

| COHERENT INSTRUCTIONAL SYSTEM | | | |
|---|---|--|-----------------------------|
| GOAL | Increase the number of students in grades 1-5 performing Proficient or Advanced on the Reading Inventory from 45% in the Fall 2017 administration to 80% in the Winter 2018 administration. | | |
| Structure(s) | CIS-1,2,3,4 | | |
| Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. | | | |
| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring | |
| 1. DI Block will be utilized by classroom teachers and support personnel for reading instruction. | Title I, Title II, Local funds | a. August - May | Administration and teachers |
| | | b. 15/30 day lesson cycle, TKES, RI | |
| 2. Students (K-2) will set literacy goals based on current DI level. | Title I | a. Following first RI administration (August 2017) | Classroom teachers |
| | | b. Conferences/Compacts/Family Engagement Evenings/RI | |
| 3. Students (3-5) will set Lexile goal based on current performance data (RI and GMA). | Title I | a. Following first RI administration (August 2017) | Classroom teachers |
| | | b. Conferences/Compacts/Family Engagement Evenings/RI | |
| 4. Teachers in grades 4 and 5 will utilize PALS and Interactive Read Alouds to enhance reading instruction. | TitleI/II, PL, Local Budget | a. September - May | Classroom teachers/Admin |
| | | b. TKES, Lesson Plans | |
| 5. Teachers in grades K-2 will utilize Shared Reading and Interactive Read Alouds to enhance reading instruction. | TitleI/II, PL, Local Budget | a. September - May | Classroom teachers/Admin |
| | | b. TKES, Lesson Plans | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| Student literacy needs will be identified/served in the DI block using IDI/RI, Dibels, and DRI. | | Student literacy needs will be identified/served in the DI block using IDI/RI, Dibels, and DRI. | |
| English Learners | | Migrant | |
| EL teachers will work with students on their skill level. | | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. | |
| Race/Ethnicity/Minority | | Students with Disabilities | |
| Student literacy needs will be identified/served in the DI block using IDI/RI, Dibels, and DRI. | | System 44 /Read 180 Reading software will be utilized during reading instruction. (Funding source: SSIP Grant/Title I budget) | |

EFFECTIVE LEADERSHIP

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| GOAL | Increase the number of students in grades 1-5 performing Proficient or Advanced on the Reading Inventory from 45% in the Fall 2017 administration to 80% in the Winter 2018 administration. |
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| Structure(s) | EL-1, 3, 4, 5 |
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|---|----------------------------|--|---------------------------|
| | | b. Method for Monitoring | |
| 1. Master schedule supports implementation of PALS, Shared Reading, and Interactive Read Alouds. | | a. August - May b. Teachers schedules, TKES, Lesson Plans | Admin |
| 2. Support personnel were hired and assigned to support grade level DI block | Title I | a. August - May b. TKES and Job Descriptions | Admin |
| 3. Four teachers and an administrator will visit Jefferson County to observe CRS - Bookworms in action. | Title I | a. October - November b. Travel Documentation | Admin |
| 4. | | a. b. | |
| 5. | | a. b. | |
| 6. | | a. b. | |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|--|--|
| Making staff more aware of the impact of poverty. | Working with homeless liaison and foster care point of contact. |
| English Learners | Migrant |
| Working with EL teachers | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. |
| Race/Ethnicity/Minority | Students with Disabilities |
| Making staff aware of instructional strategies that work with different subgroups. | Making staff aware of instructional strategies that work with different subgroups. |

