

# Comprehensive Improvement Plan for Schools - Centerfield Elementary

## Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1 (State your proficiency goal):

**Continued K-PREP Goal- To increase the proficiency rate of students in Reading as follows: Reading (3rd-5th) from 57.5% in 2019 to 79% by 2030.**

**Continued K-PREP Goal- To increase the proficiency rate of students in Math as follows: Math (3rd-5th) from 51.9% in 2019 to 76% by 2030.**

| Projected Proficiency for 3rd-5th Combined (%) | 18-19 | 19-20 | 20-21 | MAP Proficiency Goals:   |
|--|-------|-------|-------|--|
| MAP Reading                                    | 60.6% | 56.5% | 57.7% | <b>Improve the % of students scoring P/D in Reading from 57.7% in Fall 2020 to 60% by June 2021.</b> |
| MAP Math                                       | 55.8% | 54.1% | 45.0% | <b>Improve the % of students scoring P/D in Math from 45% in Fall 2020 to 50% by June 2021.</b>      |

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

| Objective  | Strategy                               | Activities to Deploy Strategy   | Measure of Success  | Progress Monitoring       | Funding |
|--|--|---|---|---------------------------|---------|
| <b>Objective 1:</b><br><br><b>KPREP cont'd:</b><br><b>Improve the % of students scoring Proficient/Distinguished in Reading from 57.5% in 2019 to 59.3% by June 2021.</b><br><br><b>MAP:</b><br><b>Improve the % of students scoring P/D in Reading from 57.7% in Fall 2020 to 60% by June 2021.</b> | KCWP 2: Design and Deliver Instruction | K-2: Instructional Focus on Establishing Trusted Curricular Resources, Year 2 - Lucy Calkins' <i>Reading Units of Study</i>   | Regular instructional coaching support to plan lessons and assessments around Kentucky Academic Standards and share instructional practices |                           | \$0     |
|  |  | 3-5: Instructional Focus on Establishing Trusted Curricular Resources, Year 1- Lucy Calkins' <i>Reading Units of Study</i>  | "Just In Time" PLCs to review formative/summative data for Reading  |                           |         |
|  |  | Ongoing for K-5- Jan Richardson's <i>Next Step Forward in Guided Reading</i>  | DRA Benchmarking at responsive intervals  |                           |         |
|  |  | Advanced Professional development for implementation of Lucy Calkins' Reading Units of Study for Literacy Leads   | MAP Reading Assessment  | PLC notes                 | Daycare |
|  |  | Teachers will observe recorded small group or individual conferring lessons (exemplars and their own) to reflect on best practices and therefore continue to advance application of best practices in Literacy instruction. | Observations by Leadership Team   | Teacher Work Day Agenda   | \$0     |
|  |  | K-5: Individualized Goal-Setting for Readers (W.I.G.s) established by Academic Action Team  | Student Data Dashboards   | Teacher Reflection Survey | \$0     |
| >Focus on Volume and Awareness of Wide Reading   |  | Student Data Dashboards - "Just in Time"  |   |                           |         |
| Walk Through Tool Developed with Team Leads to Provide Feedback on Student Cognitive Engagement  |  | PLC Review  |   |                           |         |
|  |  | W.I.G. Trackers/Student Graphs  |   |                           |         |
|  |  | DRA Benchmarking & Progress Monitoring  |   |                           |         |
|  |  | Student Interview Walk Through Data compiled and communicated regularly   |   |                           |         |
|  |  |   |   | \$0                       |         |

