		COHERENT INSTR	UCTIONAL SYSTEM	
GOAL	Increase the number of students in grades 1-5 80% in the Winter 2018 administration.	performing Proficient of	or Advanced on the Reading Inventory from 45% in the Fall 2017	administration to
Structure(s)	CIS-1,2,3,4	A	7 3 3	all salma n
Evidence-bas	sed Action Steps: Describe the evidence-based ac	tion steps to be taken t	o achieve the goal.	er a samt fresher
Mine Propinsion	Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. DI Block w	rill be utilized by classroom teachers and	Title I, Title II, Local	a. August - May	Administration
	ersonnel for reading instruction.	funds	b. 15/30 day lesson cycle, TKES, RI	and teachers
^{2.} Students (K-2) will set literacy goals based on current DI	Title I	a. Following first RI administration (August 2017)	Classroom
level.		Cluses"	b. Conferences/Compacts/Family Engagement Evenings/RI	teachers
 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
		- etc. (ande, ser m., p. F.	b. Conferences/Compacts/Family Engagement Evenings/RI	teachers
		Titlel/II, PL, Local Budget	a. September - May	Classroom
			b. TKES, Lesson Plans	teachers/Admin
5. Teachers in grades K-2 will utilize Shared Reading and		Titlel/II, PL, Local	a. September - May	Classroom
Interactive	Read Alouds to enhance reading instruction.	Budget	b. TKES, Lesson Plans	teachers/Admin
6.			a.	
			b.	
Supplementa	al Supports: What supplemental action steps will	be implemented for th	ese subgroups?	of the later of the later
	Economically Disadvantaged		Foster and Homeless	
Student litera and DRI.	acy needs will be identified/served in the DI block	k using IDI/RI, Dibels,	Student literacy needs will be identified/served in the DI block uand DRI.	sing IDI/RI, Dibels,
	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				
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	Structure(s) EL-1, 3, 4, 5						
Evidence-	based Action Steps: Describe the evidence-based a	ction steps to be taken	to achieve the goal.	the Completion of the Complete			
(1,8k su	Action Steps	Possible Funding	a. Timeline for Implementation	Position/Role			
1000	retion steps	Source(s)	b. Method for Monitoring	Responsible			
	schedule supports implementation of PALS,		a. August - May	Admin			
Shared	Reading, and Interactive Read Alouds.		b. Teachers schedules, TKES, Lesson Plans	180			
2. Suppor	t personnel were hired and assigned to support	Title I	a. August - May	Admin			
grade le	evel DI block		b. TKES and Job Descriptions				
3. Four tea	3. Four teachers and an administrator will visit Jefferson		a. October - November	Admin			
County to observe CRS - Bookworms in action.		- v +	b. Travel Documentation	En En Cal			
4.			a.				
		27	b.				
5.	-	-1	a.				
		W	b.				
6.	-		a.				
			b.				
Suppleme	ntal Supports: What supplemental action steps wil	be implemented for the	nese subgroups?				
	Economically Disadvantaged		Foster and Homeless				
Making st	aff 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 sta	Making staff aware of instructional strategies that work with different subgroups.		Making staff aware of instructional strategies that work with different subgroups.				

		PROFESSION	AL CAPACITY	
('()))	se the number of students in grades 1-5 the Winter 2018 administration.	performing Proficient of	or Advanced on the Reading Inventory from 45% in the F	all 2017 administration to
Structure(s) PC-2,3	,4			Car San Thomas
Evidence-based Actio	on Steps: Describe the evidence-based act	ion steps to be taken t	o achieve the goal.	and the bound of the bound
nind sandiget	Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1	January and American Street Bridge		a. August 2017-March 2018	•
Teachers in grades Interactive Read A	s 4-5 will participate in PL on PALS and	Title I/II and PL funds	The SECOND SECURITY S	District and Local personnel
	iouds.	Turius	b. PL agendas/sign ins, Lesson Plans, TKES	Local personner
2. K-2 teachers will co	ontinue to collaboratively plan Shared	Title I/II and PL	a. August 2017 - May 2018	Classroom
Reading lessons.	7.3 I	funds	b. PL agendas/sign ins, Lesson Plans, TKES	teachers/Admin
 PL on higher order questioning will be provided to staff to enhance reading instruction. 		Title I/II and PL	a. September 2017 - March 2018	Classroom
		funds	b. PL agendas/sign ins, Lessons Plans, TKES	teachers/Admin
4. All staff members will be active participants in grade		Title I/II and PL	a. August 2017 - May 2018	All school staff
level/specialized a	level/specialized area PLCs.		b. PL agendas/sign ins, Lesson Plans, TKES	
5. Designated staff m	nembers will receive training on System	Title I/II and PL Funds, SSIP grant	a. TBD - Really soon we hope!!!!!!!	District staff/
44/Read 180 progr			b. Sign in sheets	Admin
6. Four teachers and	an administrator will visit Jefferson	Title I and PL funds	a. October-November	Classroom
County to observe	CRS - Bookworms in action.		b. Travel documentation	teachers/Admin
Supplemental Suppor	rts: What supplemental action steps will l	be implemented for th	ese subgroups?	Chi sanguana lutan manaka
	Economically Disadvantaged		Foster and Homeless	
	oratively plan Shared Reading and Interactor to enhance student vocabulary.	ctive Read Alouds	Working with homeless liaison and foster care point of o	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	
	oratively plan Shared Reading and Interact to enhance student vocabulary.	ctive Read Alouds	ESEP Teachers will be trained on System 44/Read 180 Grant /Title I budget)	(Funding source:SSIP