PROFESSIONAL CAPACITY

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| GOAL | Increase the number of students in grades 1-5 performing Proficient or Advanced on the Reading Inventory from 45% in the Fall 2017 administration to 80% in the Winter 2018 administration. |
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| Structure(s) | PC-2,3,4 |
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Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
|---|-------------------------------------|--|------------------------------|
| | | b. Method for Monitoring | |
| 1. Teachers in grades 4-5 will participate in PL on PALS and Interactive Read Alouds. | Title I/II and PL funds | a. August 2017-March 2018 b. PL agendas/sign ins, Lesson Plans, TKES | District and Local personnel |
| 2. K-2 teachers will continue to collaboratively plan Shared Reading lessons. | Title I/II and PL funds | a. August 2017 - May 2018 b. PL agendas/sign ins, Lesson Plans, TKES | Classroom teachers/Admin |
| 3. PL on higher order questioning will be provided to staff to enhance reading instruction. | Title I/II and PL funds | a. September 2017 - March 2018 b. PL agendas/sign ins, Lesson Plans, TKES | Classroom teachers/Admin |
| 4. All staff members will be active participants in grade level/specialized area PLCs. | Title I/II and PL funds | a. August 2017 - May 2018 b. PL agendas/sign ins, Lesson Plans, TKES | All school staff |
| 5. Designated staff members will receive training on System 44/Read 180 program | Title I/II and PL Funds, SSIP grant | a. TBD - Really soon we hope!!!!!! b. Sign in sheets | District staff/Admin |
| 6. Four teachers and an administrator will visit Jefferson County to observe CRS - Bookworms in action. | Title I and PL funds | a. October-November b. Travel documentation | Classroom teachers/Admin |

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

| Economically Disadvantaged | Foster and Homeless |
|---|--|
| Teachers will collaboratively plan Shared Reading and Interactive Read Alouds which will be utilized to enhance student vocabulary. | Working with homeless liaison and foster care point of contact. |
| English Learners | Migrant |
| Teachers will collaboratively plan with EL teachers. | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. |
| Race/Ethnicity/Minority | Students with Disabilities |
| Teachers will collaboratively plan Shared Reading and Interactive Read Alouds which will be utilized to enhance student vocabulary. | ESEP Teachers will be trained on System 44/Read 180 (Funding source:SSIP Grant /Title I budget) |

FAMILY and COMMUNITY ENGAGEMENT

| GOAL | Increase the number of students in grades 1-5 performing Proficient or Advanced on the Reading Inventory from 45% in the Fall 2017 administration to 80% in the Winter 2018 administration. | | |
|---|---|--|-------------------------------|
| Structure(s) | FCE-1,2,3,4,5,6 | | |
| Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. | | | |
| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring | |
| 1. Quarterly Family Engagement Events will be held to share student data/research based strategies with families | Title I,/Local funds, Partners in Ed | a. August, September, December 2017, February, May 2018 | All school staff |
| | | b. Agendas, Sign in Sheets | |
| 2. Compacts will be utilized K-5 to establish goals and responsibilities for all stakeholders | Title I | a. October 2017 and March 2018 | ILT, Classroom teachers |
| | | b. Completed and Signed Compacts | |
| 3. All Pro Dads program will continue to foster relationships with male role models and K-5 students | Title I funds PTA | a. Sept., Oct., Nov. 2017, Jan. Feb. March 2018 | ILT, All Pro Dad facilitators |
| | | b. Agendas, Sign in Sheets | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| Seeing out resources and community involvement to support students in poverty. (backpack program, etc.) | | Working with homeless liaison and foster care point of contact/making fliers available to parents for support and resources. | |
| English Learners | | Migrant | |
| Supporting students that are EL and their parents through alternate language materials and community resources for ESOL classes. | | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. | |
| Race/Ethnicity/Minority | | Students with Disabilities | |
| Offering multiple cultural materials in the parent resource center and inviting community partners of differing demographics to events. | | Offering materials to support parents of students with disabilities and offering community connections at events to support those families. | |

| SUPPORTIVE LEARNING ENVIRONMENT | | | |
|--|---|--|---------------------------|
| GOAL | Increase the number of students in grades 1-5 performing Proficient or Advanced on the Reading Inventory from 45% in the Fall 2017 administration to 80% in the Winter 2018 administration. | | |
| Structure(s) | SLE-2,3 | | |
| Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. | | | |
| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring | |
| 1. Daily, monthly, and quarterly student incentives will be used to increase daily attendance rate | Local funds | a. August 2017 - May 2018 | School staff |
| | | b. Daily attendance reports | |
| 2. Student incentives will be utilized to support progress toward literacy and math student goals. | Local funds | a. September 2017 - May 2018 | Classroom teachers |
| | | b. RI/MI, DRI Progress Monitoring, Grade level benchmarks | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| Making staff more aware of the impact of poverty. | | Working with homeless liaison and foster care point of contact. | |
| English Learners | | Migrant | |
| Working with EL teachers | | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. | |
| Race/Ethnicity/Minority | | Students with Disabilities | |
| Making staff aware of instructional strategies that work with different subgroups. | | Making staff aware of instructional strategies that work with different subgroups. | |

