

School:	North Jackson Elementary	Date:	November 11, 2020
Goal 1: Proficiency	Increase the Reading proficiency rates for all students from 63.3% in 2020 to 66.8% by 2022 as measured by the Kentucky Accountability System. Increase the Math proficiency rates for all students from 57.5% in 2020 to 61.6% by 2022 as measured by the Kentucky Accountability System.		

<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
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Identify the strategy/strategies and the timeline for each activity, the person (s) responsible for ensuring the fidelity of the activity, and necessary funding to execute the activity.

Objective 1:	To increase the reading proficiency rates for the disability group at North Jackson Elementary from 22.7% in 2020 to 26.4% in 2021.						To be completed as needed during year & for district annually by June	
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Report of Progress
1.1	KCWP 5: Design, Align	Collaborate with district ECE support by holding monthly meetings with ECE teachers, DOSE, and teacher consultants to analyze	DOSE, teacher	August 2020-	\$0	N/A	I	ECE teachers and administrators have attended, and

	and Deliver Support KCWP 4: Review, Analyze and Apply Data	<p>data, align instructional practices, and discuss ways to increase proficiency.</p>	<p>consultants, and ECE teachers</p>	<p>July 2021</p>				<p>participated in all monthly meetings with the DOSE and teacher consultants, on fourth Thursdays at 1:30. Topics have included SLP's sharing writing and vocabulary strategies, date notebooks, and progress monitoring data analysis. During part of the year, these meetings were held virtually due to COVID-19.</p>
1.2	KCWP 2: Design and Deliver Instruction	<p>Develop a clearly defined RTI school-wide process with checklists and procedures. Meetings will be held monthly in order to analyze data and determine student needs. Changes will be made by the teachers and interventionists in order to enhance instruction. Interventions in Tiers II and III will target those students that fall below the 20th percentile in the area of math. Interventions in Tier I will target students that are not at the proficient level on their CFAs or have difficulty mastering grade level content.</p>	<p>Principal Teachers Interventionists District staff</p>	<p>August 2019- July 2021</p>	<p>\$0</p>	<p>N/A</p>	<p>I</p>	<p>The RTI process at NJE has been refined this year by collaboration with district staff and staffing changes within the building that have resulted in a much more systematic methodology for implementing RTI procedures with fidelity. All students falling below the 20% have received targeted Tier II or Tier III interventions based on their individualized needs. RTI assistants have used the MAP student profile to further target identified deficiencies, and use multiple modes of input to gauge necessary changes.</p>

1.3	KCWP 5: Design, Align and Deliver Support	ECE students will receive grade-level instruction in reading focused on state academic standards during resource and/or co-taught classes using research-based strategies. Progress will be monitored weekly. Services and strategies for students not making progress will be reviewed and discussed during monthly PLCs and RTI meetings.	Principal Teachers	August 2019-September 2021	\$0	N/A	I	ECE teachers have worked tirelessly with administration and Molly Caswell in order to ensure proper scheduling, and that each identified student is receiving the correct number of minutes in each area served. Progress is monitored weekly, and data analyzed carefully. Teachers are not hesitant to hold ARC's for students who have met goals, and need amendments to meet their needs.
1.4	KCWP 6: Establishing Learning Culture and Environment	Administration and ECE teachers will collaborate with general education teachers to set goals with each student. The goals will be reviewed each semester with the students.	Principal Asst. Principal Teachers	October 2019-May 2021	\$0	N/A	IP	This was initiated during this year; however due to COVID 19, we did not fully implement.
1.5	KCWP 2: Design and Deliver Instruction	ECE teachers will collaborate with general education teachers in developing lesson plans to include specially designed instruction on a weekly basis.	Principal Asst. Principal Teachers	October 2019-September 2021	\$300	SBDM and Title One funds	IP	The Principal met with all ECE and general education teachers to develop a plan of action. General education teachers shared lesson plans in advance and/or collaborated with ECE teachers to write the plans. ECE teachers then added SDI and additional activities and lessons for the ECE students.

