

Comprehensive School Improvement Planning

School Name: Klondike Lane Elementary

School Improvement Plan

2021-22

Principal: Mark Boyer

School Improvement Team Members:

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Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

JCPS Six Systems:

[System 1: Standards and Curriculum Implementation](#)

[System 2: Effective Use of Data](#)

[System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning](#)

[System 4: Progress Monitoring and Analysis of Student Work](#)

[System 5: Academic and Behavioral Supports](#)

[System 6: Instructional Feedback and Professional Learning](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan (CSI/ATSI schools may use their approved Turn Around Plans)

- The required school goals include the following:
 - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Considering Equity while Building an Improvement Plan

While setting goals and developing actions plans, reflect on whether there are potential equity issues in the strategies or activities for your school. Questions that might help facilitate this discussion might include:

Who might this impact? In what ways might they be impacted? -- Who might not be impacted but should? -- What training is needed to fully deploy the strategies and activities? -- Whose voices may still need to be sought out and heard? -- Are there any strategies or activities that set up barriers?

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

School Improvement Goals

1a: Proficiency Goal (MAP Reading)

3-5 year Long-term Goal 1 in Reading: (% proficiency to achieve in May 2024) By May of 2024 , all students will increase in student achievement in <u>MAP Reading from 38.3 to 44.3</u> .					
Objective (Short-term; increments of May 2022 and May 2023)	Strategy (JCPS Six Systems)	Activities (Six Systems Success Criteria or Action Plans)	Measure of Success (see list on pg. 3)	Progress Monitoring (see list on pg.3)	Funding (write a list or NA)
Objective 1 (% proficiency to achieve in May 2022) By May of 2022 , all students will increase in student achievement in <u>MAP Reading from 38.3 to 40.2</u> .	System 1: Standards and Curriculum Implementation	1.3 Success Criteria: Collaborative Teacher Teams (PLCs) review standards and curriculum resources. Teachers and leaders participate in analysis of the complexity (depth and breadth) of grade-level Kentucky Academic Standards in order to advance student learning.	Direct Measure of the activity Unit and Planning Templates Standard Deconstruction Documents	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.6 Success Criteria: School Leaders actively monitor student progression toward meeting standards.	Data Dashboard Student Data Notebooks	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.7 Success Criteria: All student populations, including but not limited to, students of color, ECE and ELL have access to on grade level standards-based instruction.	Direct Measure of the activity Unit and Planning Templates Standard Deconstruction Documents Personalized/ Differentiated Learning Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.11 Success Criteria: Learning targets based on Kentucky Academic Standards are developed for lessons and assignments and include age-appropriate language to provide clarity and maximize student understanding.	Direct Measure of the activity Unit and Planning Templates	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

			Standard Deconstruction Documents		
	System 2 Improvement Continuum: Effective Use of Data	2.3 Success Criteria: Analysis of data sets includes disaggregation of all student populations including, but not limited to, students of color, ECE, and ELL.	Data Dashboard Assessment Analysis Forms	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		2.7 Success Criteria: Collaborative Teacher Teams (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support.	Direct Measure of Activity Lesson Plans Support Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		2.12 Success Criteria: School Leaders systematically monitor the quality of Backpack Artifacts using established protocols and procedures.	Backpack Dashboard Completed Quality Work Protocols	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.13 Success Criteria: Daily lessons close with a formative assessment of critical understanding.	Formative Assessments Lesson Frames Direct Measure of Activity	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 6 Improvement Continuum: Instructional Feedback and Professional Learning	6.4 Success Criteria: A core team has been identified and trained to conduct high-frequency walkthroughs, and collect data according to an established schedule that ensures each teacher receives a minimum of three (3) walk-throughs every two (2) weeks. There is periodic calibration among core team members.	Walkthrough Data Coaching Schedule CSS Results	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
Objective 2 (% proficiency to achieve in May 2023) By May of 2023 , all students will increase in student achievement in <u>MAP Reading from 40.2 to 42.2.</u>	System 1: Standards and Curriculum Implementation	1.3 Success Criteria: Collaborative Teacher Teams (PLCs) review standards and curriculum resources. Teachers and leaders participate in analysis of the complexity (depth and breadth) of grade-level Kentucky Academic	Direct Measure of the activity Unit and Planning Templates	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

