

1: Proficiency

State your Proficiency Goal

Goal 1: By 2022, the district will increase the combined (reading and math) percentage of proficient/distinguished students from 51.2% to 75.6% (elementary); 52.25% to 76.1% (middle); and 52.4% to 76.2% (high).

<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: By 2019, the elementary will increase the combined (reading and math) percentage of proficient/distinguished (P/D) from 51.2% to 59.2%; middle will increase percentage from 52.25% to 60.25%; high from 52.4% to 65.10%.</p>	<p>KCWP 2: Teachers will be trained in monitoring learning before, during and after instruction.</p>	<p>Activity-Professional Development District will provide teachers with access to on-going professional development in the areas of instructional gaps, differentiated instruction, and teaching students with disabilities.</p>	<p>Principal Walkthroughs</p>	<p>Progress Monitoring Reports</p>	<p>Federal Funds PNG Promise Neighborhood Grant) Funds General Funds</p>
		<p>Activity- Train the Trainer Teachers who attend professional development will return and train peers on best practice instructional strategies to aid in student achievement.</p>	<p>Faculty Meetings</p>	<p>Principal Report</p>	<p>Federal Funds PNG Funds General Funds</p>
	<p>KCWP 4: Teachers will use a balanced evaluation approach by using various formative, summative and interim assessments to determine student success.</p>	<p>Activity- Teachers will use all assessments to appropriately determine tiered intervention needs.</p>	<p>Movement of tiered students</p>	<p>Principal Report</p>	<p>PNG District Funds</p>
		<p>Activity- Administration/teachers will develop a clearly defined RTI process to monitor tiered intervention movement and student progress.</p>	<p>Progress monitoring</p>	<p>District Report</p>	

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	<p>KCWP 5: Teachers will use research-based processes to ensure behavioral interventions are taking place and monitored to meet the needs of all students.</p>	<p>Activity- Monitor the school-wide behavior support system that is aligned with the Code of Conduct as well as student action plans for self-monitoring and feedback.</p>	PBIS reports	SBDM reports	District funds
		<p>Activity- Monitor the PLC protocol with an effective process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p>	PLC Agendas/Minutes	Principal report	
		<p>Activity- District will implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.</p>	District school visits	Progress Reports	
		<p>Activity – District will provide interim assessment (MAP) to develop plans to address gap groups and student needs.</p>	Student Achievement	PLC Reports	District Funds
	<p>KCWP 6: Monitor establishment of parent engagement activities by the Parent Liaison and Family Navigator who will assist parents in understanding academic content, how to monitor their child’s progress, provide training materials, implement and coordinate parent programs and activities</p>	<p>Activity- Parent Liaison and Family Navigator who will assist parents in understanding academic content, how to monitor their child’s progress, provide training materials, implement and coordinate parent programs and activities.</p>	Student Achievement Increased Attendance	State Assessment Attendance Report	Title 1 PPN (Perry Promise Neighborhood Grant)
<p>Objective 2: By 2019, the teachers will receive professional learning in the areas of closing the achievement gap, differentiating instruction and teaching children with disabilities. TELL survey results reveal the need for PD in the following: 52% Gap, 45% Disabilities, 45% Differentiating Instruction.</p>	<p>KCWP 2: Professional Learning will be available for teachers to increase effective teaching strategies.</p>	<p>Activity- District will provide teachers with access to on-going professional development in the areas of reducing instructional gaps, differentiated instruction, and teaching students with disabilities.</p> <p>Activity- Analyze the finding from the school, review and provide financial support to supplement intervention resources.</p> <p>Activity- Provide professional learning opportunities for staff in the areas of differentiated instruction, closing achievement gap and students with disabilities.</p> <p>Activity- District will ensure that all students including students with disabilities have access to core content and higher levels of instructional practice.</p>	<p>Progress monitoring</p> <p>Principal Evaluations/ Walk through</p>	<p>Progress Monitoring Principal Reports</p>	<p>P/D Funding PNG Funds</p>

