>Objective 2: collaborate to increase the Math P/D percentage for all the students in the Non-Duplicated Gap Group from 42.6% to 61.7%. by May 2018 as measured by KPREP.</p>	<p>DATA ANALYSIS: Through KPREP data analysis, teachers will internalize and understand the configuration of KPREP scores. Staff will comprehend the components of Achievement, Growth, Gap, and Novice Reduction. We will identify students and refine instructional strategies based on patterns in the data.</p>	<p>Teachers and staff will participate in data disaggregation professional development to interpret 2016-2017 Reading and Math KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in math. Data analysis will also include scrimmage data from our Fall Scrimmage and Spring Scrimmage.</p>	<p>Increase in overall and individual KPREP scrimmage scores</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
		<p>Teaching staff will analyze Math MAP data three times a year to plan differentiated instruction for student achievement.</p>	<p>Individual MAP goals met; school wide MAP goals (increases) met</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
	<p>MATH INITIATIVE: Teachers and staff will implement appropriate Math strategies to increase student achievement in Math.</p>	<p>Teachers will participate in various Math in Focus teacher collaboration workshops throughout the school year.</p>	<p>Increase in proficiency in math</p>	<p>3/1/18-Partially Implemented: Teachers participated in a collaborative workshop during PD at the beginning of the school year but have not attended any since; District Math Coordinator does collaborate with math teachers at every grade level monthly regarding instruction and assessments.</p>	<p>n/a</p>
		<p>Teachers implement the Math in Focus Core Instruction based upon Singapore mathematic strategies. Teachers collaborate weekly to plan math instruction and ensure student mastery. Math in Focus Re-Teach, Extra Practice, and Enrichment are all used to differentiate daily instruction.</p>	<p>Increase in proficiency in math</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
		<p>With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).</p>	<p>Increase in proficiency in math</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
		<p>With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).</p>	<p>Increase in proficiency in math</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>

		Calendar Math is a program that serves as pre-teach and/or re-teach of math skills and standards. Calendar is taught 3-5 days a week in grades K-5 for approximately 20 minutes each session.	Increase in proficiency in math	3/1/18-Implemented	n/a
<p>RESPONSE TO INTERVENTION: Academic and behavior intervention teams will review data of identified students who are academically below grade level or who have behavioral concerns.</p>		An academic RTI Team consisting of the Principal, Instructional Coach, Counselor, and Lead RTI Interventionist (Math and Reading) meet weekly to analyze data. Discussions center around AimsWeb data, student work samples, and teacher observations.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	n/a
		Tier III students' progress will be monitored a minimum of one time every other week and results will be recorded in the AimsWeb Data System.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$2,000—paid by district
		During our WIN time, math interventionists pull Tier II and III math students to work in small groups. Interventionists use STAR Math Assessment Data to pull supplemental resources and differentiate small group instruction based on individual student needs. Interventionists use flash cards, math games, Saxton math, and Math in Focus Re-Teach, among others.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$28,000—Title I
		Tier II students take the STAR Math Assessment every 3 weeks for data collection. The information provided helps interventionists differentiate small group instruction during Tier II time to address skill deficits. Tier III students take the STAR Math Assessment every other week for the same purposes.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	Part of AR funds
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	<p>PARENT INVOLVEMENT: A variety of school activities promote parental involvement in mathematics instruction.</p>		Math Title I Night was a Halloween themed math event. Each grade level created a Halloween math game that parents and students participated in.	Students become better problem solvers	3/1/18-Implemented

3: Growth

State your **Growth Goal**

<p>Goal 3: By the end of the 2017-2018 school year; 80% of 1st, 2nd, and 3rd grade students will be reading on grade level (50th percentile or above) according to the Spring 2018 NWEA MAP Growth Reading Test.</p>		
<p>Which Strategy 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"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy 	<p>Which Activities 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"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities 	<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>