		Standards in order to advance student learning.	Standard Deconstruction Documents		
		1.6 Success Criteria: School Leaders actively monitor student progression toward meeting standards.	Data Dashboard Student Data Notebooks	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.7 Success Criteria: All student populations, including but not limited to, students of color, ECE and ELL have access to on grade level standards-based instruction.	Direct Measure of the activity Unit and Planning Templates Standard Deconstruction Documents Personalized/ Differentiated Learning Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.11 Success Criteria: Learning targets based on Kentucky Academic Standards are developed for lessons and assignments and include age-appropriate language to provide clarity and maximize student understanding.	Direct Measure of the activity Unit and Planning Templates Standard Deconstruction Documents	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 2 Improvement Continuum: Effective Use of Data	2.3 Success Criteria: Analysis of data sets includes disaggregation of all student populations including, but not limited to, students of color, ECE, and ELL.	Data Dashboard Assessment Analysis Forms	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		2.7 Success Criteria: Collaborative Teacher Teams (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support.	Direct Measure of Activity Lesson Plans Support Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

		2.12 Success Criteria: School Leaders systematically monitor the quality of Backpack Artifacts using established protocols and procedures.	Backpack Dashboard Completed Quality Work Protocols	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.13 Success Criteria: Daily lessons close with a formative assessment of critical understanding.	Formative Assessments Lesson Frames Direct Measure of Activity	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 6 Improvement Continuum: Instructional Feedback and Professional Learning	6.4 Success Criteria: A core team has been identified and trained to conduct high-frequency walkthroughs, and collect data according to an established schedule that ensures each teacher receives a minimum of three (3) walk-throughs every two (2) weeks. There is periodic calibration among core team members.	Walkthrough Data Coaching Schedule CSS Results	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

1b: Proficiency Goal (MAP Mathematics)

3-5 year Long-term Goal 1 in Mathematics: (% proficiency to achieve in May 2024) By May of 2024 , all students will increase in student achievement in <u>MAP Math</u> from 29.9 to 34.7.					
Objective (Short-term; increments of May 2022 and May 2023)	Strategy (JCPs Six Systems)	Activities (Six Systems Success Criteria or Action Plans)	Measure of Success (see list on pg. 3)	Progress Monitoring (see list on pg. 3)	Funding (write a list or NA)
Objective 1 (% proficiency to achieve in May 2022) By May of 2022 , all students will increase in student achievement in <u>MAP Math</u> from 29.9 to 31.4.	System 1: Standards and Curriculum Implementation	1.3 Success Criteria: Collaborative Teacher Teams (PLCs) review standards and curriculum resources. Teachers and leaders participate in analysis of the complexity (depth and breadth) of grade-level Kentucky Academic Standards in order to advance student learning.	Direct Measure of the activity Unit and Planning Templates Standard Deconstruction Documents	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.6 Success Criteria: School Leaders actively monitor student progression toward meeting standards.	Data Dashboard Student Data Notebooks	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

		1.7 Success Criteria: All student populations, including but not limited to, students of color, ECE and ELL have access to on grade level standards-based instruction.	Direct Measure of the activity Unit and Planning Templates Standard Deconstruction Documents Personalized/ Differentiated Learning Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.11 Success Criteria: Learning targets based on Kentucky Academic Standards are developed for lessons and assignments and include age-appropriate language to provide clarity and maximize student understanding.	Direct Measure of the activity Unit and Planning Templates Standard Deconstruction Documents	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 2 Improvement Continuum: Effective Use of Data	2.3 Success Criteria: Analysis of data sets includes disaggregation of all student populations including, but not limited to, students of color, ECE, and ELL.	Data Dashboard Assessment Analysis Forms	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		2.7 Success Criteria: Collaborative Teacher Teams (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support.	Direct Measure of Activity Lesson Plans Support Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		2.12 Success Criteria: School Leaders systematically monitor the quality of Backpack Artifacts using established protocols and procedures.	Backpack Dashboard Completed Quality Work Protocols	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 6 Improvement Continuum: Instructional Feedback and Professional Learning	6.4 Success Criteria: A core team has been identified and trained to conduct high-frequency walkthroughs, and collect data according to an established	Walkthrough Data Coaching Schedule	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