	F	AMILY and COMM	UNITY 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			Y 90 1 m		
Evidence-ba	used Action Steps: Describe the evidence-based act	ion steps to be taken	to achieve the goal.			
dest. qui	Action Steps	Possible Funding	a. Timeline for Implementation	Position/Role		
	Action steps	Source(s)	b. Method for Monitoring	Responsible		
	Family Engagement Events will be held to share	Title I,/Local funds,	a. August, September, December 2017, February, May 2018	All school staff		
student da	ata/research based strategies with families	Partners in Ed	b. Agendas, Sign in Sheets			
2. Compacts	s will be utilized K-5 to establish goals and	Title I	a. October 2017 and March 2018	ILT, Classroom		
responsib	ilities for all stakeholders	and the same of th	b. Completed and Signed Compacts	teachers		
 All Pro Dads program will continue to foster relationships with male role models and K-5 students 		Title I funds	a. Sept., Oct., Nov. 2017, Jan. Feb. March 2018	ILT, All Pro Dad		
		PTA	b. Agendas, Sign in Sheets	facilitators		
4.			a.	-		
			b.			
5.	- N		a.			
			b.	9		
6.			a.			
			b.			
Supplemente	al Supports: What supplemental action steps will b	e implemented for th	uese subgroups?			
	Economically Disadvantaged		Foster and Homeless			
	resources and community involvement to support program, etc.)	students in poverty.	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 LEAR	NING 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-be	ased Action Steps: Describe the evidence-based a	action steps to be taken	to achieve the goal.				
	Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible			
1. Daily, mo	onthly, and quarterly student incentives will be	Local funds	a. August 2017 - May 2018	School staff			
	ncrease daily attendance rate		b. Daily attendance reports				
	ncentives will be utilized to support progress	Local funds	a. September 2017 - May 2018	Classroom			
toward lit	teracy and math student goals.		b. RI/MI, DRI Progress Monitoring, Grade level benchmarks	teachers			
3.			a.				
			b.				
4.			a.				
			b.	50			
5.			a.				
		0	b.				
6.			a.				
			b.				
Supplement	tal Supports: What supplemental action steps wil	ll be implemented for th	nese subgroups?				
	Economically Disadvantaged		Foster and Homeless				
Making staf	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	St.	Students with Disabilities				
Making staf	Making staff aware of instructional strategies that work with different subgroups.		Making staff aware of instructional strategies that work with different subgroups.				

		UCTIONAL SYSTEM	
GOAL Increase the number of students K-5 performin Winter 2018 administration.	g Proficient or Advanc	ed on the Math Inventory from 31% in the Fall 2017 adminis	stration to 70% in the
Structure(s) CIS-2,4			The Contract
Evidence-based Action Steps: Describe the evidence-based ac	tion steps to be taken t	to achieve the goal.	
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
Teachers will utilized Number Talks to build students'	Local/Title I/II funds	a. August 2017 - May 2018	Classroom
numeracy skills	(lib-no impreed)	b. Lesson Plans, TKES	teachers/Admin
2. Teachers will utilize higher order questioning during Work	Title I/II funds	a. August 2017 - May 2018	Classroom
Time & student-led Closings to enhance Math instruction	100	b. Lesson Plans, TKES	teachers/Admin
3. DI Block will be utilized by classroom teachers and	Title I.II funds	a. August 2017 - May 2018	Classroom
support personnel for math instruction.		b. Master schedule, Lesson plans, TKES	teachers/Admin
4.	and profession of	a.	The set down to the simple of the block water
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will	be implemented for th	ese subgroups?	Faranga Lawrendaga
Economically Disadvantaged		Foster and Homeless	
Student numeracy needs will be identified/served in the DI bl fluency/pre-assessments, and scaffolding.	ock using MI,	Student numeracy needs will be identified/served in the Difluency/pre-assessments, and scaffolding.	block using MI,
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 strategi 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			and and the same about			
Evidence-	based Action Steps: Describe the evidence-based a	ction steps to be taken	to achieve the goal.				
Altri	Action Steps	Possible Funding	a. Timeline for Implementation	Position/Role			
the service	Action steps	Source(s)	b. Method for Monitoring	Responsible			
1. Master	schedule supports implementation of Math DI	Title I funds	a. August 2017 - May 2018	Administration,			
block w	ith support personnel.		b. Classroom schedules, lesson plans, TKES	ILT			
	personnel were hired and assigned to support	Title I funds	a. August 2017 - May 2018	Administration,			
grade le	evel DI block	Jr	b. Lesson plans, TKES	ILT			
3.	3.		a.	of the state of the			
			b.				
4.			a.				
			b.				
5.			a.				
			b.				
6.			a.				
			b.				
Suppleme	ntal Supports: What supplemental action steps will	be implemented for th	nese subgroups?	region little control			
	Economically Disadvantaged		Foster and Homeless				
Making st	aff 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 strategie for outreach will be addressed. Services will be coordinated with ABAC.					
	Race/Ethnicity/Minority		Students with Disabilities				
Making st	Making staff aware of instructional strategies that work with different subgroups.		Making staff aware of instructional strategies that work with different subgroups.				