|   |  |  |  |  |        |
|---|--|--|--|--|--------|
|   |  | Facilitate Mid-Year Reflection with Teachers regarding MAP Growth Reports  | MAP Growth Reports   |  | \$0    |
|   | KCWP 3: Design and Deliver Assessment Literacy | Teachers will implement Standards Based Reporting System (common formative assessments, track student progress on data dashboards, analyze data for instructional purposes using data protocols, report standards-based progress to families) and develop better understanding of Mastery Learning through professional development, coaching conversations, and PLC work. | PLC Notes<br>Student Data Dashboards<br>Progress Reports   |  | \$0    |
|   | KCWP 4: Review, Analyze and Apply Data Results | PLC “Just in Time” Data Meetings to Review Student Progress on Standards and Respond to the Data by Revising Teaching Strategies   | Data Dashboards<br>PLC Notes   |  | \$0    |
| <b>Objective 2:</b><br><br><b>KPREP Cont’d:</b><br><b>Improve the % of students scoring Proficient/ Distinguished in Math from 51.9% in 2019 to 54% by June 2020.</b><br><br><b>MAP:</b><br><b>Improve the % of students scoring P/D in Math from 45% in Fall 2020 to 50% by June 2021.</b> | KWCP 2: Design and Deliver Instruction         | 2nd-5th: Instructional Focus on Establishing Trusted Curricular Resources:<br>Year 1 - Eureka Math (2nd) Year 2-Eureka Math (3rd, 4th)<br>Year 3 - Eureka Math (5th)   | Weekly coaching to plan lessons around Kentucky Academic Standards and share instructional practices<br>“Just In Time” PLCs review formative/summative data for Math MAP Math Assessment |  | \$0    |
|   |  | Professional Development opportunities to support implementation of trusted curricular resources: Eureka Math, Conceptual Building Blocks, etc. for Year 1 and New teachers  | PD Sign In Sheets<br>Classroom observations, lesson plans, Classroom assessments   |  | \$2000 |
|   |  | Walk Through Tool Developed with Team Leads to Provide Feedback on Student Cognitive Engagement  | Student Interview Walk Through Data compiled and communicated regularly  |  | \$0    |
|   |  | Facilitate Mid-Year Reflection with Teachers regarding MAP Growth Reports  | MAP Growth Reports   |  | \$0    |
|   | KCWP 3: Design and Deliver Assessment Literacy | Teachers will implement Standards Based Reporting System and develop a better understanding of Mastery Learning through professional development, coaching conversations, and PLC work.  |  |  |        |
|   | KCWP 4: Review, Analyze and Apply Data Results | PLC “Just in Time” Data Meetings to Review Progress on Essential Standards and determine responsive next steps.  | Data Dashboards<br>PLC Notes   |  | \$0    |

## 2: Separate Academic Indicator

|  |  |   |
|--|--|---|
| <b>Goal 2 (State your separate academic indicator goal): KPREP Cont’d - To increase the proficiency rate in Writing from 37.4% in 2019 to 68.7% by 2030.</b>   |  |   |
| Which <b>Strategy</b> will the district use to address this goal? ( <i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i> ) <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> </ul> | Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? ( <i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> ) <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> </ul> | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

- [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](#)

- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

| Objective  | Strategy                                       | Activities to Deploy Strategy  | Measure of Success   | Progress Monitoring | Funding |
|--|--|--|--|---------------------|---------|
| <b>1: WRITING</b><br><br><b>KPREP (cont'd):</b><br><b>Improve the % of students scoring Proficient/ Distinguished in Writing from 37.4% in 2019 to 40% by June 2021.</b> | KCWP 2: Design and Deliver Instruction         | K-2 Teachers will benefit from Supported Planning with Literacy Coach for PLC Work related to Year 1 implementation of Trusted Resource- <i>Lucy Calkins' Writing Units of Study</i> ; 3-5 Teachers will benefit from Year 2 planning support  | Writing Unit Plans<br>PLC Notes<br>Student Centered Coaching Data                  |                     | \$0     |
|  |  | Live Scoring Protocol to be utilized for immediate feedback with 4th & 5th graders on both prewriting exercises and On-Demand opportunities (stand alone and passage-based).   | Student Work Samples & Scored Rubrics<br>Writing Dashboard<br>Goal Setting         |                     | \$0     |
|  |  | Teachers K-5 will utilize individual goal setting, standards-based rubrics, and the structure of conferring during Writing Workshop to develop each writer.  | Student Work Samples & Scored Rubrics<br>Conferring Notes<br>Classroom Assessments |                     | \$0     |
|  | KCWP 3: Design and Deliver Assessment Literacy | Teachers will provide regular On-Demand Writing opportunities at every grade level.  | Writing Dashboard  |                     | \$0     |
|  |  | Teachers will implement Standards Based Reporting System (common formative assessments, track student progress on data dashboards, analyze data for instructional purposes using data protocols, report standards-based progress to families) and develop better understanding of Mastery Learning through professional development, coaching conversations, and PLC work. | PLC Notes<br>Student Data Dashboards<br>Progress Reports                           |                     | \$0     |
|  | KCWP 4: Review, Analyze, Apply Data Results    | “Just in Time” PLCs (K-5) will utilize data protocols to analyze student work, look for patterns and growth to inform next steps for instruction.  | Writing Dashboard  |                     | \$0     |