| COHERENT INSTRUCTIONAL SYSTEM | | | | |
|---|--|----------------------------|--|---------------------------|
| GOAL | Increase the number of students K-5 performing Proficient or Advanced on the Math Inventory from 31% in the Fall 2017 administration to 70% in the Winter 2018 administration. | | | |
| Structure(s) | CIS-2,4 | | | |
| Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. | | | | |
| Action Steps | | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | | b. Method for Monitoring | |
| 1. Teachers will utilized Number Talks to build students' numeracy skills | | Local/Title I/II funds | a. August 2017 - May 2018 | Classroom teachers/Admin |
| | | | b. Lesson Plans, TKES | |
| 2. Teachers will utilize higher order questioning during Work Time & student-led Closings to enhance Math instruction | | Title I/II funds | a. August 2017 - May 2018 | Classroom teachers/Admin |
| | | | b. Lesson Plans, TKES | |
| 3. DI Block will be utilized by classroom teachers and support personnel for math instruction. | | Title I,II funds | a. August 2017 - May 2018 | Classroom teachers/Admin |
| | | | b. Master schedule, Lesson plans, TKES | |
| 4. | | | a. | |
| | | | b. | |
| 5. | | | a. | |
| | | | b. | |
| 6. | | | a. | |
| | | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | | |
| Economically Disadvantaged | | | Foster and Homeless | |
| Student numeracy needs will be identified/served in the DI block using MI, fluency/pre-assessments, and scaffolding. | | | Student numeracy needs will be identified/served in the DI block using MI, fluency/pre-assessments, and scaffolding. | |
| English Learners | | | Migrant | |
| EL teachers will work with students on their skill level assisting with content vocabulary. | | | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. | |
| Race/Ethnicity/Minority | | | Students with Disabilities | |
| Student numeracy needs will be identified/served in the DI block using MI, fluency/pre-assessments, and scaffolding. | | | Student numeracy needs will be identified/served in the DI block using MI, fluency/pre-assessments, and scaffolding. | |

EFFECTIVE LEADERSHIP

| GOAL | Increase the number of students K-5 performing Proficient or Advanced on the Math Inventory from 31% in the Fall 2017 administration to 70% in the Winter 2018 administration. | | |
|--|--|--|---------------------------|
| Structure(s) | EL-1, 3, 4, 5 | | |
| Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. | | | |
| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring | |
| 1. Master schedule supports implementation of Math DI block with support personnel. | Title I funds | a. August 2017 - May 2018 | Administration, ILT |
| | | b. Classroom schedules, lesson plans, TKES | |
| 2. Support personnel were hired and assigned to support grade level DI block | Title I funds | a. August 2017 - May 2018 | Administration, ILT |
| | | b. Lesson plans, TKES | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| Making staff more aware of the impact of poverty. | | Working with homeless liaison and foster care point of contact. | |
| English Learners | | Migrant | |
| Working with EL teachers | | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. | |
| Race/Ethnicity/Minority | | Students with Disabilities | |
| Making staff aware of instructional strategies that work with different subgroups. | | Making staff aware of instructional strategies that work with different subgroups. | |

PROFESSIONAL CAPACITY

| GOAL | Increase the number of students K-5 performing Proficient or Advanced on the Math Inventory from 31% in the Fall 2017 administration to 70% in the Winter 2018 administration. | | |
|---|--|--|---------------------------|
| Structure(s) | PC-2,3,4 | | |
| Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. | | | |
| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring | |
| 1. PL on higher order questioning will be provided to staff to enhance rigor of question during Workshop model. | Title I/II, PL funds | a. September 2017 - March 2018 | Classroom teachers/Admin |
| | | b. PL agendas/sign ins, Lessons Plans, TKES | |
| 2. Teachers in 3-5 will receive PL on Fraction Talks book. | Title I/II, PL funds | a. September 2017 - March 2018 | Classroom teachers/Admin |
| | | b. PL agendas/sign ins, Lessons Plans, TKES | |
| 3. All staff members will be active participants in grade level/specialized area PLCs. | Title I/II and PL funds | a. August 2017 - May 2018 | Classroom teachers/Admin |
| | | b. PL agendas/sign ins, Lessons Plans, TKES | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| Support staff will collaboratively plan with classroom teachers. | | Support staff will collaboratively plan with classroom teachers. | |
| English Learners | | Migrant | |
| Classroom teachers will collaboratively plan with EL teachers. | | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. | |
| Race/Ethnicity/Minority | | Students with Disabilities | |
| Support staff will collaboratively plan with classroom teachers. | | Support staff will collaboratively plan with classroom teachers. | |