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Objective 3: By 2019, collaboration to ensure that there is equal distribution of qualified teachers in all schools.	KCWP 2: Equity will be monitored to ensure that schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.	Activity: District will monitor teacher quality through EPSB and make recommendations when appropriate.	Personnel Director Principal	On-going	
		Activity: District will provide technical assistance and guidance to strengthen teacher quality through mentoring programs.	Title II Instructional Coach District Office	Principal recommendations throughout year	Federal Funds
		Activity: Instructional Coach will have two-way communications with administrators and will be made available to assist teachers with best practice strategies, professional learning, and any instructional needs.			
Objective 4: By 2018, Daily attendance will be monitored to ensure that students are in class so that higher student achievement can be achieved.	KCWP 6: Teachers will monitor student attendance and report to administrator's truant students.	Activity: Each school will make adequate efforts to contact each absent student daily. Activity: Teacher will send notification letters to parents after 3 unexcused absences; three more will result in principal letter and after that district DPP will be notified for further follow-up.	Parent Liaisons DPP Principal Staff	On-going	Federal Funds
		Activity: School level attendance committees will meet monthly (during the school year) to discuss chronic absenteeism and identify strategies to improve attendance.	Parent Liaisons DPP Principal Staff	On-going	

2: Gap
State your **Gap** Goal

Goal 2: By 2022, the district will increase the average combined reading and math proficiency rates for all students in the Gap Group (Free and Reduced Lunch): Elementary from 39% to 65.9%; Middle from 41.9% to 70.4%; High from 42.2% to 71.9%.

<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: By 2019, the elementary will increase the average combined reading and math proficiency rates for all students in the Gap Group.</p>	<p>KCWP 2: Teachers will be trained in monitoring learning before, during and after instruction.</p>	<p>Activity-Professional Development District will provide teachers with access to on-going professional development in the areas of instructional gaps, differentiated instruction, and teaching students with disabilities.</p>	<p>Principal Walkthroughs</p>	<p>Quarterly Reports</p>	
		<p>Activity-Ensure monitoring measures are in place to support high fidelity in teaching to the standards by formal/informal observations, classroom data, and peer observations.</p>	<p>Evaluations</p>	<p>CEP</p>	
	<p>KCWP 4: Teachers will use a balanced evaluation approach by using various formative, summative and interim assessments to determine student success.</p>	<p>Activity- Monitor the PLC protocol with an effective process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p> <p>Activity: Monitor and maintain Reading Recovery program to increase student achievement of at-risk students through reading intervention.</p>	<p>Assessment results</p>	<p>Principal Report</p>	

Goal 2: By 2022, the district will increase the average combined reading and math proficiency rates for all students in the Gap Group (Free and Reduced Lunch): Elementary from 39% to 65.9%; Middle from 41.9% to 70.4%; High from 42.2% to 71.9%.					
Objective 2: By 2019, schools will provide additional instruction to increase student achievement. Objective 3: By 2019, PLC's will meet to refine curriculum alignment and pacing guides for standards in all areas.	KCWP 2: Staff will provide additional instruction in areas needed to at risk students to increase student achievement.	Activity- ESS will be provided to provide gap students with additional instruction to increase student achievement.	Interim assessments	Principal Report	
		Activity- Parent involvement activities will be available to provide parents with strategies and resources to be used at home to increase student achievement.	Principal evaluations		
	KCWP 4: Staff will monitor PLC's through attendance at meetings, agenda's, minutes and principal reports.	Activity- Monitor the PLC protocol with an effective process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Administrator Evaluation Of PLC	Principal Report	
Activity- Supplemental research-based resources will be provided to increase student achievement.		Student assessments			
Objective 4: By 2019, collaboration to ensure that there is equal distribution of qualified teachers in all schools. Objective 5: By 2019, District shall provide resources to aide in reaching proficiency to at-risk students.	KCWP 2: Equity will be monitored to ensure that schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers.	Activity: Instructional Coach will have two-way communications with administrators and will be made available to assist teachers with best practice strategies, professional learning, and any instructional needs.	Instructional Coach report	Quarterly Reports	
		Activity: District will monitor teacher quality through EPSB and make recommendations when appropriate.	Personnel Officer	HQ report	
	KCWP 6: Establish a culture of support for the at-risk population by identifying research-based resources that can reduce barriers to learning.	Activity: District will provide technical assistance and guidance to strengthen teacher quality through mentoring programs.	Community Partners	Non-Academic Data Reports	
Activity: Aide in the collection and communication of needed resources that will remove barriers to learning. Some programs are FRYSC, Title 1 Homeless, community churches, blessings in a backpack, Lions club, Coal for Kids, Children Inc., Phi Beta Kappa, Individuals Supporting Bulldog Education, 21 st CCLC, and Save the Children.					
Activity- Reading Recovery is offered five days a week for eight students with one-on-one instruction. In addition, the reading Recovery teacher has three CIM groups of up to eight students in each group.	Principal Reading Recovery Data review	Reading Recovery Data Interim Assessments			

