

Type	Goal	Objective
Proficiency	1. Proficiency: By the end of the 2021-2022 school year, Middletown Elementary will reach their KDE proficiency delivery targets for all students combined Reading/Math (Reading 64.8, Math 61.5, combined 63.15).	1.1 Proficiency: By the end of the 2017-2018 school year, Middletown Elementary will reach its KDE proficiency delivery targets for combined Reading/Math (Reading 58.1, Math 54.1 -combined 56.1) 1.2 Proficiency: By the end of the 2017-2018 school year, Middletown Elementary will reach its KDE proficiency delivery targets for Science and Social Studies.
Gap	2. Gap: By the end of the 2021-2022 school year, Middletown Elementary will reach the KDE delivery target in the average combined reading and math KPREP proficiency rate for students in the non-duplicated gap group	2.1. Gap: By the end of the 2017-2018, Middletown Elementary will reach the KDE delivery target in the average combined reading and math KPREP proficiency rate for students in the non-duplicated group (Reading 45.7, Math 48.9, combined 47.3).
Growth	3. Growth: By the end of the 2019-2020 school year, Middletown Elementary will increase the percentage of students meeting and/or exceeding their expected growth by 5% in Reading and Math as measured by MAP. Baseline data is being collected in	3.1 By the end of the 2017-2018 school year, 85% of students will meet their predicted Fall to Spring growth in Reading and Math as measured by MAP.
Transition Readiness	2021-2022 school year, Middletown Elementary will increase the percentage of students that are ready to transition to sixth grade (middle school) to 90%.	4.1 Transition Readiness: By the end of the 2017-2018 school year, Middletown Elementary will increase the percentage of students that are ready to transition to middle school to 68%.
Equity	5. A school leadership composite total 84% of staff agree or strongly agree according to Tell Survey and/or Comprehensive School	5.1 A staff survey will result in a 10% increase of staff who agree/strongly agree on school leadership composite score on the 2018 Comprehensive School Survey.
Positive Behavior Intervention and Support System	6. School leadership and stakeholder representatives will develop a cohesive school-wide PBIS program that will be fully implemented in common areas and classrooms by 2020.	6.1 School leadership and stakeholder representatives will explore PBIS program and develop a school-wide program for the 2018-2019 academic year. 6.2 School leadership and stakeholder representative will provide implementation training for all school staff and informational sessions for the school community.

Associated Goal(s) and Objective(s)	Strategy	Activity	Measure of Success	Progress Monitoring (Dates & Notes)	Funding	Start Date	End Date	Persons Responsible
Proficiency, GAP, Growth, Transition	Reading, Writing and Math: PLCs will analyze and use assessment results to inform instruction during weekly meetings(MAP, KPREP, CFAs)	<p>1. Ensure ongoing professional development in the area of high yield instructional strategies to aid in curricular differentiation when students do not meet mastery of standard(s) (Fundamental Five, Bellarmine Literacy Project(BLP), MAP, CFA). District content resource teachers will deliver professional development during faculty meetings and provide follow-up/implementation sessions during grade level PLCs.</p> <p>2. Teacher collaboration to ensure vertical curricular mapping and alignment in ELA and Math to identify instructional gaps, including introduction of a standard, development and measure of mastery.</p> <p>3. Second and third grade teachers will participate in KCM PLE Foundations for Primary Mathematics Spring cohort to increase effectiveness of scaffolding and differentiation of classroom instruction. Participants will share new strategies and techniques with PLCs to increase instructional effectiveness to improve student achievement (KDE & KCM).</p>	<p>1. Power Walk results, BLP assessment results, MAP results</p> <p>2. PLC protocols, lesson and unit planning, Gold Day and faculty meeting developed products</p> <p>3. PLC protocols, lesson and unit planning - instructional strategies</p>	Progress documentation at the end of each grading period, monthly analysis of Fundamental Five data	\$3000 school funds	12/1/2017	12/18/2018	Teachers, Administrators, Goal Clarity Coach

