

1: Proficiency

State your Proficiency Goal

Goal 1: By the end of the 2019-2020 school year, our school will maintain at least a 90% or above average combined proficient/distinguished in all content areas.					
Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, our school will maintain at least a 90% or above proficient/distinguished in <b>math</b> (delivery target: 86.1)	PLCs will collaborate to increase student proficiency. (KCWP 1, 2, 3, 4)	PLCs will conduct curriculum reviews/checks to ensure alignment of standards, learning targets, and assessment measures.			
		Grade-level teams will develop student-friendly, action oriented learning targets that will drive instruction. Learning targets will be visible and the focal point for instruction/learning activities. Learning targets will be communicated to parents in class newsletters or on class websites. <i>(parent involvement)</i>			
		<i>IXL online lessons</i> will be used to provide practice with various math concepts.			
		Kindergarten and 1 <sup>st</sup> grade classrooms will provide a daily spiral review of key math concepts through calendar math instruction. Students in grades 2-5 will complete a daily spiral review to practice and reinforce math concepts.			

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	A balanced assessment system will be utilized to report student progress and to drive instruction. (KCWP 3)	PLCs will ensure that formative assessment practices are in place and use assessment data to guide instruction ( <i>review of student work, common formative assessments, lesson exit slips</i> )			
		An end-of-year math challenge will be established to build math fluency.			
Objective 2: By the end of the 2017-2018 school year, our school will maintain at least a 90% or above proficient/distinguished in <b>reading</b> (delivery target: 90.8)	(see objective #1 strategy: PLCs, assessment)	(see objective #1 activities: standards alignment, learning target development/use, assessment practices)			
	The reading workshop model will be used to deliver instruction through mini-lessons that teach reading through the 7 comprehension/thinking strategies. (KCWP 2)	Students will be given an individualized reading goal each grading period. Goals will be determined based on the student’s reading level and the number of minutes of independent reading expected each week.			\$4,000 instructional fees, PTA
		Students will be exposed to a variety of genres and levels of books: classroom libraries, book fairs, etc.			\$5,000 textbook funds
		Teachers will <i>conference with students</i> on a regular basis to ensure that mini lesson learning targets are being met and that there is progress toward the reading goal.			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 3: By the end of the 2017-2018 school year, our school will maintain at least a 90% or above proficient/distinguished in <b>science</b> and <b>social studies</b> (s. studies delivery target: 95.9)	(see objective #1 strategy: PLCs, assessment)	(see objective #1 activities: standards alignment, learning target development/use, assessment practices)			
	Staff will collaborate to immerse students in science and social studies content. (KCWP 1, 2, 5, 6)	Project-based learning will supplement the science and social studies standards: reports, presentations, research projects, field trips, class simulations (5 <sup>th</sup> grade colonial days), literature integration, lab opportunities, use of special area notebook.			textbook fund, general fund
		Science instruction will be module based and supplemented with literature and paper-pencil activities.			
		Vertical grade level collaboration may include conversations, review of data, student work, etc. ( <i>professional development</i> )			PD funds

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		Use of <i>daily spiral reviews</i> to reinforce science and social studies concepts (grades 3-5).			
Objective 4: By the end of the 2017-2018 school year, our school will maintain at least a 90% or above proficient/distinguished in <b>writing</b> (delivery target: 87.0)	(see objective #1 strategy: PLCs, assessment)	(see objective #1 activities: standards alignment, learning target development/use, assessment practices)			
	A writing workshop model will be used to deliver instruction through mini-lessons that teach writing skills, followed by independent student practice/application. (KCWP 2)	Students will use a <i>writing notebook</i> or organize their planning, drafting, and publishing of writing.			
		The <i>writer's toolbox</i> strategies will be used to create a common language in writing instruction. Displayed strategy templates will ensure consistency in writing mini lessons.			
		K-2 <sup>nd</sup> grade students will apply knowledge and skills learned from the “ <i>Phonics Dance</i> ” curriculum into daily writing.			
		Students in K-5 <sup>th</sup> grade will practice <i>on-demand practice scrimmages</i> to build writing stamina.			

2: Gap

State your Gap Goal

Goal 2: By the end of the 2019-2020 school year, our school will maintain at least an 85% or above average combined proficient/distinguished in all content areas for students in the <b>non-duplicated gap group</b> .					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, our school will maintain at least a 85% or above proficient/distinguished	Utilize time to provide interventions to tier 2 and 3 students. (KCWP 2, 4 and 5)	The “League of Lions” morning intervention lab will provide small group and one-on-one assistance to students not meeting grade-level standards in academic content areas.			