Goal 2: By 2022, the district will increase the average combined reading and math proficiency rates for all students in the Gap Group (Free and Reduced Lunch): Elementary from 39% to 65.9%; Middle from 41.9% to 70.4%; High from 42.2% to 71.9%.					
Objective 6: By 2019, staff will ensure that students identified with an IEP are receiving services in the least restrictive environment while also ensuring that individual student needs are met.	KCWP 2: Ensure through monitoring that IEP services are appropriately met to maximize student achievement.	Activity- ARC's will make placement decisions that allow students to be educated in the least restrictive environment with non-disabled peers to the extent appropriate.	Special Ed Director ARC Chair District Office Staff	Special Ed reviews Folders reviews Principal Evaluations	IDEA Funds
		<p>Activity- District will monitor and track timeline compliance as it pertains to referral, evaluation and placement of students with disabilities ages 3-21.</p> <p>Activity- Staff will input all required data for students identified with an IEP into IC tracking system.</p> <p>Activity- Parents will be involved in ARC meetings either by attending, conference call, or home visits and will be informed of trainings pertaining to their special needs.</p> <p>Activity- Parent/student surveys will be completed at ARC meetings addressing transition and information will be provided on the necessary supports needed for smooth transition to adult life.</p>	Special Ed Director ARC Chair District Office Staff	Special Ed reviews Random Folders reviews Principal Evaluations	IDEA

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: BY, 2022, the district will increase the Graduation Rate from 96.4% to 98% as measured by the 5-Year Cohort Graduation Rate.		
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> <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 	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> <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 	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.

Goal 3: BY, 2022, the district will increase the Graduation Rate from 96.4% to 98% as measured by the 5-Year Cohort Graduation Rate.

<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"> 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 	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase Cohort Graduation Rate as measured by the 5-Year Cohort Goal.	KCWP 4: DPP will track student enrollments through IC.	Activity- DPP will monitor withdrawn students enrollment in IC.	DPP report	Progress Reports	
		Activity- Monitor student attendance daily at school, use communication to contact all absent students.	Attendance reports	Progress Reports	
		Activity- Support CTE and guidance counselors in enrolling students in Career and Technical classes. Activity- Support middle school transition, where students who qualify can take several high school courses and Spanish at the high school through flexible scheduling and provide transportation.	CCR Teacher leader	Evaluations CCR test results	
Objective 2: By 2019, increase graduation rate by providing professional learning for teachers in areas of: closing achievement gap, differentiating instruction, and students with disabilities.	KCWP 5- Provide teachers with professional learning to address different learning styles during instruction to increase student achievement	Activity- Teachers will have training made available in differentiated instruction, closing achievement gap and disabilities.	Walkthroughs Teacher surveys	Progress Reports	District Funds
		Activity- Monitor the effectiveness of ILP's to ensure that students are placed in courses aligned with their career interest.	Principal Student surveys	Principal Reports	
		Activity: Career Preparation Orientation and student interest conversations with guidance counselors to target student's interests.	Parent Surveys Principal Evaluation	Evaluations	

Goal 3: BY, 2022, the district will increase the Graduation Rate from 96.4% to 98% as measured by the 5-Year Cohort Graduation Rate.					
Objective 3: By 2019, monitor and support the implementation of the CTE programs to create pathways for each CTE program that leads to an industry certification or KOSAA certification.	KCWP 6: Flexible scheduling to allow students who have expressed interest in FCS, early childhood, nurse aide, technology to take the required number of classes to qualify for KOSSA and IC3 tests.	Activity: Monitor ILP Career matchmaker/career clusters inventory from 8 th -11 th grade to guide student course of study. Activity: Continue to make available the CERT, WIN program, EverFi, and ACT practices tests to determine student needs and address reading and math interventions in CCR and RTI classes. Activity: Continue to monitor career pathways/vocational courses for students both on-site and at HCTC.	ACT scores CCR Scores Student surveys	Principal Reports Consultant Report	
Objective 4: By 2019 CTE consultant will be attained to review analyze and suggest revisions to our CTE program.	KCWP 4: A review, analysis and application of the results of the consultation review will be addressed and implemented.	Activity: Provide CCR professional learning for middle school and high school counselors on 16 national career clusters and 79 career pathways. Activity: Provide support for the implementation of the CTE review	CTE Review report		Federal Funds