<ul style="list-style-type: none"> KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		<ul style="list-style-type: none"> KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: collaborate to increase the students reading on/above grade level (50 th percentile or higher) on NWEA Map Growth from 56.3% to 80%.	DATA ANALYSIS: Through MAP data analysis, teachers will internalize and understand the configuration of MAP scores. Staff will comprehend the components of Achievement and Growth. We will identify students and refine instructional strategies based on patterns in the data. LITERACY PLAN: Teachers and staff will implement appropriate literary strategies to increase student achievement in reading. School wide Literacy Plan is revised with specific guidelines on expectations and accountability (students and staff).	Teaching staff will analyze Reading MAP data three times a year to plan differentiated instruction for student achievement.	Individual MAP goals met; school wide MAP goals (increases) met	3/1/18-Implemented	n/a
		Teachers and staff will participate in professional development activities to enhance classroom instruction. As a result, increased student achievement will occur. Some professional development activities include Carolyn Downing Phonics Training, Master the Code Phonics Training, Saxon Phonics, and Accelerated Reading Training.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	\$5,000—SBDM, Title I
		Teachers will participate in weekly common planning time to ensure essential reading standards are identified and the student learning occurs to mastery. Best practices of instruction and assessment will be used.	Percentage of students on/above grade level in reading increases	3/1/18-Implemented	n/a
		Kindergarten students will complete all Headsprout software episodes to improve comprehension. First grade students, identified in 12/17 will work through Headsprout Early Reading as a phonics review/intervention from 1/18-5/18. Students will be benchmarked at the start of second grade, once again, to determine the need for Headsprout Early Reading intervention.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Partially Implemented: All kindergarten students are participating in “Headsprout” but not all identified first and second grade students.	\$5,000—paid by district
		The Accelerated Reader program will be implemented K - 5 as an independent reading supplement. Reports are looked at weekly by Leadership Team for accountability and efficacy. Teachers conference with students regularly to address specific reading needs and goals. Students set goals each nine weeks after taking their STAR Reading Assessment. Students are rewarded each nine weeks for meeting or exceeding 25%, 50%, 75%, and 100% of their goal(s). “Lunch Crunch” used as a detention like setting for students not on track for meeting their AR Goals. Students are identified on Monday and must attend “Lunch	Students become more fluent readers through individualized practice—student reading levels increase	3/1/18-Implemented	\$5,000—SBDM, Title I

		Crunch” through Thursday before release. Parents are contacted to let them know their student is behind in AR.			
		Teachers in grades K-3 will provide daily phonics instruction in addition to Journeys core curriculum. Some materials used include Sing Spell Read and Write, Modern Curriculum Press Phonics, Saxon Coding, and Master the Code Phonics.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	\$2,000— SBDM, Title I
		Teachers access a variety of resources to ensure essential standards are being taught in depth and that student learning is taking place. The district core curriculum is supplemented with other resources that better address the needs of students and take instruction to a deeper level. Resources include Scholastic Storyworks, Moby Max, Reading A-Z, Brainpop, Starfall, Flocabulary, Brainzy, etc.	Percentage of students on/above grade level in reading increases	3/1/18-Implemented	\$3,000— SBDM, Title I
		A school-wide writing plan was developed in 2015, including paragraph writing strategies of Abel and Atherton as well as constructed response guidelines and examples. A quality and quantity timeline are included in the plan as a way to outline expectations for teachers and students. Under the guidelines of the Writing Plan, students are writing about what they read to enhance their understanding.	On-Demand scores will increase	3/1/18-Implemented	n/a
		Reading Phonics Inventory—all K-3 students were given an extensive Reading Phonics Inventory (RIC). Instruction for RTI purposes and small group is planned based on the data from the RIC. Students are assessed using the RIC a minimum of 3 times per year. This inventory travels with students if they transfer to another school, as well as each school year to the following grade level.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	n/a
		Read 180 and System 44—Both programs have been implemented as core instruction for our identified fourth and fifth grade students. For 90 minutes daily, identified students will participate in an RTI reading class.	Students become more fluent readers through individualized practice— student reading levels increase	3/1/18-Implemented	\$2,500— SBDM,
	RESPONSE TO INTERVENTION: Academic and behavior intervention teams will review data of identified students who are academically below grade level or who have behavioral concerns.	An academic RTI Team consisting of the Principal, Instructional Coach, Counselor, and Lead RTI Interventionist (Math and Reading) meet weekly to analyze data. Discussions center around AimsWeb data, student work samples, and teacher observations.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	n/a
		Tier III students' progress will be monitored a minimum of one time every other week and results will be recorded in the AimsWeb Data System.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$2,000— paid by district
		Interventionists will use RIC data to address the needs of Tier III and some Tier II students. A variety of research based curriculum will be used to address these deficits.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$28,000— Title I
		Tier II students take the STAR Reading Assessment every 3 weeks for data collection. The information provided helps interventionists differentiate small group instruction during Tier II time to address skill	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	Part of AR funds

