

Type	Goal	Objective
Proficiency	1. Proficiency: By the end of the 2021-2022 school year, Shelby Traditional Elementary will reach their targets for combined Reading/Math (Reading 41.3, Math 36.8 Combined 39.05) and Social Studies 50.3.	1.1 Proficiency: By the end of the 2017-2018 school year, Shelby Traditional Elementary will reach their targets for combined Reading/Math and Social Studies for all students (Reading 30.1, Math 24.7, Combined 27.4 and Social Studies 40.7.)
Gap	2. Gap: By the end of the 2021-2022 school year, Shelby Traditional Elementary will reach their target in the average combined reading and math and social studies KPREP proficiency rate for students in the non-duplicated gap group (Reading 37.7, Math 34.3, Combined 36 and Social Studies 45.2).	2.1. Gap: By the end of the 2017-2018, Shelby Traditional Elementary will reach their target in the average combined reading and math and social studies KPREP proficiency rate for students in the non-duplicated group (Reading 25.9, Math 21.7, Combined 23.8 and Social Studies 34.7).
Growth	Traditional Elementary 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, 65% 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 2021-2022 school year, Shelby Traditional will increase the percentage of students scoring at the Proficient/Distinguished level to 48.4% combined Reading, Math, Social Studies (5th grade).	By the end of the 2017-2018 school year, Shelby Traditional Elementary will increase the percentage of students scoring at the Proficient/Distinguished level to 36.8% combined Reading, Math, Social Studies.
Equitable Access	5. Equitable Access: By the end of the 2021-2022 school year, Shelby Traditional will increase the percentage for Community Support and Involvement on the TELL Survey to 82.3% agree.	By the end of the 2017-2018 school year, Shelby Traditional will increase the percentage for Community Support and Involvement on the TELL Survey to 78.9% agree.

Associated Goal(s) and Objective(s)	Strategy (Vision 2020)	Activity	Measure of Success	Progress Monitoring (Dates & Notes)	Funding	Start Date	End Date	Persons Responsible
Proficiency, GAP, and Growth	KCWP: 1, 2, 3, 4 ELA, Math and Social Studies: Provide training on and implementation of deeper learning strategies. Plan for and implement active student engagement strategies including technology and personalized learning. Review, analyze assessment data and apply results.	<p>1. Ensure ongoing professional development in the area of deeper learning focused on helping learners develop the social, emotional, and intellectual knowledge, skills, capacities, and dispositions to thrive in school and beyond through the cultivating of the following:</p> <ul style="list-style-type: none"> •Caring, constructive learning relationships •Meaningful, personalized, real-world learning experiences •Supportive, equity-focused learning environments 	1. Student products, teacher lesson plans, formative and summative assessments results.	1. PLC agendas, notes, lesson plans, administrative walkthroughs, observations, (bi-weekly) MAP results (fall, winter, spring)	Title I \$1500	12/30/2017	5/31/2018	Teachers, Administrators, ILT and district support personnel
		2. Collaborate to ensure vertical curricular mapping and alignment to identify instructional gaps, including introduction of a standard, development and mastery of standard.	2. PLCs agendas, notes, ILT agendas, notes	Lesson plans, PLCs data analysis (bi-weekly)		12/30/2017	5/31/2018	Teachers, Goal Clarity Coach, administrators
		3. Increase student enagement through technology based learning including Google classroom with the purchase of additional chromebooks, laptops.	Administrative walkthrough data, student products and assessment data	Walkthrough feedback, analysis of student assessments, products (bi-weekly)	Title I \$20,000	12/30/2017	5/31/2018	Teachers, Technology teacher, Administrators

		4. Analyze assessment results (Common Formative Assessments, DCA, MAP, KPREP) to inform/modify instruction through weekly PLC sessions.	3. Administrative data collection, PLCs notes, classroom teacher assessment data	Student data (analyzed bi-weekly with administrators, ongoing by classroom teachers)		12/30/2017	5/31/2018	Teachers, administrators, ILT, Goal Clarity Coach
		5. Provide targeted and specific interventions for individual student needs. Monitor student progress and plan next steps.	4. Intervention schedule, ESS student attendance sheets, data collection	Attendance and progress monitoring collected and analyzed bi-weekly		12/30/2017	5/31/2018	Interventionists, teachers, administrators
Proficiency, GAP, Transition	KCWP 1, 2, 3, 4PLCs will identify key curricular standards through vertical alignment and implement high yield instructional strategies to ensure student progress.	6. PLCs will plan vertically to align standards and horizontally to plan effective, varied instructional strategies including project-based learning.	1. PLCs notes, lesson plans, administrative walkthroughs/observations	Lesson plans and walkthroughs biweekly		12/30/2017	5/31/2018	Teachers, Goal Clarity Coach, administrators
		7. Teachers will use MAP growth reports to identify individual student needs on specific skills/standards and plan and implement targeted, personalized instruction.	2. Lesson plans, intervention plans	Analysis of MAP growth reports Fall, Winter, Spring		12/30/2017	5/31/2018	Teachers, interventionists, administrators