Objective 2:		To increase the math proficiency rates for students in the ECE population at North Jackson Elementary from 22.7% in 2020 to 23.4% in 2021.					To be completed as needed during year & for district annually by June	
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Report of Progress
2.1	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RTI school-wide process with checklists and procedures. Meetings will be held monthly in order to analyze data and determine student needs. Changes will be made by the teachers and interventionists in order to enhance instruction. Interventions in Tiers II and III will target those students that fall below the 20th percentile in the area of math. Interventions in Tier I will target students that are not at the proficient level on their CFAs.	Principal Teachers Interventionists District staff	August 2019- September 2021	\$0	N/A	I	The RTI process at NJE has been refined this year by collaboration with district staff and staffing changes within the building that have resulted in a much more systematic methodology for implementing RTI procedures with fidelity. All students falling below the 20th percentile have received targeted Tier II or Tier III interventions based on their individualized needs. RTI assistants have used the MAP student profile to further target identified deficiencies, and use multiple modes of input to gage necessary changes.

2.2	KCWP 1: Design and Deploy Standards	Math teachers will align curriculum with the district-wide standards pacing guide and provide a “math standards” time for all students in grades K-3. Teachers in grades 4-6 will also provide specific standards instruction in addition to the Saxon Math lessons utilized during math class.	Principal Teachers	August 2019- August 2021	\$0	N/A	IP	Curriculum has been carefully aligned with the district wide standards pacing guide, with several NJE teachers participating on district committees to provide input on this and other math matters. All grades have instructional time and resources in addition to the core Saxon Math class.
2.3	KCWP 6: Establishing Learning Culture and Environment	Administration and ECE teachers will collaborate with general education teachers to set goals with each student. The goals will be reviewed each semester with the students.	Principal Asst. Principal Teachers	October 2019- September 2021	\$0	N/A	IP	This was initiated during this year; however due to COVID 19, we did not fully implement.

Tabbing from last cell in Objective group will create additional lines for activities, if needed. To create additional Objectives groups, copy/paste tables as needed.

School:	North Jackson Elementary	Date:	November 11, 2020
Goal 2: Separate Academic	Increase the Science proficiency rates for all students from 52.3% in 2020 to 56.8% by 2022 as measured by the Kentucky Accountability System. Increase the Writing proficiency rates for all students from 66.7% to 69.9% by 2022 as measured by the Kentucky Accountability System.		

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>	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>
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<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 	<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
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Identify the strategy/strategies and the timeline for each activity, the person (s) responsible for ensuring the fidelity of the activity, and necessary funding to execute the activity.

Objective 1:		To increase the Science proficiency rates at North Jackson Elementary from 52.3% in 2020 to 54.5% in 2021.					To be completed as needed during year & for district annually by June	
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I I P N I	Report of Progress
1.1	KCWP 1: Design and Deploy Standards KCWP 4: Review, Analyze and Apply Data	Science PLCS, at the district level, are scheduled quarterly to ensure ongoing professional development in the area of best practice/high yield instructional strategies. Teachers are assessing students using Common Formative Assessment, and standardized Through Course Tasks. Student data from both these assessment measures are carefully analyzed and shared with grade level teams to determine trends and patterns. Strategies to address these trends are shared building and district wide and implementation will be fostered and monitored by building administrators, Science PLC participants, and District	Administration Teachers District Staff	August 2019- July 2021	\$500	SBDM Funds	IP	Our fourth grade science teacher has been an instrumental part of Science PLC's, not only sharing her own best practices, but returning with new high yield strategies that she then shares building wide. She consistently collects data through TCT's that are thoroughly analyzed for assessment validity and content reliability. CFAs were not a regular part of our instruction this year due to the flexibility of in-person and virtual learning.

		Instructional staff. *Due to Covid-19, TCTs were suspended during the second nine weeks temporarily.						
1.2	KCWP 2: Design and Deliver Instruction.	The STREAM Lab teacher will collaborate with classroom teachers in grades K-6. A curriculum map will be developed to include science content from each grade level. Professional learning opportunities will be provided as needed throughout the year. Collaboration will include the development of the lessons plans to enhance the science standards: this will include but not limited to, PLTW materials/units, engineering materials, science materials from grade level resources, Stemsopes and Science Buddies. *Due to Covid-19 some STREAM lab lessons and activities were deemed optional for student completion.	Teachers	August 2019- July 2021	\$2000	SBDM funds	IP	Our STREAM lab continues to be one of the most impactful additions to our our school in recent years, curricularly, instructionally, and experientially for our students. Collaboration between Mrs. Sharp has occurred seamlessly among all grade levels. Science exposure has undoubtedly increased in both quantity and quality with the PLTW and other innovative programs Mrs. Sharp has implemented. Teachers in grades 2-4 have now had training in PLTW and will assist in the implementation along with our STREAM teacher.
1.3	KCWP 5: Design, Align and Deliver Support.	Teachers will be trained in using the strategy “Claim-, Evidence- Reasoning” in written responses. They will also model this writing process in all grade levels K-6. In addition, teachers will provide opportunities for students to experience multiple select formative assessments.	Teachers District staff	August 2019- July 2021	\$0	N/A	IP	The Claim-Evidence- Reasoning strategy is being used with noted student success in intermediate grades science. While primary teachers model this strategy, a plan is still currently in progress to make the CER more available for immediate use to younger students.

