

Sinking Fork Elementary School
Comprehensive School Improvement Plan
2017 - 2018

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.

1: Proficiency

State your **Proficiency Goal**

Goal 1: Sinking Fork Elementary school will increase the number of students scoring proficient or above in combined reading and mathematics from 48.1 to 59.6 by 2019.

<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the number of students scoring proficient or above in reading from 45% to 53% as indicated by EOY District Standards Assessments by June 2018 (grades 2-8; English II).</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>K-6 Literacy Cohort: Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels.</p>	<p>F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.</p>	<p>Instructional Budget</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Teachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success.</p>	<p>F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data</p>	<p>5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. See TILT calendar.</p>	<p>Grant Funded</p>

		Sinking Fork teachers will participate in vertical planning meetings (PLC's) to collaboratively create learning maps/guiding questions/formative assessments for upcoming units.	RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle. KDE support meetings PLC documentation	Grant Funded KDE Supported
		Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions.	F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Title II
		Curriculum Planning and Unit Planning: The District continues to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning.	F&P Levels RI Growth DSA Proficiency	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Grant Funded
		Deep Dive -Differentiation Focus: Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas. Teams include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction, increasing awareness of effective strategies for teaching children of poverty through the work of Eric Jensen, and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2016-2017 school year.	Observable evidence of differentiation Instructional Rounds data	School Implementation Plans September 14 November 9 January 11 March 22	Grant Funded
		Professional Learning Communities (PLCs): Sinking Fork's PLC schedule and routine is set to include planning (pacing, learning map and guiding questions), assessment building, quality instruction, formative assessment, RTI and data analysis weeks to ensure academic proficiency of students. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement.	F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	No Funding Required

		<p>Instructional Rounds: Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection (Robert J. Marzano).</p>	Instructional Rounds data School Plans based on Rounds data	Instructional Rounds problem of practice focused on improving instructional practice connected to 5X Monitoring plans 45-90-135-180 day cycle.	No Funding Required
		<p>Assessment Plan: School assessment plan developed aligning to 5X monitoring utilizing consistent data points</p>	School Assessment Plans	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	No Funding Required
		<p>Attendance Matters: Participation in national campaign promoting the fact that missing school matters.</p>	Attendance Records	5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	No Funding Required
		<p>Curriculum Leadership Team: Sinking Fork Elementary School leadership will participate in Monthly curriculum meetings led by the chief instructional officer and instructional staff focusing professional learning community data analysis and response protocols.</p>	engage in data-driven decision making to support quality instruction	Observations of school teams during CLT School Plans from CLT	No Funding Required
				5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle.	Grant Funded/Inst ructional Budget
		<p>PBIS: Support teachers in implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.</p>	Students will not lose instruction due to disciplinary issues	Discipline Reports	General Fund
		<p>K - 8 Math Cohort: Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support</p>	MI Growth DSA Proficiency	5X plans and data monitoring will be	Grant Funded

		district wide best-practices instruction in mathematics at elementary and middle school levels.	Coaching observations Instructional Rounds data	reviewed and feedback provided 45-90-135-180 day cycle.	
		Teachers Intentionally Learning Together (TILT): See Goal 1 - Objective 1			
Objective 2: Increase the number of students scoring proficient or above in mathematics from 40% to 52% as indicated by EOY District Standards Assessment by June 2018 (grades 2-8; Algebra II).	KCWP 1: Design and Deploy Standards	Professional Learning and Coaching: See Goal 1 - Objective 1			
		Curriculum Planning and Unit Planning: See Goal 1 - Objective 1			
	KCWP 2: Design and Deliver Instruction	Professional Learning Communities (PLCs): See Goal 1 - Objective 1			
		Deep Dive: See Goal 1 - Objective 1			
	KCWP 3: Design and Deliver Assessment Literacy	Assessment Plan: See Goal 1 - Objective 1			
		Attendance Matters: See Goal 1 - Objective 1			
	KCWP 4: Review, Analyze and Interpret Data	Curriculum Leadership Team: See Goal 1 - Objective 1			
		PBIS: See Goal 1 - Objective 1			
	KCWP 6: Establishing Learning Culture and Environment	Deep Dive: See Goal 1 - Objective 1			
		Google Classroom - support teachers in the use of Google classroom to save time, collaborate, communicate, and better meet the needs of all students			
		Professional Learning and Coaching: See Goal 1 - Objective 1			
		Professional Learning Communities (PLCs): See Goal 1 - Objective 1			
		Curriculum Planning and Unit Planning: See Goal 1 - Objective 1			
		Teachers Intentionally Learning Together (TILT): See Goal 1 - Objective 1			
Objective 3: TELL Survey - Improve response rate from 63.3% to 73.3% on teachers agreeing with the statement that class sizes are reasonable such that teachers have the time available to meet the needs of all students.	KCWP 1: Design and Deploy Standards				
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy				
KCWP 4: Review, Analyze and Interpret Data					