		schedule that ensures each teacher receives a minimum of three (3) walk-throughs every two (2) weeks. There is periodic calibration among core team members.	CSS Results		
<p>Objective 2 (% proficiency to achieve in May 2023)</p> <p>By May of 2023, all students will increase in student achievement in <u>MAP Math</u> from 31.4 to 33.</p>	System 1: Standards and Curriculum Implementation	1.3 Success Criteria: Collaborative Teacher Teams (PLCs) review standards and curriculum resources. Teachers and leaders participate in analysis of the complexity (depth and breadth) of grade-level Kentucky Academic Standards in order to advance student learning.	<p>Direct Measure of the activity</p> <p>Unit and Planning Templates</p> <p>Standard Deconstruction Documents</p>	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.6 Success Criteria: School Leaders actively monitor student progression toward meeting standards.	<p>Data Dashboard</p> <p>Student Data Notebooks</p>	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.7 Success Criteria: All student populations, including but not limited to, students of color, ECE and ELL have access to on grade level standards-based instruction.	<p>Direct Measure of the activity</p> <p>Unit and Planning Templates</p> <p>Standard Deconstruction Documents</p> <p>Personalized/ Differentiated Learning Plans</p>	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.11 Success Criteria: Learning targets based on Kentucky Academic Standards are developed for lessons and assignments and include age-appropriate language to provide clarity and maximize student understanding.	<p>Direct Measure of the activity</p> <p>Unit and Planning Templates</p> <p>Standard Deconstruction Documents</p>	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 2 Improvement Continuum: Effective Use of Data	2.3 Success Criteria: Analysis of data sets includes disaggregation of all student populations including, but not	Data Dashboard	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

		limited to, students of color, ECE, and ELL.	Assessment Analysis Forms		
		2.7 Success Criteria: Collaborative Teacher Teams (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support.	Direct Measure of Activity Lesson Plans Support Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		2.12 Success Criteria: School Leaders systematically monitor the quality of Backpack Artifacts using established protocols and procedures.	Backpack Dashboard Completed Quality Work Protocols	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 6 Improvement Continuum: Instructional Feedback and Professional Learning	6.4 Success Criteria: A core team has been identified and trained to conduct high-frequency walkthroughs, and collect data according to an established schedule that ensures each teacher receives a minimum of three (3) walk-throughs every two (2) weeks. There is periodic calibration among core team members.	Walkthrough Data Coaching Schedule CSS Results	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

2: Separate Academic Indicator (Writing, Science, or Social Studies) - Use '21 KSA data from Cascade or your SRC (SS is not available this year)

3-5 year Long-term Goal 2: (% proficiency to achieve in May 2024) By May of 2024, fifth-grade students will increase in student achievement in <u>Writing</u> from 24.1 to 27.9.					
Objective (Short-term; increments of May 2022 and May 2023)	Strategy (JCPS Six Systems)	Activities (Six Systems Success Criteria or Action Plans)	Measure of Success (see list on pg. 3)	Progress Monitoring (see list on pg. 3)	Funding (write a list or NA)
Objective 1 (% proficiency to achieve in May 2022) By May of 2022 , fifth-grade students will increase in student achievement in <u>Writing</u> from 24.1 to 25.3.	System 1: Standards and Curriculum Implementation	1.6 Success Criteria: School Leaders actively monitor student progression toward meeting standards.	Data Dashboard Student Data Notebooks	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.9 Success Criteria: Teachers and administrators utilize the district curriculum frameworks and understand the level of complexity represented in the grade level standard in order to	Unit Planning Templates Walkthrough Data Lesson Planning	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

		adequately design rigorous learning experiences with clear connections to the Backpack of Success Skills.	Achievement Data		
	System 2 Improvement Continuum: Effective Use of Data	2.7 Success Criteria: Collaborative Teacher Teams (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support.	Direct Measure of Activity Lesson Plans Support Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.5 Success Criteria: Students are able to access learning experiences by being provided accommodations and scaffolds for student populations including, but not limited to, students of color, ECE and ELL.	Personalized / Differentiated Learning Plans Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
Objective 2 (% proficiency to achieve in May 2023) By May of 2023 , fifth-grade students will increase in student achievement in <u>Writing from 25.3 to 26.6</u> .	System 1: Standards and Curriculum Implementation	1.6 Success Criteria: School Leaders actively monitor student progression toward meeting standards.	Data Dashboard Student Data Notebooks	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		1.9 Success Criteria: Teachers and administrators utilize the district curriculum frameworks and understand the level of complexity represented in the grade level standard in order to adequately design rigorous learning experiences with clear connections to the Backpack of Success Skills.	Unit Planning Templates Walkthrough Data Lesson Planning Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 2 Improvement Continuum: Effective Use of Data	2.7 Success Criteria: Collaborative Teacher Teams (PLCs) follow an established protocol that includes an analysis of data to inform instructional planning, progress monitoring, and academic support.	Direct Measure of Activity Lesson Plans Support Plans	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.5 Success Criteria: Students are able to access learning experiences by being provided accommodations and scaffolds for student populations including, but not limited to, students of color, ECE and ELL.	Personalized / Differentiated Learning Plans Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