Objective 2:	To increase the Writing proficiency rates at North Jackson Elementary from 66.7 % in 2020 to 68.3% in 2021.						To be completed as needed during year & for district annually by June	
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I I P NI	Report of Progress

2.1	KCWP 5: Design, Align and Deliver Support	<p>Writers' Needs Assessment Workshop -</p> <ul style="list-style-type: none"> -the process of utilizing daily formative data collection tools, to ensure high levels of teacher effectiveness and student achievement. -teachers provide behavior-specific praise and reinforcement. -teachers use data results to frontload concepts where high levels of below proficient prerequisite skills are identified. -teachers use high yield strategies with knowledge of personalized student needs to procure a unique match that will propel achievement. -administration creates and monitors a "watch list" for students performing below proficiency. 	Teachers Administra tion	August 2019- July 2021	\$500	SBDM Funds	IP	<p>Due to COVID 19, the Fall and Spring Writer's Workshop was postponed and teachers were creative in using technology to conference with students while using social distancing. Writing instruction continued. A professional development training has been scheduled to update teachers on the schoolwide writing plan and set goals for the upcoming school year.</p>
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2.2		<p>Based on the research and practice of Jan Richardson, Guided Reading will be implemented in all grades K-3. This program will be implemented with documented success by delivering leveled instruction to students in small groups.</p> <p>*Due to Covid-19, much of our Guided Reading Instruction is being accomplished virtually through digital resources.</p>				IP	<p>Successful and fluid guided reading groups were implemented for all students in grades K-2; however, precautions had to be used this year to decrease the amount of time that students were in small groups. All social distancing guidelines had to be followed which made the program harder to implement. Mrs. London ensured careful creative scheduling and intentional employee training that facilitated continued student growth. We are eager to start the new school year by implementing guided reading groups quickly in a new grade precisely where students left on in May. We have also reflected on timing changes we will implement in Kindergarten Guided Reading.</p>
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2.3	KCWP 2: Design and Deliver Instruction	<p>-A re-developed writing plan is being implemented vertically throughout all grade levels to ensure continuity of writing skills. This will ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p> <p>-Writing PLCS are scheduled quarterly to ensure ongoing professional development in the area of best practice/high yield instructional strategies.</p> <p>-We are collaborating with district level staff to promote quality writing instruction as well.</p> <p>-Staff have been trained in Expanding Expressions through GRREC to foster growth in writing skills among our RTI population.</p>	Administration Teachers	August 2019- July 2021	\$0	N/A	IP	The writing plan was re-developed last school year, submitted to KDE, and approved based on all required components being met according to the rubric. Best practice writing strategies are continuing to be shared among grade level teams and vertically during data team meetings/PLC's. A PL training has been scheduled to review the Plan with full implementation during next school year.
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School:	North Jackson Elementary	Date:	November 11, 2020
Goal 3: GAP	Increase the Reading proficiency rates for students in the ECE population from 22.7% in 2020 to 30.0% by 2022 as measured by the Kentucky Accountability System. Increase the Math proficiency rates for students in the ECE population from 22.7% to 30.0% by 2022 as measured by the Kentucky Accountability System.		

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>	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>
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<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 	<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
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Identify the strategy/strategies and the timeline for each activity, the person (s) responsible for ensuring the fidelity of the activity, and necessary funding to execute the activity.