### 3: Gap

Goal 3 (*State your Gap goal*):

**MAP GAP Goal Reading - By May 2021, 45% of students in Poverty and 35% of disabled students in grades 3/4/5 will score Proficient/Dist. in Reading as predicted on MAP Reading Assessment.**  
**MAP GAP Goal Math - By May 2020, 45% of students in Poverty and 30% of disabled students will score Proficient/ Distinguished in Math as predicted on MAP Math Assessment.**

|   |   |  |
|---|---|--|
| <p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></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 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 Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul> | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |
|---|---|--|

| Objective  | Strategy   | Activities to Deploy Strategy   | Measure of Success   | Progress Monitoring   | Funding                          |
|--|--|---|--|-----------------------|----------------------------------|
| <p><b>1 - Reading: By June 2021, 45% of students in Poverty and 35% of disabled students in grades 3/4/5 will score Proficient/ Distinguished in Reading as predicted on MAP Reading Assessment.</b></p> | <p>KCWP 5: Design, Align, Deliver Support Processes</p>  | <p>PLCs will collaborate with interventionists &amp; ECE Teachers to analyze common formative assessment data in Reading to determine learning needs of students reading below grade level and develop plans for intervention (for guided reading and resource).</p>                            | <p>Progress Monitoring<br/>DRA Dashboard<br/>Guided Reading lesson plans<br/>Student Action Plans in IC</p>                          |                       | <p>\$0</p>                       |
|  |  | <p>Teachers will utilize data dashboards as a means to communicate student progress over time, to better inform all staff members who work with students below benchmark and set specific goals for targeted groups (Students in Poverty, English Learners and Students with Disabilities).</p> | <p>Communication tools<br/>Data dashboard</p>  |                       | <p>\$0</p>                       |
|  |  | <p>Teachers will meet in Tier Talks and Intervention Team regularly to determine next steps for instruction for students with the highest needs and record decisions on a student action plan.</p>  | <p>Tier Talk &amp; Tier 3 Mtg Notes<br/>DRA Dashboard<br/>MAP<br/>KPREP</p>  |                       | <p>\$0</p>                       |
|  |  | <p>ECE PLC will meet regularly to celebrate students making accelerated progress and problem-solve students who are “stuck” as a multi-disciplinary team and with support from District ECS Coaches.</p>  | <p>ECE PLC Notes<br/>ECS Progress Monitoring</p>   |                       | <p>\$0</p>                       |
|  | <p>KCWP 4: Analyze and apply data to determine next steps in reading instruction/ interventions.</p> | <p>Kindergarten/First Grade Academy - Flooding model for Guided Reading with all Interventionists and embedded professional learning for all teachers to ensure a successful start for all Kindergarteners and First Graders.</p>   | <p>K/1 Academy Dashboard<br/>Running Records<br/>Progress Monitoring<br/>Letter/Sound ID</p>   |                       | <p>Title II Funds<br/>\$3500</p> |
|  | <p>KCWP 2: Design and deliver instruction</p>  | <p>Equip Intervention &amp; ECS teachers with high-leverage literacy strategies through professional development opportunities.</p>   | <p>Teacher PD Trackers<br/>Student Progress Monitoring</p>   |                       | <p>Daycare Funds<br/>\$3000</p>  |
| <p>All students (VLA &amp; In-Person) will access Personalized Learning opportunities in a digital format (Lexia).</p>   |  | <p>Lexia Core 5 Reports<br/>Student Reports</p>   |  | <p>District Funds</p> |                                  |
| <p><b>2 - Math: By June 2020, 45% of students in Poverty and 30% of disabled students will score Proficient/ Distinguished in Math</b></p>   | <p>KCWP 5: Design, Align, Deliver Support Processes</p>  | <p>PLCs will collaborate with interventionists &amp; ECE Teachers to analyze common formative assessment data in Math to determine learning needs of students performing below grade level and develop plans for intervention..</p>   | <p>Math Data Dashboard<br/>Student Work Analyzed in PLCs<br/>ECE &amp; Tier 2/Tier 3 Lesson Plans<br/>Student Action Plans in IC</p> |                       | <p>\$0</p>                       |
|  |  | <p>Teachers in grades K-5 will utilize data dashboards for Math as a means to communicate student progress over time, to better inform all staff members who</p>  | <p>Data dashboard<br/>“Just in Time” PLC Notes</p>   |                       | <p>\$0</p>                       |

