

Type	Goal	Objective
Proficiency	1. Proficiency: By the end of the 2018-19 school year, Schaffner Traditional will reach their KDE delivery targets for combined Reading/Math of 83.2.	1.1 Proficiency: By the end of the 2017-2018 school year, Schaffner Traditional will reach the KDE delivery targets for combined Reading/Math of 79.8.
Gap	2. Gap: By the end of the 2018-19 school year, Schaffner Traditional will reach the KDE delivery target in the average combined reading and math KPREP proficiency rate for students in the non-duplicated gap group of 79.9.	2.1. Gap: By the end of the 2017-2018, Schaffner Traditional will reach the KDE delivery target in the average combined reading and math KPREP proficiency rate for students in the non-duplicated gap group of 75.8.
Growth	3. Growth: By the end of the 2018-19 school year, Schaffner Traditional will increase the percentage of students meeting their expected growth by 5% in Reading and Math as measured by MAP. Baseline data is being collected in 2017-2018.	3.1 By the end of the 2017-2018 school year, 85% of students will meet their expected Fall to Spring growth in Reading and Math as measured by MAP.
Transition Readiness	4. Transition Readiness: By the end of the 2018-19 school year, Schaffner Traditional will increase the number of students ready for middle school as measured by Social Studies KPREP delivery target of 84.5 and Science teacher-made tests showing 90% of students successful on these tests. Baseline for science being collected in 2017-18.	4.1 By the end of the 2017-18 school year, Schaffner Traditional will increase the number of students ready for middle school as measured by Social Studies KPREP delivery target of 81.3 and Science teacher-made tests showing 85% of students successful on these tests.

Strategy	Activity	Measure of Success	Progress Monitoring (Dates & Notes)	Funding	Start Date	End Date	Persons Responsible
1. Increase number of students scoring Proficient on KPREP.	1.1 Implement specific interventions in the area of math and reading using assistants/school clerk. Parents will be informed that their student is involved in the intervention.	Students DRA levels increase.		\$0	8/21/2017	5/3/2018	Classroom teacher
	1.2 Utilize 4 square method for writing extended responses.	Analysis of extended responses on CFA.	Per team schedules	\$0	9/15/2017	5/3/2018	Classroom teacher
	1.3 Utilize technology to provide interventions: ipads, Moby Max, Reading Eggs. (before and during school hours)	Progress of students as measured by MAP throughout the year.	Fall MAP scores: Reading 34 students in Tier II, 12 students in Tier III; Math 10 students in Tier II and 23 students in Tier III.	\$0	8/21/2017	5/3/2018	Classroom teacher

	1.4 Implement after-school ESS for identified students in reading/math.	Post test of identified students.		\$15,000	3/15/2018	5/3/2018	ESS Coordinator
	1.5 Implement specific interventions in the area of reading using the GCC.	DRA levels		\$0	10/15/2017	12/19/2017	GCC
	1.6 Train identified teachers in best practice literacy instruction via Bellarmine Program.	GCC Observation data indicating best practice literacy instruction.		\$0	8/1/2017	5/30/2018	Participating teachers/GCC
	1.7 GCC will model lessons with Bellarmine teachers and follow up with observations.	GCC Observation data indicating best practice literacy instruction.		\$0	9/1/2017	5/30/2018	GCC
	1.8 GCC provides complex texts and creates standards aligned questions for grades 2-5th (ReadWorks, NewsELA, Reading A-Z).	KPREP scores		\$0	8/16/2017	5/1/2018	GCC
	1.9 Utilize math workshop in 1st grade to provide for specific needs of students.	Student mastery of 1st grade math content per teacher data		\$0	8/16/2017	5/24/2018	classroom teachers
	1.10 Attendance will be monitored and calls to parents will be made to ensure parents understand the importance of attendance.	Attendance clerks notes and data		\$0	8/15/2017	5/24/2018	Assistant principal and attendance clerk
	1.11 PLCs will meet weekly to ensure instruction is research based, rigorous, and aligned with academic standards. Teachers will determine how best to implement to meet student needs.	PLC minutes and observations/walk throughs		\$0	8/15/2017	5/24/2018	GCC and classroom teacher