Objective 4: By 2019, Student daily attendance will improve through monitoring ensuring that students are in class so higher student achievement can be attained.	KCWP 6: DPP and teachers will monitor student attendance and report truant students.	Activity: Each school will make adequate efforts to contact each absent student daily. Activity: Teachers will send notification letters to parents after 3 unexcused absences; three more will result in principal letter and after that district DPP will be notified for further follow-up.	DPP Parent Liaisons School level attendance clerks Principal	Monthly attendance committee meetings. Progress monitoring	District Funds Federal Funds
Objective 5: Implement an RTI plan for universal screening, student assessment, tiering, differentiating instruction and research-based interventions.	KCWP 2: Administrators will support/monitor RTI plan.	Activity: School level attendance committees will meet monthly (during the school year) to discuss chronic absenteeism and identify strategies to improve attendance. Activity: Parent education and involvement	Attendance Clerk Parent Liaisons	Attendance Reports	

		Activity- Administrators/Teachers will develop a clearly defined RTI process to monitor tiered intervention movement and student progress.	Principal Agenda/notes	Evaluations	
		Activity- Monitor the usage of transitional intervention curriculum/materials.	Principal Transition Team	Transition follow-up	

4: Growth

State your **Growth** Goal

Goal 4: By 2022, the district will increase student growth percentage in combined reading and math for all students: Elementary from 70.1% to 75%; Middle School from 75.4% to 80%.

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.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, district will maintain or increase student growth percentage; Elementary 3-5 grade from 70.1 to 76%.	KCWP 5- Provide teachers with professional learning to address different learning styles during instruction to increase student achievement	Activity- Teachers will have training made available in differentiated instruction, closing achievement gap and disabilities. Activity- Teachers will be trained and updated on math implementation.	Teacher surveys Principal walkthroughs	Progress Monitoring	District Funds PNG

Goal 4: By 2022, the district will increase student growth percentage in combined reading and math for all students: Elementary from 70.1% to 75%; Middle School from 75.4% to 80%.					
	KCWP 2: Administrators will support/monitor RTI plan.	Activity- Implement an RTI plan for universal screening, student assessment, tiering, differentiating instruction, and research-based interventions.			
		Activity- Administrators/Teachers will develop a clearly defined RTI process to monitor tiered intervention movement and student progress.	RTI Meeting agenda/notes Principal walkthroughs	Progress Reports	
Objective 2: By 2019, district will maintain or increase student growth percentage; Middle School 6-8 grade 75.4% to 77.3%.	KCWP 5- Provide teachers with professional learning to address different learning styles during instruction to increase student achievement	Activity- Teachers will be trained and updated on IXL and DIGITS implementation.	PD Director Principal	KREP Formative assessments	
		Activity- Implementation of IXL program into regular curriculum to provide students with supplemental on-line math practice and lessons. It is self-paced, revisits skills not mastered, assesses progress and gives instant updates on progress. Activity- Enrichment program will be enhanced by utilizing and refining the Gifted and Talented Teacher input through collaboration.	GT Director	Assessments	
Objective 3: By 2019, teachers will provide additional strategies and activities that will enhance student learning.	KCWP 2: Provide and support teachers with tools necessary to enhance student learning.	Activity- Instructional field trips will be monitored for educational appropriateness that is link to standards.	Principal District Instructional Leaders	Formative assessments	
		Activity- Curriculum Reviews will share update/revised curriculum with teachers to gather feedback and input. Principal will report findings, revisions and changes made to curriculum to district instructional leaders. Activity- The Accelerated Reader program will be monitored for implementation and refinement into regular curriculum.			
Objective 4: By 2019, monitor curriculum implementation.	KCWP 2: Support principal and staff with curriculum implementation.	Activity- Ensure that principal and staff implement curriculum using best practice for instruction and assessment and monitor implementation throughout year.	District Instructional Leaders	CDT team curriculum review	

Goal 4: By 2022, the district will increase student growth percentage in combined reading and math for all students: Elementary from 70.1% to 75%; Middle School from 75.4% to 80%.