	System 6 Improvement Continuum: Instructional Feedback and Professional Learning	6.4 Success Criteria: A core team has been identified and trained to conduct high-frequency walkthroughs, and collect data according to an established schedule that ensures each teacher receives a minimum of three (3) walk-throughs every two (2) weeks. There is periodic calibration among core team members.	Walkthrough Data Coaching Schedule CSS Results	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
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3: Achievement Gap (Demographic Gap or Content Gap; Include EL Goal if you have 30 or more Students identified as EL; Look in your Racial Equity Plan)

<p>3-5 year Long-term Goal 3: (% proficiency to achieve in May 2024) By May of 2024, Black students will increase in student achievement in <u>MAP Math</u> from 28 to 32.4. By May of 2024, EL students will increase in student achievement in <u>MAP Math</u> from 20.3 to 23.5. By May of 2024, EL students will increase their <u>ACCESS</u> attainment rate from 13.5 to 15.6.</p>					
Objective (Short-term; increments of May 2022 and May 2023)	Strategy (JCPS Six Systems)	Activities (Six Systems Success Criteria or Action Plans)	Measure of Success (see list on pg. 3)	Progress Monitoring (see list on pg. 3)	Funding (write a list or NA)
<p>Objective 1 (% proficiency to achieve in May 2022) By May of 2022, Black students will increase in student achievement in <u>MAP Math</u> from 28 to 29.4. By May of 2022, EL students will increase in student achievement in <u>MAP Math</u> from 20.3 to 21.3.</p>	<p>System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning</p>	<p>3.4 Success Criteria: Unit and lesson design include explicit considerations for the use of high-yield instructional practices and the cultural and social contributions of diverse student populations including, but not limited to, students of color, ECE and ELL to ensure relevance and equity.</p>	<p>Unit Planning Templates Lesson Plans Achievement Data ARE Tool</p>	<p>PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs</p>	<p>Combination of Site-Based, Title I, and ESSER funds.</p>
		<p>3.5 Success Criteria: Students are able to access learning experiences by being provided accommodations and scaffolds for student populations including, but not limited to, students of color, ECE and ELL.</p>	<p>Personalized / Differentiated Learning Plans Achievement Data</p>	<p>PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs</p>	<p>Combination of Site-Based, Title I, and ESSER funds.</p>
		<p>3.8 Success Criteria: Assessments are designed to be culturally sensitive and responsive to diverse needs and populations.</p>	<p>Assessments Achievement Data ARE tool</p>	<p>PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs</p>	<p>Combination of Site-Based, Title I, and ESSER funds.</p>

	System 5 Improvement Continuum: Academic and Behavioral Supports	5.3 Success Criteria: A school-wide academic intervention plan is developed and communicated and can be articulated by all stakeholders. The plan ensures grade-level core concepts are the focus of intervention and provides additional time for mastering content. Personalized learning pathways for all students, based on MAP benchmarks and mastery of standards, are components of the plan.	MTSS Plan Acceleration Plans Personalized Learning Paths Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
<p>Objective 2 (% proficiency to achieve in May 2023)</p> <p>By May of 2023, Black students will increase in student achievement in <u>MAP Math</u> from 29.4 to 30.9.</p> <p>By May of 2023, EL students will increase in student achievement in <u>MAP Math</u> from 21.3 to 22.4.</p>	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.4 Success Criteria: Unit and lesson design include explicit considerations for the use of high-yield instructional practices and the cultural and social contributions of diverse student populations including, but not limited to, students of color, ECE and ELL to ensure relevance and equity.	Unit Planning Templates Lesson Plans Achievement Data ARE Tool	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		3.5 Success Criteria: Students are able to access learning experiences by being provided accommodations and scaffolds for student populations including, but not limited to, students of color, ECE and ELL.	Personalized / Differentiated Learning Plans Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		3.8 Success Criteria: Assessments are designed to be culturally sensitive and responsive to diverse needs and populations.	Assessments Achievement Data ARE tool	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 5 Improvement Continuum: Academic and Behavioral Supports	5.3 Success Criteria: A school-wide academic intervention plan is developed and communicated and can be articulated by all stakeholders. The plan ensures grade-level core concepts are the focus of intervention and provides additional time for mastering content. Personalized learning pathways for all students, based on	MTSS Plan Acceleration Plans Personalized Learning Paths Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