|   |  |   |  |  |                   |
|---|--|---|--|--|-------------------|
| <b>as predicted on MAP Math Assessment.</b> |  | work with students below benchmark and set specific goals for targeted groups (Students in Poverty, English Learners and Students with Disabilities).   |  |  |                   |
|   |  | Teachers will meet in Tier Talks and Intervention Team regularly to determine next steps for instruction for students with the highest needs in Math and record decisions on a student action plan. | Tier Talk Notes<br>MAP                             |  | \$0               |
|   |  | ECE PLC will meet regularly to celebrate students making accelerated progress and problem-solve students who are “stuck” as a multi-disciplinary team and with support from District ECS Coaches.   | ECE PLC Notes<br>ECS Progress Monitoring           |  | \$0               |
|   | KCWP 2: Design and deliver instruction | Equip General Education & ECS Teachers to utilize available digital personalized learning tools to address student misconceptions and gaps in Mathematics   | Teacher PD Trackers<br>Student Progress Monitoring |  | \$0               |
|   |  | All students will access digital Personalized Learning opportunities (ex. IXL, MAP Skills, Khan Academy, Reflex Math, Seesaw Activities, Teacher Created Lessons)                                   | Digital Reports<br>Math Data Dashboards            |  | Title I<br>\$4000 |

## 5: Growth

Goal 5 (State your Growth goal): KPREP goal (continued) - To increase the growth rate of students in Reading and Math from 52.1 in 2019 to 76 by 2030.

MAP Goal - By Spring 2021, improve Overall Median Conditional Growth for 3rd-5th graders as follows:

|             | 3rd                   | 4th                   | 5th                   |
|-------------|-----------------------|-----------------------|-----------------------|
| <b>Rdg</b>  | <b>39%le to 50%le</b> | <b>61%le to 70%le</b> | <b>44%le to 55%le</b> |
| <b>Math</b> | <b>16%le to 30%le</b> | <b>31%le to 45%le</b> | <b>23%le to 35%le</b> |

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.



- [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](#)

- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

| Objective  | Strategy  | Activities to Deploy Strategy  | Measure of Success | Progress Monitoring | Funding |                |                |                |       |                |                |                |   |  |                             |  |     |
|--|---|--|--------------------|---------------------|---------|----------------|----------------|----------------|-------|----------------|----------------|----------------|---|--|-----------------------------|--|-----|
| <b>Objective:<br/>KPREP (Cont'd)<br/>Improve total growth rate of students in Reading and Math from 52.1 in 2019 to 54 by 2021.</b><br><br><b>MAP Growth Goal:<br/>By Spring 2021, improve Overall Median Conditional Growth for 3rd-5th graders as follows:</b> <table border="1" data-bbox="75 803 432 1063"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>Rdg</td> <td>39%le to 50%le</td> <td>61%le to 70%le</td> <td>44%le to 55%le</td> </tr> <tr> <td>Mat h</td> <td>16%le to 30%le</td> <td>31%le to 45%le</td> <td>23%le to 35%le</td> </tr> </tbody> </table> |   | 3rd  | 4th                | 5th                 | Rdg     | 39%le to 50%le | 61%le to 70%le | 44%le to 55%le | Mat h | 16%le to 30%le | 31%le to 45%le | 23%le to 35%le | KCWP 2:<br>Design and implement effective reading interventions | Master schedule will reflect intentional Intervention & Enrichment time for Reading. | Master Schedule<br>DRA, MAP |  | \$0 |
|  |   | 3rd  | 4th                | 5th                 |         |                |                |                |       |                |                |                |   |  |                             |  |     |
|  | Rdg   | 39%le to 50%le   | 61%le to 70%le     | 44%le to 55%le      |         |                |                |                |       |                |                |                |   |  |                             |  |     |
|  | Mat h   | 16%le to 30%le   | 31%le to 45%le     | 23%le to 35%le      |         |                |                |                |       |                |                |                |   |  |                             |  |     |
|  | New teachers will engage in differentiated PD designed to utilize Jan Richardson's Guided Reading Model for Emergent, Early, Transitional, and Fluent Readers; Literature Circles for intermediate students far above grade level | Lesson Plans<br>Learning Walks<br>Classroom Observations<br>DRA, MAP                             |                    | \$0                 |         |                |                |                |       |                |                |                |   |  |                             |  |     |
|  | Use DRA Benchmark Assessment to regularly progress monitor growth in Reading Groups as prescribed by student need   | Progress Monitoring<br>K-5 Data Dashboard<br>DRA, MAP  |                    | \$0                 |         |                |                |                |       |                |                |                |   |  |                             |  |     |
| Reading Interventions for Tier 3 students will be provided by highly qualified specialists both during the school day and after school   | Action Plans<br>Progress Monitoring<br>DRA, MAP   |  | ESS - \$15000      |                     |         |                |                |                |       |                |                |                |   |  |                             |  |     |
| KCWP 2:<br>Design and implement effective math interventions   | PLCs will collaborate to analyze formative math data to determine learning needs of students and develop plans to re-engage learners.   | PLC Notes<br>Lesson Plans<br>Action Plans<br>Classroom Assessments<br>Progress Monitoring<br>MAP |                    | \$0                 |         |                |                |                |       |                |                |                |   |  |                             |  |     |
|  | Math Interventions for Tier 3 Intermediate students will be provided afterschool by Certified Teaches, utilizing research-based instructional materials   | Action Plans<br>Progress Monitoring<br>Classroom Assessments<br>MAP                              |                    | ESS - \$15000       |         |                |                |                |       |                |                |                |   |  |                             |  |     |

## 6: Optional - Professional Development

Goal 6 (State your Optional goal):

**By May 2021, teachers will increase their capacity to provide engaging instruction in a virtual setting.**

- 1. Short Term - Teachers will learn more about high leverage virtual teaching tools and techniques for both instruction and assessment and begin to implement them in virtual setting.**
- 2. Long Term - Teachers will successfully implement tech teaching tools for instruction and assessment in order to engage learners at a high cognitive level in a virtual setting.**

|   |   |  |
|---|---|--|
| <p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></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 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 Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul> | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |
|---|---|--|

| Objective  | Strategy                                      | Activities to Deploy Strategy  | Measures of Success   | Progress Monitoring | Funding    |
|--|---|--|---|---------------------|------------|
| <p><b>By May 2021, teachers will increase their capacity to provide engaging instruction in a virtual setting, thus impacting student achievement in all content areas positively.</b></p> | <p>KCWP 2: Design and Deliver Instruction</p> | <p>Engage ALL teachers and instructional support staff in ongoing professional development related to high leverage tech tools to increase student outcomes during virtual learning.</p> | <p>Teacher Survey</p> <p>Observations of Virtual Learning</p> <p>Student Data Dashboard - review for growth</p> <p>MAP Reading &amp; Math</p> <p>Caregiver Survey Results</p> |                     | <p>\$0</p> |