<p>Objective 5: By 2019, District instructional supervisors will monitor the incorporation of reading and writing in all content areas.</p>	<p>KCWP 3: Provide and support the incorporation of reading and writing into all content areas.</p>	<p>Activity- District instructional leader will analyze curriculum to identify gaps and make necessary adjustments. Teachers will utilize resources aligned with standards.</p> <p>Activity- Instructional supervisors will monitor the implementation of reading and writing in all content areas through principal reports, walkthroughs, and student achievement.</p> <p>Activity- Teachers will be offered training in the LDC template tasks.</p>		<p>Writing Program Review</p>	
<p>Objective 6: By 2019, district will collaborate to reduce the percentage of students scoring novice by 10%.</p>	<p>KCWP 2: Provide support for the implementation of the standards and means for eliciting evidence of teacher of teacher effectiveness.</p>	<p>Activity- Teachers will collaborate in designing instruction, analyzing student work and adjusting instructional practice based upon data and lessons learned about students and their needs.</p> <p>Activity- Increase instructional rigor and student achievement through planning, preparation and instruction</p> <p>Activity- Teacher effectiveness will be monitored through principal evaluations, walk through, and quarterly reports.</p> <p>Activity- District technology coordinator will provide follow-up and support for smart technology.</p> <p>Activity- Teacher will keep blogs updated to communicate to parent's school related items.</p>	<p>Principal walkthroughs Interim assessments review</p> <p>District Technology coordinator</p> <p>Parent survey data review</p>	<p>Progress Monitoring Teacher evaluations review</p> <p>Progress Monitoring Teacher/Staff evaluations</p> <p>Parent surveys</p>	
<p>Objective 7: Maintain or increase combined reading /math EOC scores for high school from 72.4% or higher.</p>	<p>KCWP2: Monitor and support the English teachers to align curriculum to standards.</p>	<p>Activity- Monitor sophomore English rotation that allows English II courses to be held at the same hour each day and to be divided among the teachers so that class size can be reduced giving more one-on-one instruction.</p> <p>Activity- Monitor and support the use of text complexity: raising rigor through follow-up and reports.</p>	<p>Principal Progress Monitoring</p> <p>Principal Progress Monitoring</p>	<p>Interim assessments</p> <p>Progress monitoring Teacher/Staff evaluations</p>	
<p>Objective 8: Increase Algebra II EOC students from 61.3% to</p>	<p>KCWP2: Monitor and support the Mathematics teachers to align curriculum to standards.</p>	<p>Activity- Analyze curriculum to identify gaps, make necessary adjustments, utilize instructional resources.</p>	<p>Principal Progress Monitoring Principal</p>	<p>Progress Monitoring Teacher/Staff evaluations</p>	

Goal 4: By 2022, the district will increase student growth percentage in combined reading and math for all students: Elementary from 70.1% to 75%; Middle School from 75.4% to 80%.					
78.7% as measured by state assessments.		Activity- Monitor school intervention teams that look at academic and non-academic data. Activity- Purchase supplemental books and study guides.	Progress Reports Principal Reports	Progress Monitoring	

5: Transition readiness

State your **Transition Readiness Goal**

Goal 5: Increase the percentage of students who are College and Career Ready (CCR) from 42% to 60% by 2022.					
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: By 2019 increase the percentage of students who are CCR from 42% to 49%.	KCWP 4: CCR consultant will be attained to review to review our current pathways, review pathways courses, contact local colleges to support dual credit	Activity: Career Preparation Orientation and student interest conversations with guidance counselors to target student's interests. Activity: Monitor ILP Career matchmaker/career clusters inventory from 8 th -11 th grade to guide student course of study.	Student Surveys CCR Teacher leaders Guidance Counselor	CCR Score Student completion of pathway	Title IV