		deficits. Tier III students take the STAR Reading Assessment every other week for the same purposes.			
		WIN (What I Need) Time occurs during RTI pull out. During this time, teachers collaborate to differentiate instruction for ALL students. Teachers pre and post test students on essential skills/standards, then group students and plan instruction accordingly. During this time, interventionists “push-in” to help Tier II students in grades 1-3.	Number of Tier III and II students decreases throughout the school year	3/1/18-Implemented	n/a
	PARENT INVOLVEMENT: Multiple events/activities will be organized to involve and inform parents of various instructional strategies and information.	Literacy activities that reinforce classroom instruction are provided to parents and stakeholders. These activities include: an author presentation, book fair and family reading strategies.	Students become more fluent readers through individualized practice— student reading levels increase	3/1/18-Implemented	\$2,000— Title I
		Literacy screenings will be completed for incoming kindergarten students that attend.	Higher number of kindergarten students on grade level or above by the end of school year	3/1/18-Implemented	n/a

4: Transition readiness

State your **Transition readiness** Goal

Goal 4: Bend Gate Elementary will exceed the state transition benchmark by 5%.					
Which Strategy 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 Activities 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>		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.	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

<p>Objective 1: Collaborate to ensure students are academically prepared to be successful in successive grade level each year. Student success measured by data indicating grade level readiness.</p>	<p>DATA ANALYSIS: Through KPREP data analysis, teachers will internalize and understand the configuration of KPREP scores. Staff will comprehend the components of Achievement, Growth, Gap, and Novice Reduction. We will identify students and refine instructional strategies based on patterns in the data.</p>	<p>Teachers and staff will participate in data disaggregation professional development to interpret 2016-2017 Reading and Math KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in reading. Data analysis will also include scrimmage data from our Fall Scrimmage and Spring Scrimmage.</p>	<p>Increase in overall and individual KPREP scrimmage scores</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
		<p>Teaching staff will analyze Reading MAP data three times a year to plan differentiated instruction for student achievement.</p>	<p>Individual MAP goals met; school wide MAP goals (increases) met</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
	<p>LITERACY PLAN: Teachers and staff will implement appropriate literary strategies to increase student achievement in reading. School wide Literacy Plan is revised with specific guidelines on expectations and accountability (students and staff).</p>	<p>Teachers and staff will participate in professional development activities to enhance classroom instruction. As a result, increased student achievement will occur. Some professional development activities include Carolyn Downing Phonics Training, Master the Code Phonics Training, Saxon Phonics, and Accelerated Reading Training.</p>	<p>Students will enter intermediate grades with stronger foundational skills and higher fluency</p>	<p>3/1/18-Implemented</p>	<p>\$5,000— SBDM, Title I</p>
		<p>Teachers will participate in weekly common planning time to ensure essential reading standards are identified and the student learning occurs to mastery. Best practices of instruction and assessment will be used.</p>	<p>Percentage of students on/above grade level in reading increases</p>	<p>3/1/18-Implemented</p>	<p>n/a</p>
		<p>Kindergarten students will complete all Headsprout software episodes to improve comprehension. First grade students, identified in 12/17 will work through Headsprout Early Reading as a phonics review/intervention from 1/18-5/18. Students will be benchmarked at the start of second grade, once again, to determine the need for Headsprout Early Reading intervention.</p>	<p>Students will enter intermediate grades with stronger foundational skills and higher fluency</p>	<p>3/1/18-Partially Implemented: All kindergarten students are participating in "Headsprout" but not all identified first and second grade students.</p>	<p>\$5,000— paid by district</p>
		<p>The Accelerated Reader program will be implemented K - 5 as an independent reading supplement. Reports are looked at weekly by Leadership Team for accountability and efficacy. Teachers conference with students regularly to address specific reading needs and goals. Students set goals each nine weeks after taking their STAR Reading Assessment. Students are rewarded each nine weeks for meeting or exceeding 25%, 50%, 75%, and 100% of their goal(s). "Lunch Crunch" used as a detention like setting for students not on track for meeting their AR Goals. Students are identified on Monday and must attend "Lunch Crunch" through Thursday before release. Parents are contacted to let them know their student is behind in AR.</p>	<p>Students become more fluent readers through individualized practice— student reading levels increase</p>	<p>3/1/18-Implemented</p>	<p>\$5,000— SBDM, Title I</p>
		<p>Teachers in grades K-3 will provide daily phonics instruction in addition to Journeys core curriculum. Some materials used include Sing Spell Read and Write, Modern Curriculum Press Phonics, Saxon Coding, and Master the Code Phonics.</p>	<p>Students will enter intermediate grades with stronger foundational skills and higher fluency</p>	<p>3/1/18-Implemented</p>	<p>\$2,000— SBDM, Title I</p>
		<p>Teachers access a variety of resources to ensure essential standards are being taught in depth and that student learning is taking place. The district core curriculum is supplemented with other resources that better address the needs of students and take instruction to a deeper level. Resources include Scholastic Storyworks, Moby Max, Reading A-Z, Brainpop, Starfall, Flocabulary, Brainzy, etc.</p>	<p>Percentage of students on/above grade level in reading increases</p>	<p>3/1/18-Implemented</p>	<p>\$3,000— SBDM, Title I</p>