	KCWP 6: Establishing Learning Culture and Environment				
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2: Gap

State your **Gap Goal**

Goal 2: Sinking Fork Elementary School will increase the percentage of non-duplicated gap students scoring proficient and distinguished from 40.6% to 53.8% by 2019.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease the achievement gap in reading for African-Americans and Students with Disabilities by	KCWP2: Design and Deliver Instruction	Collaboration- Sinking Fork Special Education resource teachers will collaborate with classroom teachers to ensure academic proficiency of students.	RTI Progress Monitoring DSA proficiency data, RI data, F&P data	5x monitoring RTI Progress Monitoring	No Funding Required

<p>10% as indicated by EOY District Standards Assessments (grades 2-6;) by June 2018.</p>	<p>KCWP4: Review, Analyze and Apply Data</p> <p>KCWP5: Design, Align and Deliver Support</p> <p>KCWP6: Establishing Learning culture and Environment</p>	<p>Deep Dive - Jensen: School-wide training will occur in Eric Jensen's research on educating students from poverty through a train-the-trainer model. Sinking Fork teachers will participate in a book study -"Engaging Students With Poverty In Mind"- Jensen</p>	<p>Observable implementation of Jensen strategies</p>	<p>Instructional Rounds problem of practice focused on improving instructional practice connected to 5X Plan.</p>	<p>Grant Funds</p>
		<p>Family Literacy Night- parents and their children participate in activities and some helpful guidelines from an experienced teacher to write, read, and share their ideas for increasing reading fluency and comprehension. Its purpose is to read and write for individual enjoyment and build a stronger sense of literacy as a benefit to the family and to the school community.</p>	<p>Survey results & feedback</p>		<p>General Funds; Title I, Title III; Homeless; Migrant</p>
		<p>PLC Cycle 1 Planning for Instruction: EL teachers will participate in cycle 1 of professional learning communities to provide job-embedded support to general education teachers as they plan for instruction for English Learners.</p>	<p>Participation in PLCs Observations</p>	<p>Observations District EL Teacher PLC</p>	<p>No Funding Required</p>
		<p>PLC Cycle 3 RTI -Sinking Fork Teachers will monitor student's instruction and behavior throughout the school year in monthly PLCs and RTI meetings. Teachers will meet monthly with RTI team to review data and progress monitoring of students to determine placement, progress and strategies.</p>	<p>RTI Progress Monitoring DSA proficiency data, RI data, PBIS data, F& P data</p>	<p>5x monitoring RTI Progress Monitoring</p>	<p>No Funding Required</p>
		<p>Reading Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44)</p>	<p>Improvement in Lexile scores</p>	<p>Quarterly implementation monitoring</p>	<p>Grant Funded</p>
		<p>Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement.</p>	<p>Improvement in student achievement</p>	<p>Random PLC visits provided by administrative team to support 5X Plan follow through.</p>	<p>No Funding Required</p>

4: Growth

State your **Growth Goal**

Goal 4: 80% of Sinking Fork Elementary students in K-6th will meet their individual growth goal by 2019.					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Baseline data will be collected to determine: the number of students achieving at least 1 year growth as measured by the Reading Inventory in Grades 1-6.	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objective 1 - Activities See Goal 2 - Measurable Objective 1 - Activities	See Measures of Success Goal 1 See Measures of Success Goal 2	See Progress Monitoring Goal 1 See Measures of Success Goal 2	See Funding Goal 1 and 2
Objective 2: Baseline data will be collected to determine: the number of students achieving at least 1 year growth as measured by the Math Inventory in Grades 1-6.	See Goal 1 - Strategies See Goal 2 - Strategies	See Goal 1 - Measurable Objective 2 - Activities See Goal 2 - Measurable Objective 2 - Activities	See Measures of Success Goal 1 See Measures of Success Goal 2	See Progress Monitoring Goal 1 See Progress Monitoring Goal 2	See Funding Goal 1 and 2