Goal 5: Increase the percentage of students who are College and Career Ready (CCR) from 42% to 60% by 2022.					
	<p>classes and agreements, locate local partners for job shadowing opportunities and help students with advising and counseling on academic and occupational training.</p> <p>KCWP 6: Flexible scheduling to allow students who have expressed interest in FCS, early childhood, nurse aide, technology to take the required number of classes to qualify for KOSSA and IC3 tests.</p>	<p>Activity: Continue to make available the WIN program, Mastery Prep, EverFi, and ACT practices tests to determine student needs and address reading and math interventions in CCR and RTI classes.</p> <p>Activity: Continue to monitor career pathways/vocational courses for students both on-site and at HCTC.</p> <p>Activity- Monitor student progress toward meeting CCR to determine the effectiveness of interventions and next steps for continuous improvement.</p> <p>Activity- College visits and FAFSA assistance will be made available in collaboration with HCTC.</p> <p>Activity- Students will have opportunity to attend College Fair at HCTC</p>	Transition Readiness Score	Success of students in pathway classes	
Objective 2: By 2019, increase the percentage of students who are kindergarten ready from % to 76.5%.	KCWP 5: Identify and support early childhood providers, families and community members to ensure all children experience effective transition to school entry.	Activity: Analyze data from screener and multiple assessments, including results from prior settings, classroom observations/formative assessments.	Teachers Principals	Brigance Data Formative assessments	
Objective 3: By 2019, increase parent and community awareness of readiness skills that are assessed upon school entry.	KCWP 6: Disseminate kindergarten readiness information and resources to increase awareness for student success.	Activity: Assess all kindergarteners at school entry with common statewide screener.	Parent Surveys Preschool Teacher	Brigance Data Review team FRYSC	
	KCWP 6: Support parent/teacher activities to increase	Activity: Preschool coordinator/teacher leaders will participate in ELLN meetings and implement strategies for K-3 student learning outcomes.	Parent Liaisons EC District Team	District Report District EC director Walkthroughs	
		Activity Assist in gathering transition data from EC providers to prepare for incoming K learners.	Principal	District	
		Activity: Support and maintain resources for parent education classes.			

Goal 5: Increase the percentage of students who are College and Career Ready (CCR) from 42% to 60% by 2022.					
Objective 4: Increase parental involvement in students' academic success.	student achievement and reduce barriers to learning.	<p>Activity- Purchase essential supplies for students to reduce barriers to learning</p> <p>Activity-Provide support for instructional field trips to enhance student learning.</p> <p>Activity- Support Parent Fair in Spring where parents and student receive books, community partners provide resources needed for GED, FAFSA information, Job incentives, summer educational programs, summer job placement for high school students, college class tuition drawings.</p>	Parent surveys Quarterly Reports		

6: Other (optional)

Separate Academic Indicator Goal

Goal 6: By 2022, the district will increase percentages in Separate Academic Indicator Content Areas. **RGE:** Science from 30.6% to 40%; Social Studies from 39% to 53%; Writing from 39% to 50%. **HMS:** Science from 20% to 30%; Social Studies from 61.4% to 70%; Writing from 49.1% to 55%. **HHS** Science from 29.6 to 40%; Writing from 57.5% to 75%

<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

Goal 6: By 2022, the district will increase percentages in Separate Academic Indicator Content Areas. **RGE:** Science from 30.6% to 40%; Social Studies from 39% to 53%; Writing from 39% to 50%. **HMS:** Science from 20% to 30%; Social Studies from 61.4% to 70%; Writing from 49.1% to 55%. **HHS** Science from 29.6 to 40%; Writing from 57.5% to 75%

Objective 1: By 2019, the elementary will increase science percentage of proficient/distinguished (P/D) from 30.6% to 33%; middle will increase percentage from 20% to 23%; high from 57.5% to 65%.	KCWP 2: Teachers will be trained in monitoring learning before, during and after instruction.	Activity-Professional Development District will provide teachers with access to on-going professional development in the areas of instructional gaps, differentiated instruction, and teaching students with disabilities in science.	Principal Reports	Interim Assessments Formative and Summative Assessments	
		Activity- Collaboration between transition grades to ensure gaps are being addressed.	Principal	Interim Assessments Formative and Summative Assessments	
		Activity- PNG Supports with programs and staff to target interventions and areas of concerns.	PNG Staff Principal	Progress Monitoring Principal Reports District Review	
Objective 2: By 2019, the elementary will increase Social Studies percentage of proficient/distinguished (P/D) from 39% to 53%; middle will increase percentage from 61.4% to 63.	KCWP 5: Teachers will collaborate in PLC's vertically, diagonally and horizontally.	Activity-PLC Collaboration District will provide teachers with opportunities to collaborate in the areas of Separate Academic Indicator Content Areas focusing on instructional gaps, differentiated instruction, and teaching students with disabilities.	District Staff Principals	Progress Monitoring Principal Reports District Review	
		Activity- Collaboration between transition grades to ensure gaps are being addressed.	PNG Staff Principal	Progress Monitoring Principal Reports District Review	
		Activity- PNG Supports with programs and staff to target interventions and areas of concerns.	PNG Staff Principal	Progress Monitoring Principal Reports District Review	