Goal 2: By the end of the 2019-2020 school year, our school will maintain at least an 85% or above average combined proficient/distinguished in all content areas for students in the <b>non-duplicated gap group</b> .					
in <b>math</b> for non-duplicated gap students (delivery target: 76.6)		A 30 minute daily intervention-enrichment block will provide differentiated small group interventions to students not meeting grade-level standards in academic content areas.			
		Students will be recognized each grading period for perfect attendance. Parents of students who are habitually absent, tardy, or picked up late will be notified about school expectations for attendance. Attendance data will be communicated to stakeholders. <i>(academic support: attendance)</i>			
		A <i>Family Math night</i> will be held to provide opportunities for families to become aware of math strategies as well as the importance of fluency in math.			
Objective 2: By the end of the 2017-2018 school year, our school will maintain at least a 85% or above proficient/distinguished in <b>reading</b> for non-duplicated gap students (delivery target: 83.3)	<i>(see objective #1 strategy)</i>	<i>(see objective #1 activities)</i>			
		A <i>Family Fitness Literacy night</i> will be held to provide opportunities for families to become aware of reading strategies as well as the importance of reading.	attendance, feedback from stakeholders		\$500 PTA

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 3: By the end of the 2017-2018 school year, our school will maintain at least a 85% or above proficient/distinguished in <b>social studies</b> for non-duplicated gap students (delivery target: 92.5)	<i>(see objective #1 strategy)</i>	<i>(see objective #1 activities)</i>			
Objective 4: By the end of the 2017-2018 school year, our school will maintain at least a 85% or	<i>(see objective #1 strategy)</i>	<i>(see objective #1 activities)</i>			

above proficient/distinguished in <b>writing</b> for non-duplicated gap students (delivery target: 78.6)					
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### 3: Growth

State your **Growth** Goal

Goal 3: By the end of the 2019-2020 school year, our school will increase the percentage of students meeting their expected growth by 5% in <b>reading</b> and <b>math</b> as measured by MAP. Baseline data is being collected in the 2017-2018 school year.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, 90% of students will meet their expected Fall to Spring growth in reading and math as measured by MAP.	Our school will develop our capacity in utilizing MAP data for instructional planning (KCWP 2 and 4).	Our school will have educators attend district level professional development on MAP implementation and use of reports. <i>(technical assistance from district)</i>			district funds
		Our PLCs will include use of MAP data in their assessment discussion in order to plan instruction and groupings for the daily intervention and enrichment block.			none
		Student progress will be tracked via a <i>data folder</i> . A school-wide data board will display student progress in reading and math.			\$100 general fund
		<i>STEM activities</i> will be integrated into a special area class and a before-school extra-curricular club ( <i>Maker Space</i> ) to provide students with opportunities for deeper learning in science, technology, and math.			

### 4: Transition readiness

State your **Transition readiness** Goal

Goal 4: By the end of the 2019-2020 school year, our school will maintain at least a 90% or above average combined proficient/distinguished in reading and math.					
Objective 1: By the end of the 2017-2018 school year, our school will	Our school will develop our capacity in preparing students to	Incoming kindergarten students will be assessed for kindergarten readiness (entry level assessment, Brigance assessment). Staff will conference with parents to discuss results.			\$1,000 general funds

Goal 4: By the end of the 2019-2020 school year, our school will maintain at least a 90% or above average combined proficient/distinguished in reading and math.					
maintain at least a 90% or above proficient/distinguished in <b>math</b> and <b>reading</b> <i>combined</i> (delivery target: 88.5)	enter middle school at or above grade level. (KCWP 1, 2, 3 and 6).	( <i>parent communication</i> )			
		Parents will receive frequent communication about learning expectations and student progress: weekly newsletter/website update, Monday folder, use of student agenda (grades 1-5), conferences, phone calls, Infinite Campus-online grade reporting, etc. In addition, Families will be provided with a <i>list of skills</i> necessary for optimal success in the upcoming grade level. ( <i>parent communication</i> )			none
		Our school will intentionally focus on building school pride and a positive school culture: “Paws” program, school-wide morning meetings, classroom morning meetings, student recognition (honor rolls, Be Your Best, accelerated reader reading goal, math challenge), student Lion pledge.			none
		Stakeholders will have opportunities to provide feedback: comprehensive school surveys, TELL survey, committee surveys, etc. ( <i>parent involvement</i> )			none
		Students in grades 3-5 will be taught strategies for success in organization through departmentalization of classes (2 teachers/classes in 3 <sup>rd</sup> grade; 3 teachers/classes in intermediate grade levels).			
		<i>Extra-curricular opportunities in the arts</i> will support student development: before/after school programs, cultural arts assemblies, field trips, etc.			\$5,000 PTA