		A school-wide writing plan was developed in 2015, including paragraph writing strategies of Abel and Atherton as well as constructed response guidelines and examples. A quality and quantity timeline are included in the plan as a way to outline expectations for teachers and students. Under the guidelines of the Writing Plan, students are writing about what they read to enhance their understanding.	On-Demand scores will increase	3/1/18-Implemented	n/a
		Reading Phonics Inventory—all K-3 students were given an extensive Reading Phonics Inventory (RIC). Instruction for RTI purposes and small group is planned based on the data from the RIC. Students are assessed using the RIC a minimum of 3 times per year. This inventory travels with students if they transfer to another school, as well as each school year to the following grade level.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	n/a
		Read 180 and System 44—Both programs have been implemented as core instruction for our identified fourth and fifth grade students. For 90 minutes daily, identified students will participate in an RTI reading class.	Students become more fluent readers through individualized practice—student reading levels increase	3/1/18-Implemented	\$2,500—SBDM,
	MATH INITIATIVE: Teachers and staff will implement appropriate Math strategies to increase student achievement in Math.	Teachers will participate in various Math in Focus teacher collaboration workshops throughout the school year.	Increase in proficiency in math	3/1/18-Partially Implemented: Teachers participated in a collaborative workshop during PD at the beginning of the school year but have not attended any since; District Math Coordinator does collaborate with math teachers at every grade level monthly regarding instruction and assessments.	n/a
		Teachers implement the Math in Focus Core Instruction based upon Singapore mathematic strategies. Teachers collaborate weekly to plan math instruction and ensure student mastery. Math in Focus Re-Teach, Extra Practice, and Enrichment are all used to differentiate daily instruction.	Increase in proficiency in math	3/1/18-Implemented	n/a
		With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).	Increase in proficiency in math	3/1/18-Implemented	n/a
		With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and	Increase in proficiency in math	3/1/18-Implemented	n/a

		then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).			
		Calendar Math is a program that serves as pre-teach and/or re-teach of math skills and standards. Calendar is taught 3-5 days a week in grades K-5 for approximately 20 minutes each session.	Increase in proficiency in math	3/1/18-Implemented	n/a
	RESPONSE TO INTERVENTION: Academic and behavior intervention teams will review data of identified students who are academically below grade level or who have behavioral concerns.	An academic RTI Team consisting of the Principal, Instructional Coach, Counselor, and Lead RTI Interventionist (Math and Reading) meet weekly to analyze data. Discussions center around AimsWeb data, student work samples, and teacher observations.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	n/a
		Tier III students' progress will be monitored a minimum of one time every other week and results will be recorded in the AimsWeb Data System.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$2,000—paid by district
		Interventionists will use RIC data to address the needs of Tier III and some Tier II students. A variety of research based curriculum will be used to address these deficits.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$28,000—Title I
		Tier II students take the STAR Reading and Math Assessment every 3 weeks for data collection. The information provided helps interventionists differentiate small group instruction during Tier II time to address skill deficits. Tier III students take the STAR Reading and Math Assessment every other week for the same purposes.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	Part of AR funds
		WIN (What I Need) Time occurs during RTI pull out. During this time, teachers collaborate to differentiate instruction for ALL students. Teachers pre and post test students on essential skills/standards, then group students and plan instruction accordingly. During this time, interventionists “push-in” to help Tier II students in grades 1-3.	Number of Tier III and II students decreases throughout the school year	3/1/18-Implemented	n/a
		PARENT INVOLVEMENT: Multiple events/activities will be organized to involve and inform parents of various instructional strategies and information.	Literacy activities that reinforce classroom instruction are provided to parents and stakeholders. These activities include: an author presentation, book fair and family reading strategies. Math Nights take place that provide parents with problem solving skills and explain the Singapore approach to teaching math.	Students become more fluent readers through individualized practice—student reading levels increase	3/1/18-Implemented
	Literacy screenings will be completed for incoming kindergarten students that attend.		Higher number of kindergarten students on grade level or above by the end of school year	3/1/18-Implemented	n/a