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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 3: By 2019, the elementary will increase writing from 39% to 43% (P/D); middle will increase from 49.1% to 51. % P/D; high from 57.5% to 62.5% P/D.	KCWP 1: Writing policy will be reviewed and updated.	Activity-Writing Policy review and Update District will assist with the review and update of the writing policy.	District Staff Principal	Progress Monitoring Principal Reports District Review	
		Activity- Presentation of writing policy will be approved by BOE.	District Staff Principal	Progress Monitoring Principal Reports District Review	

Goal 6: By 2022, the district will increase percentages in Separate Academic Indicator Content Areas. **RGE:** Science from 30.6% to 40%; Social Studies from 39% to 53%; Writing from 39% to 50%. **HMS:** Science from 20% to 30%; Social Studies from 61.4% to 70%; Writing from 49.1% to 55%. **HHS** Science from 29.6 to 40%; Writing from 57.5% to 75%

		Activity- PNG Supports with programs and staff to target interventions and areas of concerns.	District Staff Principal	Progress Monitoring Principal Reports District Review

Progress Report

1st

What questions are we trying to answer?

- What does the data tell us?
- What does the data not tell us?
- What are causes of celebration?
- What areas need improvement?
- What are our next steps?

What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Our areas of strength from the current data reveal that our district received the label as other meaning that we are not a CSI or a TSI district or school. Compared to the state, Elementary reading district score was 59.7% to state score of 54.6%, math 42.7% to state 48.8%, science 30.6% to state 30.8%; Social Studies 39% to state 53% and Writing 39% to state 40.5. An area of strength at the elementary level are our reading scores. At the middle school level, reading district score was 57.8% to state 60%; Math 46.7% to state 47%, Science 20% to state 25.9%, social studies 61.4% to state 60.2% and writing 49.1% to state 44%. High school Reading 56.8% to state 45.4%, math 48.1% to state 37.5% science 29.6% to state 29.6% and writing 57.5% to state 51.8%. We are continuing to collaborate closely with the schools and monitoring the RTI process. We are continually trying to support the delivery of instruction and provide professional learning of staff to offer high quality learning environments to increase student achievement. We are providing support to teachers in accessing technology in the classroom. We have established a culture of learning and an ownership of the entire community to our educational success. Parental involvement is an integral part of our schools success; we encourage parents to be active partners in their children’s academic success. . We offer parental classes to help with carryover from the learning at school to home. We have open lines of communication with staff and parents.

What are areas in need of improvement? What plans are you making to improve the areas of need? Needs Improvement

ACADEMIC:

Compared to the state, Elementary reading district score was 59.7% to state score of 54.6%, math 42.7% to state 48.8%, science 30.6% to state 30.8%; Social Studies 39% to state 53% and Writing 39% to state 40.5. An area of strength at the elementary level are our reading scores. At the middle school level, reading district score was 57.8% to state 60%; Math 46.7% to state 47%, Science 20% to state 25.9%, social studies 61.4% to state 60.2% and writing 49.1% to state 44%. High school Reading 56.8% to state 45.4%, math 48.1% to state 37.5% science 29.6% to state 29.6% and writing 57.5% to state 51.8%.

NON-ACADEMIC: ATTENDANCE: Federal data on school report card indicates the following for attendance: 92.8% attendance rate for high school students, 93.4% attendance rate for middle school, 93.5% attendance rate for elementary, 93.25% attendance rate for the district.

PROFESSIONAL DEVELOPMENT: Teachers indicated on TELL survey the following areas that there is a need for professional learning to teach more effectively: Differentiating Instruction- 45%, Special Ed (teaching students with disabilities)- 45%, closing the achievement gap-52%, Integrating technology into classroom- 36%.

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern? See CSIP above

2nd

What questions are we trying to answer?

What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

What are areas in need of improvement? What plans are you making to improve the areas of need?

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

3rd

What questions are we trying to answer?

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What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

What are areas in need of improvement? What plans are you making to improve the areas of need?

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

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Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?