

Associated Goal(s) and Objective(s)	Strategy (Vision 2020)	Activity	Measure of Success	Progress Monitoring (Dates & Notes)
Proficiency, Gap, Growth, Transition Readiness	Professional Learning Communities - Teachers will meet weekly for at least 100 minutes in PLCs during common planning.	1) Teachers will meet in grade level groups weekly with support staff focusing on deconstructing Kentucky Core Academic Standards and analyzing student assessment data and work. Team leaders will provide weekly agendas and minutes for the staff.	Student data will be monitored through CASCADE, MAP, CFAs, Lexia Core 5 reports, Dreambox reports, Student Data Notebooks, and progress monitoring reports, in addition to increased student achievement as measured by MAP and KPREP.	Ongoing monitoring by administration.
		2) Our PLCs will revise their protocols to examine MAP data in their assessment discussion in order to provide feedback on instruction and groupings.	Increase student achievement as measured by MAP.	Ongoing monitoring by administration.
Proficiency, Gap, Growth, Transition Readiness	ESS - Before school instruction and computer-based interventions will be offered to students who need additional reading support.	The opportunity to receive targeted instruction and to work on Lexia Core 5 and Dreambox will be offered to students who need additional (reading and math) support.	Student data will be monitored through CASCADE, MAP, CFAs, Lexia Core 5 reports, Dreambox reports, Student Data Notebooks, and progress monitoring reports, in addition to increased student achievement as measured by MAP and KPREP.	Student progress will be monitored through program reports as well as ongoing monitoring by administration.
Proficiency, Gap, Growth, Transition Readiness	Research-based focused interventions will be implemented for Tier II and Tier III students.	1) Title 1 interventionists teacher will provide reading and math standards based content support for Tier II students.	Students moving out of tier 2 or tier 3 based on CFAs or other assessments, in addition to increased student achievement as measured by MAP and KPREP.	Student progress will be monitored through program reports as well as ongoing monitoring by administration.

		2) Identified first grade students will participate in Comprehensive Intervention Model groups. Identified second grade students will also participate in the CIM groups.	Student data will be monitored through CASCADE, MAP, CFAs, Iread reports, Student Data Notebooks, and progress monitoring reports	Student progress will be monitored through program reports as well as ongoing monitoring by administration.
		3) Classroom teachers will provide enrichment instruction in the area of reading and math to identified advance students in fourth and fifth grade.	Increased student achievement as measured by MAP and KPREP.	Student progress will be monitored through program reports as well as ongoing monitoring by administration.
Proficiency, Gap, Growth, Transition Readiness	Improve Daily Reading Instruction - Through reading workshop, effective lesson planning and instruction, students will improve their reading skills.	1) Teachers will utilize the workshop approach to teaching reading (whole group mini-lessons, shared and close reading, teacher-led guided reading groups, partner reading, and independent reading with conferences) using Common Core.	Student data will be monitored through CASCADE, MAP, CFAs, Lexia Core 5 reports, iRead reports, Student Data Notebooks, and progress monitoring reports, in addition to increased student achievement as measured by MAP and KPREP.	Ongoing monitoring by classroom teachers, resource teachers, and administration.
		2) Teachers will use research-based resources to plan reading instruction that include: formative assessments (including DRA and 3-minute reading assessments) and screeners (MAP) to improve student achievement, content reading (reading in each subject taught), connecting reading to writing weekly, higher-level questioning, and tiered vocabulary.	Student data will be monitored through CASCADE, MAP, CFAs, Lexia Core 5 reports, iRead reports, Student Data Notebooks, and progress monitoring reports, in addition to increased student achievement as measured by MAP and KPREP.	Ongoing monitoring by classroom teachers, resource teachers, and administration.

Proficiency, Gap, Growth, Transition Readiness	Improve Daily Math Instruction - Through math workshop, effective lesson planning and instruction, students will improve their math skills.	Teachers will implement math workshop model to provide all students with more support of math exploration of concepts, including C-S-A model, before they are required to demonstrate their understanding. The workshop model will be incorporated in all grades a minimum of once weekly.	Student data will be monitored through CASCADE, MAP, CFAs, Dreambox reports, Student Data Notebooks, and progress monitoring reports, in addition to increased student achievement as measured by MAP and KPREP.	Ongoing monitoring by classroom teachers, resource teachers, and administration.
Proficiency, Gap, Growth, Transition Readiness	Positive Culture - Staff will work to meet the social and emotional needs of all students, while improving the school climate and culture, through modeling, teaching, and supporting students	1) Staff will receive professional development through our partnership of the ABRI/PBIS program. This will be monitored via walkthroughs/classroom observations.	Administration observations, district observations, and parent feedback.	Ongoing monitoring by administration.
		2) Cochrane Elementary will host several parent and family events to increase parent involvement/communication. These activities and events will include the following : Parent Conferences, Open House Cookout, Family Reading Night, Family Arts Night, Family Math and Science Night, Field Day, Kindergarten Camp, Fifth Grade Celebration Day. Written communication will include: Monthly School Newsletter, School Website, Positive Postcards, Student Home/School Folders/Agendas.	Administration observations, district observations, and parent feedback.	Ongoing monitoring by administration.
		3) Cochrane Elementary will collaborate with the Jeffersontown Police Department to offer the DARE Program and community members to offer the Every1 Reads Program to students.	Administration observations, district observations, and parent feedback.	Ongoing monitoring by administration.

[illegible]

Funding	Start Date	End Date	Persons Responsible
\$0	8.16.17	12.21.18	Administration, Resource Teachers, Classroom Teachers
\$0	8.16.17	12.21.18	Administration, Resource Teachers, Classroom Teachers
\$13,500	8.16.17	12.21.18	Administration, Resource Teachers, Classroom Teachers
\$40,000	8.16.17	12.21.18	Administration, Interventionists, Classroom Teachers

\$14,349	8.16.17	12.21.18	Administration, Interventionists, Classroom Teachers
\$0	8.16.17	12.21.18	Administration, Resource Teachers, Classroom Teachers
\$0	8.16.17	12.21.18	Administration, Resource Teachers, Classroom Teachers
\$0	8.16.17	12.21.18	Administration, Resource Teachers, Classroom Teachers

\$0	8.16.17	12.21.18	Administration, Resource Teachers, Classroom Teachers
\$0	8.16.17	12.21.18	Administration, Teachers
\$0	8.16.17	12.21.18	Administation, Teachers, FRC
\$0	8.16.17	12.21.18	Administration, Teachers

[illegible]