		MAP benchmarks and mastery of standards, are components of the plan.			
Objective 1 (% proficiency to achieve in May 2022) By May of 2022 , EL students will increase their <u>ACCESS</u> attainment rate from 13.5 to 14.2 .	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.4 Success Criteria: Unit and lesson design include explicit considerations for the use of high-yield instructional practices and the cultural and social contributions of diverse student populations including, but not limited to, students of color, ECE and ELL to ensure relevance and equity.	Unit Planning Templates Lesson Plans Achievement Data ARE Tool	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
Objective 2 (% proficiency to achieve in May 2023) By May of 2023 , EL students will increase their <u>ACCESS</u> attainment rate from 14.2 to 14.9 .	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.4 Success Criteria: Unit and lesson design include explicit considerations for the use of high-yield instructional practices and the cultural and social contributions of diverse student populations including, but not limited to, students of color, ECE and ELL to ensure relevance and equity.	Unit Planning Templates Lesson Plans Achievement Data ARE Tool	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		3.5 Success Criteria: Students are able to access learning experiences by being provided accommodations and scaffolds for student populations including, but not limited to, students of color, ECE and ELL.	Personalized / Differentiated Learning Plans Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

4: Growth (MAP Growth – Elem & Middle only)

3-5 year Long-term Goal 4: (% proficiency to achieve in May 2024) By May of 2024 , Black students will increase in student achievement in <u>MAP Reading</u> from 41 to 47.6 . By May of 2024 , EL students will increase in student achievement in <u>MAP Reading</u> from 26.7 to 30.9 .					
Objective (Short-term; increments of May 2022 and May 2023)	Strategy (JCPS Six Systems)	Activities (Six Systems Success Criteria or Action Plans)	Measure of Success (see list on pg. 3)	Progress Monitoring (see list on pg. 3)	Funding (write a list or NA)
Objective 1 (% proficiency to achieve in May 2022)	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.6 Success Criteria: Lesson plans include specifics for reteaching and acceleration for individuals and small student groups based on assessment data. (Differentiation)	Lesson Plans Unit Plans Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

<p>By May of 2022, Black students will increase in student achievement in <u>MAP Reading from 41 to 43.1</u>.</p> <p>By May of 2022, EL students will increase in student achievement in <u>MAP Reading from 26.7 to 28</u>.</p>		3.3 Success Criteria: Teachers plan for and instruct with the level of complexity (breadth and depth) represented in the grade level standard in order to adequately design learning experiences that are rigorous and advance success skills. Standards to be taught and a timeline for teaching them will be established for every class before the first student day each year.	Deconstructed Standard Templates Lesson Plans Pacing Guides Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 5 Improvement Continuum: Academic and Behavioral Supports	5.4 Success Criteria: School Leaders and Collaborative Teacher Teams (PLCs) ensure interventions and enrichments are informed by frequent formative assessment data and are designed to accelerate growth. Students receive individualized learning pathways based on MAP benchmarks and mastery of standards.	Acceleration Plans Direct Measure of activity Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
<p>Objective 2 (% proficiency to achieve in May 2023)</p> <p>By May of 2023, Black students will increase in student achievement in <u>MAP Reading from 43.1 to 45.3</u>.</p> <p>By May of 2023, EL students will increase in student achievement in <u>MAP Reading from 28 to 29.4</u>.</p>	System 3 Improvement Continuum Collaboration, Planning, & Instructional Practices for Deeper Learning	3.6 Success Criteria: Lesson plans include specifics for reteaching and acceleration for individuals and small student groups based on assessment data. (Differentiation)	Lesson Plans Unit Plans Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
		3.3 Success Criteria: Teachers plan for and instruct with the level of complexity (breadth and depth) represented in the grade level standard in order to adequately design learning experiences that are rigorous and advance success skills. Standards to be taught and a timeline for teaching them will be established for every class before the first student day each year.	Deconstructed Standard Templates Lesson Plans Pacing Guides Achievement Data	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 5 Improvement Continuum: Academic and Behavioral Supports	5.4 Success Criteria: School Leaders and Collaborative Teacher Teams (PLCs) ensure interventions and enrichments are informed by frequent formative assessment data and are designed to	Acceleration Plans Direct Measure of activity	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