Objective 1:		To increase the reading proficiency rates for the disability group at North Jackson Elementary from 22.7% in 2020 to 26.4% in 2021.					To be completed as needed during year & for district annually by June	
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Report of Progress
1.1	KCWP 5: Design, Align and Deliver Support KCWP 4: Review, Analyze and Apply Data	Collaborate with district ECE support by holding monthly meetings with ECE teachers, DOSE, and teacher consultants to analyze data, align instructional practices, and discuss ways to increase proficiency.	DOSE, teacher consultants and ECE teachers	August 2020- July 2021	\$0	N/A	I	ECE teachers and administrators have attended, and participated in all monthly meetings with the DOSE and teacher consultants, on fourth Thursdays at 1:30. Topics have included SLP's sharing writing and vocabulary strategies, date notebooks, and progress monitoring data analysis. During part of the year, these meetings were held virtually due to COVID-19.

1.2	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RTI school-wide process with checklists and procedures. Meetings will be held monthly in order to analyze data and determine student needs. Changes will be made by the teachers and interventionists in order to enhance instruction. Interventions in Tiers II and III will target those students that fall below the 20th percentile in the area of math. Interventions in Tier I will target students that are not at the proficient level on their CFAs or have difficulty mastering grade level content.	Principal Teachers Interventionists District staff	August 2019- July 2021	\$0	N/A	I	The RTI process at NJE has been refined this year by collaboration with district staff and staffing changes within the building that have resulted in a much more systematic methodology for implementing RTI procedures with fidelity. All students falling below the 20% have received targeted Tier II or Tier III interventions based on their individualized needs. RTI assistants have used the MAP student profile to further target identified deficiencies, and use multiple modes of input to gauge necessary changes.
1.3	KCWP 5: Design, Align and Deliver Support	ECE students will receive grade-level instruction in reading focused on state academic standards during resource and/or co-taught classes using research-based strategies. Progress will be monitored weekly. Services and strategies for students not making progress will be reviewed and discussed during monthly PLCs and RTI meetings.	Principal Teachers	August 2019- September 2021	\$0	N/A	I	ECE teachers have worked tirelessly with administration and Molly Caswell in order to ensure proper scheduling, and that each identified student is receiving the correct number of minutes in each area served. Progress is monitored weekly, and data analyzed carefully. Teachers are not hesitant to hold ARC's for students who have met goals, and need amendments to meet their needs.
1.4	KCWP 6: Establishing Learning Culture and Environment	Administration and ECE teachers will collaborate with general education teachers to set goals with each student. The goals will be reviewed each semester with the students.	Principal Asst. Principal Teachers	October 2019-May 2021	\$0	N/A	IP	This was initiated during this year; however due to COVID 19, we did not fully implement.

1.5	KCWP 2: Design and Deliver Instruction	ECE teachers will collaborate with general education teachers in developing lesson plans to include specially designed instruction on a weekly basis.	Principal Asst. Principal Teachers	October 2019- September 2021	\$300	SBDM and Title One funds	IP	The Principal met with all ECE and general education teachers to develop a plan of action. General education teachers shared lesson plans in advance and/or collaborated with ECE teachers to write the plans. ECE teachers then added SDI and additional activities and lessons for the ECE students.
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Objective 2:		To increase the math proficiency rates for students in the ECE population at North Jackson Elementary from 22.7% in 2020 to 23.4% in 2021.					To be completed as needed during year & for district annually by June		
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Report of Progress	
2.1	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RTI school-wide process with checklists and procedures. Meetings will be held monthly in order to analyze data and determine student needs. Changes will be made by the teachers and interventionists in order to enhance instruction. Interventions in Tiers II and III will target those students that fall below the 20th percentile in the area of math. Interventions in Tier I will target students that are not at the proficient level on their CFAs.	Principal Teachers Interventionists District staff	August 2019- September 2021	\$0	N/A	I	The RTI process at NJE has been refined this year by collaboration with district staff and staffing changes within the building that have resulted in a much more systematic methodology for implementing RTI procedures with fidelity. All students falling below the 20th percentile have received targeted Tier II or Tier III interventions based on their individualized needs. RTI assistants have used the MAP student profile to further target identified deficiencies, and use multiple modes of input to gauge necessary changes.	

2.2	KCWP 1: Design and Deploy Standards	Math teachers will align curriculum with the district-wide standards pacing guide and provide a “math standards” time for all students in grades K-3. Teachers in grades 4-6 will also provide specific standards instruction in addition to the Saxon Math lessons utilized during math class.	Principal Teachers	August 2019- August 2021	\$0	N/A	IP	Curriculum has been carefully aligned with the district wide standards pacing guide, with several NJE teachers participating on district committees to provide input on this and other math matters. All grades have instructional time and resources in addition to the core Saxon Math class.
2.3	KCWP 6: Establishing Learning Culture and Environment	Administration and ECE teachers will collaborate with general education teachers to set goals with each student. The goals will be reviewed each semester with the students.	Principal Asst. Principal Teachers	October 2019- September 2021	\$0	N/A	IP	This was initiated during this year; however due to COVID 19, we did not fully implement.