5: Equitable Access

State your **Equitable Access** Goal

Goal 5: Bend Gate Elementary maintain a 10.5% teacher turnover rate over the next 5 years.					
Which Strategy 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 Activities 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>		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.	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Maintain a collaborative culture with focus on student achievement and continued education/learning for staff.	DATA ANALYSIS: Through KPREP data analysis, teachers will internalize and understand the configuration of KPREP scores. Staff will comprehend the components of Achievement, Growth, Gap, and Novice Reduction. We will identify students and refine instructional strategies based on patterns in the data.	Teachers and staff will participate in data disaggregation professional development to interpret 2016-2017 Reading and Math KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in reading. Data analysis will also include scrimmage data from our Fall Scrimmage and Spring Scrimmage.	Increase in overall and individual KPREP scrimmage scores	3/1/18-Implemented	n/a
		Teaching staff will analyze Reading MAP data three times a year to plan differentiated instruction for student achievement.	Individual MAP goals met; school wide MAP goals (increases) met	3/1/18-Implemented	n/a
	LITERACY PLAN: Teachers and staff will implement appropriate literary strategies to increase student achievement in reading. School wide Literacy Plan is revised with specific guidelines on expectations and accountability (students and staff).	Teachers and staff will participate in professional development activities to enhance classroom instruction. As a result, increased student achievement will occur. Some professional development activities include Carolyn Downing Phonics Training, Master the Code Phonics Training, Saxon Phonics, and Accelerated Reading Training.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	\$5,000—SBDM, Title I
		Teachers will participate in weekly common planning time to ensure essential reading standards are identified and the student learning occurs to mastery. Best practices of instruction and assessment will be used.	Percentage of students on/above grade level in reading increases	3/1/18-Implemented	n/a
		Kindergarten students will complete all Headsprout software episodes to improve comprehension. First grade students, identified in 12/17 will work through Headsprout Early Reading as a phonics review/intervention from	Students will enter intermediate grades with	3/1/18-Partially Implemented: All kindergarten students	\$5,000—paid by district

		1/18-5/18. Students will be benchmarked at the start of second grade, once again, to determine the need for Headsprout Early Reading intervention.	stronger foundational skills and higher fluency	are participating in “Headsprout” but not all identified first and second grade students.	
		The Accelerated Reader program will be implemented K - 5 as an independent reading supplement. Reports are looked at weekly by Leadership Team for accountability and efficacy. Teachers conference with students regularly to address specific reading needs and goals. Students set goals each nine weeks after taking their STAR Reading Assessment. Students are rewarded each nine weeks for meeting or exceeding 25%, 50%, 75%, and 100% of their goal(s). “Lunch Crunch” used as a detention like setting for students not on track for meeting their AR Goals. Students are identified on Monday and must attend “Lunch Crunch” through Thursday before release. Parents are contacted to let them know their student is behind in AR.	Students become more fluent readers through individualized practice— student reading levels increase	3/1/18-Implemented	\$5,000— SBDM, Title I
		Teachers in grades K-3 will provide daily phonics instruction in addition to Journeys core curriculum. Some materials used include Sing Spell Read and Write, Modern Curriculum Press Phonics, Saxon Coding, and Master the Code Phonics.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	\$2,000— SBDM, Title I
		Teachers access a variety of resources to ensure essential standards are being taught in depth and that student learning is taking place. The district core curriculum is supplemented with other resources that better address the needs of students and take instruction to a deeper level. Resources include Scholastic Storyworks, Moby Max, Reading A-Z, Brainpop, Starfall, Flocabulary, Brainzy, etc.	Percentage of students on/above grade level in reading increases	3/1/18-Implemented	\$3,000— SBDM, Title I
		A school-wide writing plan was developed in 2015, including paragraph writing strategies of Abel and Atherton as well as constructed response guidelines and examples. A quality and quantity timeline are included in the plan as a way to outline expectations for teachers and students. Under the guidelines of the Writing Plan, students are writing about what they read to enhance their understanding.	On-Demand scores will increase	3/1/18-Implemented	n/a
		Reading Phonics Inventory—all K-3 students were given an extensive Reading Phonics Inventory (RIC). Instruction for RTI purposes and small group is planned based on the data from the RIC. Students are assessed using the RIC a minimum of 3 times per year. This inventory travels with students if they transfer to another school, as well as each school year to the following grade level.	Students will enter intermediate grades with stronger foundational skills and higher fluency	3/1/18-Implemented	n/a
		Read 180 and System 44—Both programs have been implemented as core instruction for our identified fourth and fifth grade students. For 90 minutes daily, identified students will participate in an RTI reading class.	Students become more fluent readers through individualized practice— student reading levels increase	3/1/18-Implemented	\$2,500— SBDM,
	MATH INITIATIVE: Teachers and staff will implement appropriate Math	Teachers will participate in various Math in Focus teacher collaboration workshops throughout the school year.	Increase in proficiency in math	3/1/18-Partially Implemented: Teachers participated in a collaborative workshop	n/a