Associated Goal(s) and Objective(s)	Strategy	Activity	Measure of Success	Progress Monitoring (Dates & Notes)	Funding	Start Date	End Date	Persons Responsible
Proficiency, GAP, Growth, Transition	Utilize universal screener data (MAP), KPREP, as well as classroom assessments to plan targeted instruction and establish learner growth goals.	<p>1. Extended planning time for grade level PLCs will be provided twice per year. Teachers will: analyze evidence of student learning, develop learning objectives and common formative assessments as well as explore instructional strategies and resources to improve the achievement of all students.</p> <p>2. Administrators, Goal Clarity Coach and teachers will conduct learning conferences with students after administration of universal screeners to establish content growth goals and learner behavior goals (academics, attendance and behavioral goals). Completed goal protocols will be shared with parents via take-home folder. Parent review and/or input will be returned to school and progress will be discussed during parent/teacher conferences. The FRYSC will coordinate celebrations for achieving goals.</p> <p>3. Students will establish healthy habit goals and track those throughout the school year.</p> <p>4. Administrative Team will conduct weekly behavior dashboard/Infinite Campus discipline reviews to determine next steps.</p> <p>5. Special area and grade level teachers/teams will collaborate to plan interdisciplinary learning activities during scheduled faculty meeting time.</p>	Increased coherence of instruction/lessons/ units, valid and common measures of student learning, students, teachers, and administrators will collaborate to establish learning goals and learner behavior goals	Products of extended planning (learning objectives, CFA, analysis of student learning), MAP results, Learning Conference protocols, agendas and notes from administrative meetings	\$3000 school funds and FRYSC	1/10/2108	12/18/2018	Teachers, Administrators, Goal Clarity Coach, FRYSC Coordinator, Wellness Committee

Associated Goal(s) and Objective(s)	Strategy	Activity	Measure of Success	Progress Monitoring (Dates & Notes)	Funding	Start Date	End Date	Persons Responsible
Equity	School leadership (Instructional Leadership Team, Team Leaders and administrators) will measure the effectiveness of current programs and initiatives implemented in classrooms and school through discussions at PLCs, faculty meetings, ILT meetings, and other committees.	1. Climate and Culture: initiate committee to analyze feedback from staff regarding schoolwide PBIS focus and direction. 2. Initiate seasonal and monthly appreciation activities for staff to increase comradery and foster positive school moral. Monthly staff meetings will include activities that foster team building and recognition/celebrations of staff achievements and healthy habits. The FRYSC coordinator will coordinate staff healthy habit competitions and resources to achieve goals. 3. Communication: Matson Memo (staff newsletter) will include calendar of upcoming school events. Parent communication will be via bi-weekly newsletter, OneCall and/or flyers sent home regarding school community events. 4. Staff surveys will be developed and analyzed at the end of each grading cycle to measure progress in the areas of school leadership included in the 30-60-90 day Big Rocks plan and to determine next steps.	Survey results regarding effectiveness will increase each grading cycle	Committee meeting minutes, ILT minutes, faculty meeting agendas, survey and results	FRYSC	1/10/2018	12/18/2018	Teachers, Administrators, Goal Clarity Coach, FRYSC Coordinator Wellness Committee

Associated Goal(s) and Objective(s)	Strategy	Activity	Measure of Success	Progress Monitoring (Dates & Notes)	Funding	Start Date	End Date	Persons Responsible
PBIS	School leadership(Instructional Leadership Team, Climate and Culture Committee, administrators, FRYSC coordinator and parent members of SBDM) will measure the cohesiveness of current PBIS processes/practices implemented in classrooms and common areas.	<p>1. School leadership will conduct PBIS walkthroughs to determine cohesiveness and level of implementation of current PBIS systems and practices implemented in common areas and classrooms.</p> <p>2. School leadership and other school leaders will conduct a book study to establish a PBIS focus for the school (ILT represenatives, Climate and Culture Committee representatives, FRYSC coordinator, and parent representatives of SBDM will be invited to participate).</p> <p>3. Book study members will gather information regarding school-wide PBIS systems and practices implemented in elementary schools.</p> <p>4. Book study members will plan and deliver professional development for the staff for implementation of PBIS in the summer of 2018 for implementation at the beginning of the 2018/2019 school year.</p>	Stakeholder representatives participating in book study, development of school-wide PBIS plan, professional development, common language regarding expectations	PBIS walkthrough data, development of a school-wide PBIS plan, agendas/notes and/or minutes from book study group, professional development agendas	\$300.00 school funds &FRYSC	2/2/2018	8/15/2018	Adminstrators, Goal Clarity Coach, ILT, Climate & Culture Committee reps., SBDM parent reps., FRYSC Coordinator