		accelerate growth. Students receive individualized learning pathways based on MAP benchmarks and mastery of standards.	Achievement Data		
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7: Other (Any non-academic area; Example: Behavior, Attendance, CSS result, Title I Goal), (Optional for E, M, & H)

3-5 year Long-term Goal 7: (% to achieve in May 2024) By May of 2024, Klondike Lane will decrease the number of suspensions from 4 to 0.					
Objective (Short-term; increments of May 2022 and May 2023)	Strategy (JCPS Six Systems)	Activities (Six Systems Success Criteria or Action Plans)	Measure of Success (see list on pg. 3)	Progress Monitoring (see list on pg. 3)	Funding (write a list or NA)
Objective 1 (% to achieve in May 2022) By May of 2022 , decrease the number of suspensions from 4 to 3.0 .	System 2 Improvement Continuum: Effective Use of Data	2.15 Success Criteria: The Behavior Team, with staff input, prioritizes a response to the data. The response could include, but is not limited to the creation/amendment of support and crisis plans, an ARC meeting to review Referral/Manifestation/FBA/Programming/LRE/BSP, etc. for any student restrained or secluded five (5) or more times during the month, request for the SCM office to walk through particular classrooms/students.	MTSS Meeting Minutes and Plans PBIS Minutes Behavior Data Suspension Reduction Plan	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 5 Improvement Continuum: Academic and Behavioral Supports	5.2 Success Criteria: Behavior and achievement data are analyzed by race, ethnicity, and disability, and for alignment with ECE Regulations.	Data Dashboard Data Analysis Templates	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.
	System 6 Improvement Continuum: Instructional Feedback and Professional Learning	6.4 Success Criteria: A core team has been identified and trained to conduct high-frequency walkthroughs, and collect data according to an established schedule that ensures each teacher receives a minimum of three (3) walk-throughs every two (2) weeks. There is periodic calibration among core team members.	Walkthrough Data Coaching Schedule CSS Results	PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs	Combination of Site-Based, Title I, and ESSER funds.

<p>Objective 2 (% to achieve in May 2023)</p> <p>By May of 2023, all students will increase their daily attendance from 3.0 to 1.5.</p>	<p>System 2 Improvement Continuum: Effective Use of Data</p>	<p>2.15 Success Criteria: The Behavior Team, with staff input, prioritizes a response to the data. The response could include, but is not limited to the creation/amendment of support and crisis plans, an ARC meeting to review Referral/Manifestation/FBA/Programming/LRE/BSP, etc. for any student restrained or secluded five (5) or more times during the month, request for the SCM office to walk through particular classrooms/students.</p>	<p>MTSS Meeting Minutes and Plans</p> <p>PBIS Minutes</p> <p>Behavior Data</p> <p>Suspension Reduction Plan</p>	<p>PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs</p>	<p>Combination of Site-Based, Title I, and ESSER funds.</p>
	<p>System 5 Improvement Continuum: Academic and Behavioral Supports</p>	<p>5.2 Success Criteria: Behavior and achievement data are analyzed by race, ethnicity, and disability, and for alignment with ECE Regulations.</p>	<p>Data Dashboard</p> <p>Data Analysis Templates</p>	<p>PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs</p>	<p>Combination of Site-Based, Title I, and ESSER funds.</p>
	<p>System 6 Improvement Continuum: Instructional Feedback and Professional Learning</p>	<p>6.4 Success Criteria: A core team has been identified and trained to conduct high-frequency walkthroughs, and collect data according to an established schedule that ensures each teacher receives a minimum of three (3) walk-throughs every two (2) weeks. There is periodic calibration among core team members.</p>	<p>Walkthrough Data</p> <p>Coaching Schedule</p> <p>CSS Results</p>	<p>PLC Minutes, EMPT, ILT Minutes, Vital Signs Data, FSR/CSR, Walkthroughs</p>	<p>Combination of Site-Based, Title I, and ESSER funds.</p>