Tabbing from last cell in Objective group will create additional lines for activities, if needed. To create additional Objectives groups, copy/paste tables as needed.

School:	North Jackson Elementary	Date:	November 11, 2020
Goal 4: Growth	Reduce the combined percentage of students scoring 0 points for growth by $\frac{1}{2}$; from 33.6% to 16.8% in reading, and from 24% to 12% in math by 2022 as measured by the Kentucky Accountability System.		

Which **Strategy** will the school/district use to address this goal? (*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.*)

- [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](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? (*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.*)

- [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](#)

Identify the strategy/strategies and the timeline for each activity, the person (s) responsible for ensuring the fidelity of the activity, and necessary funding to execute the activity.

Objective 1:		Reduce the combined percentage of students scoring 0 points for growth by $\frac{1}{4}$; from 33.6% to 22.2% in reading, and from 24% to 18% in math during the 2021 school year.					To be completed as needed during year & for district annually by June	
Act #	Strategy	Activities to deploy strategy	Responsible Person(s)	Start Date/ End Date	Cost	Fund Source	I IP NI	Report of Progress
1.1	KCWP 4: Review, Analyze and Apply Data	<p>Common Formative Assessments</p> <ul style="list-style-type: none"> • Teachers will design and administer brief, quality, standards-based assessments, focusing on pre-determined content based priority standards. Following analysis of results, classroom teachers will meet with administration to uncover students' strengths and weaknesses and develop individualized plans for moving learners forward with research-based strategies. 	Admin, Teachers District Staff	August 2019 - July 2021	\$0	N/A	IP	Data Teams have not met this year to review Common Formative Assessments due to the flexibility of the school calendar, in-person, hybrid and virtual learning. This will resume during the 2021-22 school year.

1.2	KCWP 1: Design and Deploy Standards	<p>Learning Intentions and Success Criteria</p> <ul style="list-style-type: none"> Following the research of John Hattie concerning Visible Learning, in which teachers assume an enhanced role of seeing learning through the eyes of their students, and encouraging learners along the path of self-regulation, teachers will post, reference, and become more proficient in creating focused Learning Intentions and Success Criteria. 	Building Admin, Teachers, District Instructional Personnel	August 2019 -July 2021	\$0	N/A	I	Teachers at NJE have become much more proficient in LI/SC this year. They are scaffolded in most classrooms and the students are working to articulate what they are learning, how they will know when they are successful, and what their individual next steps are for self regulation. As with other areas, less emphasis was put on this during this year; however, teachers continued to utilize LI/SC as written in our Standards documents.
1.3	KCWP 1: Design and Deploy Standards	Collaborate with district Curriculum instructional staff to analyze data, align instructional practices, and discuss ways to increase proficiency. District instructional staff will train all grade level teachers K-6 to identify focus standards, unwrap standards, write learning intentions and success criteria from the standards, develop common assessments, identify top instructional strategies, and match specific instructional strategies with standards.	Building Admin, Classroom Teachers, District Instructional Personnel	Start: 8.2019 End: 8.2021	\$1000	SBDM and Title One funds	IP	Standards work has been provided by district instructional specialists both in person and virtually. The work has included breaking apart standards, writing success criteria and learning intentions, and beginning to look at activities to support teachers as the curriculum is being taught. The work will continue throughout the next school year.

1.5	KCWP 3: Design and Deliver Assessment Literacy	District instructional staff will meet with Principals/Data Teams after MAP testing (3 times per year) to guide a review of MAP data, including growth data, for individual students, and to discuss strategy implementation to help ensure individual growth/progress.	Building Administrators, Classroom Teachers, District Instructional Personnel	Start: 8.2019/ End: 6.2021	\$0	N/A	IP	This is a great collaboration between district instructional staff and Principals/Data Teams. This was completed three times, with district staff assisting in analyzing data and making suggestions for progress. Due to COVID 19, Winter MAP testing was completed at home in some grade levels and for virtual students.
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