2. Implement assessment plan to monitor student progress.	2.1 Conduct and analyze CFA focusing on next steps instruction at least every 3 weeks at the team level.	Increase in student mastery of content	via PLC minutes	\$0	9/1/2017	5/24/2018	Team leaders
	2.2 Utilize various assessments, such as exit slips, one-to-one assessments, self-assessments to monitor students' learning and impact instruction.	Increase in student mastery of content	Dec. 2017 walkthrougths/observations show teachers use of various assessments	\$0	8/16/2017	5/1/2018	classroom teachers
	2.3 Give MAP 3 times this year to set base line data and monitor student progress. Intervention groups will be determined based on data.	Progress of students as measured by MAP throughout the year.	Fall MAP scores: Reading 34 students in Tier II, 12 students in Tier III; Math 10 students in Tier II and 23 students in Tier III.	\$0	9/1/2017	5/1/2018	GCC and classroom teachers

	2.4 Provide training on giving and analyzing MAP for all grades.	Progress of students as measured by MAP throughout the year.	Fall MAP scores: Reading 34 students in Tier II, 12 students in Tier III; Math 10 students in Tier II and 23 students in Tier III.	\$0	9/1/2017	10/1/2017	GCC
	2.5 Maintain assessment binders to monitor individual student progress: MAP and DRA.	Progress of students as measured by MAP throughout the year.	Binder contents updated 12-1-17 showing Tiered students.	\$0	9/1/2017	5/1/2018	GCC and principal
	2.6 GCC will work with 2nd grade PLC to create standards aligned formative assessments.	Regular use of standards aligned formative assessments	PLC minutes and student progress	\$0	9/1/2017	5/1/2018	GCC
	2.7 Parents will be informed of assessment scores.	Online Grade book		\$0	8/15/2017	5/24/2018	Classroom teachers

3. Increase number of students ready for middle school.	3.1 Science Lab certified teacher meets with each class at least once per week.	Schedules showing all classes served	8-16-17 schedule shows all teams involved in lab weekly	\$0	8/16/2017	5/24/2018	Principal and science lab teacher
	3.2 Utilize science kits for science classroom instruction.	Teacher-made science assessments showing increase in student mastery of science content		\$0	8/16/2017	5/1/2018	Science Lead
	3.3 Implement Robotics in the lab and STEM bus visit at least once per year.	Students understanding of robotics and STEM content		\$0	9/1/2017	11/1/2017	Science lab teacher
	3.4 All grades participate in Science Through Course Tasks (STCT).	Lesson plans and student mastery of STCT.		\$0	10/1/2017	5/15/2018	GCC and team leaders
	3.5 Utilize 4 square method to organize learning in science and social studies and for extended response.	Increase in KPREP and teacher-made assessments indicating student mastery		\$0	8/16/2017	5/24/2018	classroom teachers
	3.6 Utilize new social studies text in 5th grade, including small text readers to increase content knowledge on topics being studied.	Lesson plans showing use of materials and increase in students KPREP scores.		\$0	8/16/2017	5/24/2018	classroom teachers
	3.7 5th graders will participate in JA Biztown program, including classroom economies. Parents will be invited to participate to support students learning.	Lesson plans and walkthrough data.		\$0	8/16/2017	12/15/2017	classroom teachers
	3.8 Classes participate in Buddy Classroom projects related to science and social studies content.	lesson plans indicating Buddy projects.		\$0	8/30/2017	5/1/2018	classroom teachers
	3.9 5th graders will participate in building classroom governance.	Lesson plans and walkthrough data.		\$0	1/3/2018	5/1/2018	classroom teachers

	3.10 Programs and information related to transitioning will be provided to parents, such as social studies and science presentations by students, information for Advanced Program, etc.	examples of information related to this occurring		\$0	9/1/2017	5/15/2018	Assistant principal and teachers
--	--	---	--	-----	----------	-----------	----------------------------------