	strategies to increase student achievement in Math.			during PD at the beginning of the school year but have not attended any since; District Math Coordinator does collaborate with math teachers at every grade level monthly regarding instruction and assessments.	
		Teachers implement the Math in Focus Core Instruction based upon Singapore mathematic strategies. Teachers collaborate weekly to plan math instruction and ensure student mastery. Math in Focus Re-Teach, Extra Practice, and Enrichment are all used to differentiate daily instruction.	Increase in proficiency in math	3/1/18-Implemented	n/a
		With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).	Increase in proficiency in math	3/1/18-Implemented	n/a
		With the help of the District Math Coordinator, teachers met to develop a standards based assessment that could be analyzed to help improve math instruction. These are given 3-4 times a year (based on grade level) and then analyzed at the district level and the school level. Wrong answer analysis occurs after the assessment has been scored to ensure the assessment is an instructional tool as well. Planning for the next unit/9 weeks is based on the data from the District Common Assessment(s).	Increase in proficiency in math	3/1/18-Implemented	n/a
		Calendar Math is a program that serves as pre-teach and/or re-teach of math skills and standards. Calendar is taught 3-5 days a week in grades K-5 for approximately 20 minutes each session.	Increase in proficiency in math	3/1/18-Implemented	n/a
	RESPONSE TO INTERVENTION: Academic and behavior intervention teams will review data of identified students who are academically below grade level or who have behavioral concerns.	An academic RTI Team consisting of the Principal, Instructional Coach, Counselor, and Lead RTI Interventionist (Math and Reading) meet weekly to analyze data. Discussions center around AimsWeb data, student work samples, and teacher observations.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	n/a
		Tier III students' progress will be monitored a minimum of one time every other week and results will be recorded in the AimsWeb Data System.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$2,000—paid by district
		Interventionists will use RIC data to address the needs of Tier III and some Tier II students. A variety of research based curriculum will be used to address these deficits.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	\$28,000—Title I

		Tier II students take the STAR Reading and Math Assessment every 3 weeks for data collection. The information provided helps interventionists differentiate small group instruction during Tier II time to address skill deficits. Tier III students take the STAR Reading and Math Assessment every other week for the same purposes.	Number of Tier III students decreases throughout the school year	3/1/18-Implemented	Part of AR funds
		WIN (What I Need) Time occurs during RTI pull out. During this time, teachers collaborate to differentiate instruction for ALL students. Teachers pre and post test students on essential skills/standards, then group students and plan instruction accordingly. During this time, interventionists “push-in” to help Tier II students in grades 1-3.	Number of Tier III and II students decreases throughout the school year	3/1/18-Implemented	n/a
	PARENT INVOLVEMENT: Multiple events/activities will be organized to involve and inform parents of various instructional strategies and information.	Literacy activities that reinforce classroom instruction are provided to parents and stakeholders. These activities include: an author presentation, book fair and family reading strategies. Math Nights take place that provide parents with problem solving skills and explain the Singapore approach to teaching math.	Students become more fluent readers through individualized practice— student reading levels increase	3/1/18-Implemented	\$2,000— Title I
		Literacy screenings will be completed for incoming kindergarten students that attend.	Higher number of kindergarten students on grade level or above by the end of school year	3/1/18-Implemented	n/a