| FAMILY and COMMUNITY ENGAGEMENT | | | | |
|---|--|--------------------------------------|--|-------------------------------|
| GOAL | Increase the number of students K-5 performing Proficient or Advanced on the Math Inventory from 31% in the Fall 2017 administration to 70% in the Winter 2018 administration. | | | |
| Structure(s) | FCE-1,2,3,4,5,6 | | | |
| Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. | | | | |
| Action Steps | | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | | b. Method for Monitoring | |
| 1. Quarterly Family Engagement Events will be held to share student data/research based strategies with families | | Title I,/Local funds, Partners in Ed | a. August, September, December 2017, February, May 2018 | All school staff |
| | | | b. Agendas, Sign in Sheets | |
| 2. Compacts will be utilized K-5 to establish goals and responsibilities for all stakeholders | | Title I | a. October 2017 and March 2018 | ILT, Classroom teachers |
| | | | b. Completed and Signed Compacts | |
| 3. All Pro Dads program will continue to foster relationships with male role models and K-5 students | | Title I funds PTA | a. Sept., Oct., Nov. 2017, Jan. Feb. March 2018 | ILT, All Pro Dad facilitators |
| | | | b. Agendas, Sign in Sheets | |
| 4. | | | a. | |
| | | | b. | |
| 5. | | | a. | |
| | | | b. | |
| 6. | | | a. | |
| | | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | | |
| Economically Disadvantaged | | | Foster and Homeless | |
| Seeing out resources and community involvement to support students in poverty. (backpack program, etc.) | | | Working with homeless liaison and foster care point of contact/making fliers available to parents for support and resources. | |
| English Learners | | | Migrant | |
| Supporting students that are EL and their parents through alternate language materials and community resources for ESOL classes. | | | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. | |
| Race/Ethnicity/Minority | | | Students with Disabilities | |
| Offering multiple cultural materials in the parent resource center and inviting community partners of differing demographics to events. | | | Offering materials to support parents of students with disabilities and offering community connections at events to support those families. | |

| SUPPORTIVE LEARNING ENVIRONMENT | | | |
|--|--|--|---------------------------|
| GOAL | Increase the number of students K-5 performing Proficient or Advanced on the Math Inventory from 31% in the Fall 2017 administration to 70% in the Winter 2018 administration. | | |
| Structure(s) | SLE-2,3 | | |
| Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal. | | | |
| Action Steps | Possible Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring | |
| 1. Daily, monthly, and quarterly student incentives will be used to increase daily attendance rate | Local funds | a. August 2017 - May 2018 | School Staff |
| | | b. Daily attendance reports | |
| 2. Student incentives will be utilized to support progress toward literacy and math student goals. | Local funds | a. September 2017 - May 2018 | Classroom Teachers |
| | | b. RI/MI, DRI Progress Monitoring, Grade level benchmarks | |
| 3. | | a. | |
| | | b. | |
| 4. | | a. | |
| | | b. | |
| 5. | | a. | |
| | | b. | |
| 6. | | a. | |
| | | b. | |
| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | | | |
| Economically Disadvantaged | | Foster and Homeless | |
| Making staff more aware of the impact of poverty. | | Working with homeless liaison and foster care point of contact. | |
| English Learners | | Migrant | |
| Working with EL teachers | | There are no migrant students at this time. Should students be identified strategies for outreach will be addressed. Services will be coordinated with ABAC. | |
| Race/Ethnicity/Minority | | Students with Disabilities | |
| Making staff aware of instructional strategies that work with different subgroups. | | Making staff aware of instructional strategies that work with different subgroups. | |