			JAL 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			NOO SE IN SECTION		
Evidence-ba	ased Action Steps: Describe the evidence-based ac	tion steps to be taken t	to achieve the goal.	World of houseworks		
alas matt	Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible		
1. PL on hia	her order questioning will be provided to staff to	Title I/II, PL funds	a. September 2017 - March 2018	Classroom		
	rigor of question during Workshop model.	Open Williams	b. PL agendas/sign ins, Lessons Plans, TKES	teachers/Admin		
^{2.} Teachers	in 3-5 will receive PL on Fraction Talks book.	Title I/II, PL funds	a. September 2017 - March 2018	Classroom		
			b. PL agendas/sign ins, Lessons Plans, TKES	teachers/Admin		
 All staff members will be active participants in grade level/specialized area PLCs. 		Title I/II and PL	a. August 2017 - May 2018	Classroom		
		funds	b. PL agendas/sign ins, Lessons Plans, TKES	teachers/Admin		
4.			a.			
			b.			
5.			a.			
		-	b.			
6.			a.			
		1	b.			
Supplement	tal Supports: What supplemental action steps will	be implemented for th	nese subgroups?	Compression Commenters		
	Economically Disadvantaged		Foster and Homeless			
Support stat	ff will collaboratively plan with classroom teachers	5.	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 strategi 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.				

	F	AMILY and COMM	UNITY 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-ba	ased Action Steps: Describe the evidence-based act	ion steps to be taken	to achieve the goal.			
olds years	Action Steps	Possible Funding	a. Timeline for Implementation	Position/Role		
	netion otopo	Source(s)	b. Method for Monitoring	Responsible		
	Family Engagement Events will be held to share	Title I,/Local funds,	a. August, September, December 2017, February, May 2018	All school staff		
student da	ata/research based strategies with families	Partners in Ed	b. Agendas, Sign in Sheets			
^{2.} Compacts	s will be utilized K-5 to establish goals and	Title I	a. October 2017 and March 2018	ILT, Classroom		
responsib	ilities for all stakeholders	g	b. Completed and Signed Compacts	teachers		
3. All Pro Da	ads program will continue to foster relationships	Title I funds	a. Sept., Oct., Nov. 2017, Jan. Feb. March 2018	ILT, All Pro Dad		
with male role models and K-5 students		PTA	b. Agendas, Sign in Sheets	facilitators		
1.			a.			
			b.			
5.	-1		a.			
			b.			
6.			a.			
			b.			
Supplement	al Supports: What supplemental action steps will b	e implemented for th	lese subgroups?			
	Economically Disadvantaged		Foster and Homeless			
	resources and community involvement to support program, etc.)	students in poverty.	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 strategic 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 LEARN	NING ENVIRONMENT	
GOAL	Increase the number of students K-5 performing Winter 2018 administration.	ng Proficient or Advanc	ed on the Math Inventory from 31% in the Fall 2017 administratio	n to 70% in the
Structure(s)	SLE-2,3			
Evidence-ba	sed Action Steps: Describe the evidence-based ac	ction steps to be taken t	to achieve the goal.	
	Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Daily, mor	nthly, and quarterly student incentives will be	Local funds	a. August 2017 - May 2018	School Staff
100,000	crease daily attendance rate		b. Daily attendance reports	
	centives will be utilized to support progress	Local funds	a. September 2017 - May 2018	Classroom
toward lite	eracy and math student goals.		b. RI/MI, DRI Progress Monitoring, Grade level benchmarks	Teachers
3.			a.	
			b.	
4.			a.	
			b.	
5.			a.	
			b.	
6.			a.	
			b.	
Supplemente	al Supports: What supplemental action steps will	be implemented for th	ese 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	Making staff aware of instructional strategies that work with different subgroups.		Making staff aware of instructional strategies that work with diffe	rent subgroups.