5: Transition readiness

State your **Transition readiness Goal**

Goal 5: Sinking Fork Elementary students in grades 5 will meet or exceed the transition readiness benchmark on KPREP by 2019.					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Students in grade 5 will meet or exceed the transition readiness benchmark on KPREP by 2018.	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	See Goal 1 - Measurable Objective 1 - Activities	See Goal 1 - Measures of Success	See Goal 1 - Progress Monitoring	See Goal 1 - Funding
		See Goal 2 - Measurable Objective 1 - Activities			
		Social Studies: Continue formally established protocols for completing Literacy Design Collaborative through-course tasks with social studies teachers K-6. Teachers will design, plan, and implement a LDC task, and will attend a day together to follow a protocol for student work analysis.	See Goal 2 - Measures of Success	See Goal 2 - Progress Monitoring	See Goal 2 - Funding
Writing: Teachers K-6 engaged in foundational learning experiences to prepare for the development of a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS ELA and Content Literacy Standards, TCT for Science). Moving forward, additional professional learning opportunities will be provided through TILT to support teacher acquisition of skills needed to teach students 21st century literacy skills.	Composite Score on KPREP	Through Course Task Work	Grant Funding		

		<p>Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-6. Teachers will plan and implement at least two TCTs and will attend one to two days together to follow a protocol for student work analysis.</p> <p>College and Career Days: School college and day and a school career fair where activities are planned to emphasize the importance of college and career.</p> <p>Project Based Learning: Continue to implement and develop lesson plans PBL to support instruction integrating 21st Century skills.</p> <p>Junior Achievement: Participation and representation on Action Board providing all schools the opportunity to participate.</p>			
Objective 2: Students in grade 8 will meet or exceed the transition readiness benchmark on KPREP by 2018	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	See Goal 1 - Measurable Objective 1 - Activities	See Goal 1 - Measures of Success	See Goal 1 - Progress Monitoring	See Goal 1 - Funding
		See Goal 2 - Measurable Objective 1 - Activities	See Goal 2 - Measures of Success	See Goal 2 - Progress Monitoring	See Goal 2 - Funding
		Social Studies: See Goal 5 - Measurable Objective 1 - Social Studies			
		Writing: See Goal 5 - Measurable Objective 1 - Writing	Composite Score on KPREP	Through Course Task Work	Grant Funding
		Science: See Goal 5 - Measurable Objective 1 - Science			
		Project Based Learning: Continue to support and develop a cohort of teachers proficient in PBL to support instruction integrating 21st Century skills.			
		Individual Learning Plan: provide 6 th grade students and parents with information related to the ILP development.	Pathway completions	Transcript Audits Advisory	No Funding Required
		Assessment Plan: Schools will develop assessment plans aligning to 5X monitoring utilizing consistent data points across the district	Pathway completions	Review of ILPs	No Funding Required

6: Equitable Services (optional)

State your **Equitable Services Goal** (optional)

Goal 6: Provide equitable services that ensure the growth and success of all students.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the retention rate of teachers in first five years from 85.06% to 88% by June 2018	KCWP 6: Establishing Learning Culture and Environment	Employee Engagement Survey: Utilize data to create action plans to proactively address employee concerns in order to increase retention.	Increased retention	School Report Card	No Funding Required
		Retention: Utilize 30/90 day conversations to increase retention.	Increased retention	School Report Card	No Funding Required

		Recognitions: Outstanding staff members will be recognized for good work in a systematic way (Board recognitions, State of the School, newsletter, and personal cards/notes/letters).	Increased retention and improvement on Employee Engagement	School Report Card	General Funds
		Coaching: All new teachers receive Right Start follow up coaching support. District Instructional Coaches will provide support to reading and math teachers to increase teacher effectiveness.	Increased retention	School Report Card	Title II
		Action Plan: Develop an action plan to address needs identified in the Employee Engagement Survey	Improvement on Employee Engagement	School Report Card	No Funding Required
		Monitor and support: Monitor chronic absenteeism rates through monthly progress reports.	Decrease chronic absenteeism rates	School Report Card	No Funding Required
Objective 2: Increase the mean score on the Employee Engagement Survey from 4.26 to 4.50 by June 2018	KCWP 6: Establishing Learning Culture and Environment	Monitor and support: Monitor suspension rates through monthly progress reports and develop a plan with PBIS team.	Decrease in suspension rates	School Report Card	No Funding Required
Chronic absenteeism will decrease <u>by 1%</u> by June 2018	KCWP 6: Establishing Learning Culture and Environment				
The suspension rate for all students will decrease by 9% by June 2018	KCWP 6: Establishing Learning Culture and Environment				