		8. Implement individual student learning paths on Study Island in grades 2-5 to support student progress.	3. Study Island reports	Analysis of Study Island learning path reports for individual students ongoing by teachers		12/30/2017	5/31/2018	Teachers, interventionists, administrators, Edmentum representative
GAP, Growth	KCWP 2, 3, 4Grade level teachers and administrators will meet to analyze student progress data in math, reading/writing and social studies to determine academic interventions and modifications in interventions for students who are not exhibiting growth.	9.Daytime and before school ESS will provide additional support for interventions. Data on student progress will be analyzed and teachers and interventionists will plan appropriate and effective instruction for individual student needs.	1. ESS schedule, data collection	Data collection and analysis for modification of interventions biweekly		12/30/2017	5/31/2018	Teachers, interventionists, administrators
		10. Two additional certified teachers will provide interventions in reading with an emphasis on ensuring that primary students are on grade level by the end of third grade.	2. Intervention schedule, data collection	Data collection and analysis for instructional implications biweekly	Title I \$126,000	12/30/2017	5/31/2018	Interventionists, teachers, administrators

Proficiency, GAP, Growth, Transition	KCWP 1, 2, 3, 4Utilize data: MAP, KPREP, Formative/Summative assessments, Common assessments (grade level, district) to plan targeted, personalized instruction and establish learner growth goals.	11. Implement the MTSS school-wide process with applicable data points and documentation tools, including information regarding frequency of service intervention programs/research-based programs and strategies and progress monitoring checks (weekly MTSS sessions with counselor)	1. MTSS schedule and data	MTSS meetings with teachers , counselor,ECE consulting teacher biweekly for each grade level, recommendations for continued interventions or referral for ECE screening and/or assessment		12/30/2017	5/31/2018	Counselor, Teachers, ECE Consulting Teacher
		12. Use formative, interim, summative assessment results as well as universal screener data to determine tiered research-based interventions.	2. Teacher data collections, intervention data	PLCs data analysis and instructional planning with administrators biweekly		12/30/2017	5/31/2018	Teachers, administrators, interventionists
		13. Teachers will utilize MAP learning continuum to determine targeted skills for Tier I, II, III core instruction and intervention.	3. MAP growth reports, intervention data	MAP growth reports Fall, Winter, Spring		12/30/2017	5/31/2018	Teachers, district MAP resource, interventionists, administrators

Proficiency, GAP, Growth, Transition, Equitable Access	KCWP 6 Implement a support system to remove barriers to learning and to ensure student access to a positive and high quality academic experience	14. Implement an attendance plan to minimize student absences with a focus on those students with a high number of absences.	1. Attendance plan and committee minutes	Attendance committee meeting with School Social Worker monthly, targeted plan for specific students		12/30/2017	5/31/2018	Counselor, Attendance Clerk, District resource Abraham Soldano, FRC coordinator
		15. Provide the services of an in-school nurse, social workers, FRC and behavioral coaches to support families and students to ensure that students are ready to learn.	2. Nurse's log, social workers' schedules, FRC data, behavior data-yellow slips/infinite campus	Services are provided daily Data is collected by each support person		12/30/2017	5/31/2018	Nurse, Social Worker, FRC coordinator, administrators, behavior coaches
		16. Implement the Positive Behavioral Intervention System (PBIS) throughout the school to ensure student success.	3. PBIS data-Mr. Campion and committee	PBIS committee meets monthly including a District PBIS support person		12/30/2017	5/31/2018	Counselor, PBIS committee, administrators, district PBIS support

		17. Provide family support activities such as Back to School and Kindergarten family information night, Literacy Nights, Donuts with Dad, Muffins with Mom, Watchdogs, parent/teacher conferences.	4. Sign in attendance sheets, agendas, schedules	Parent activities are held throughout the year, parent-teacher conferences, home visits and family support are offered regularly	Title I \$1500	12/30/2017	5/31/2018	PTA, administrators, FRC coordinator, teachers
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