

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: FCES will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2020 as measured by the state assessment from 11.25% to 40%.</p> <p>Objective 2: FCES will increase the Reading Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2020 as measured by the state assessment from 15% to 40%.</p> <p>Objective 3: FCES will increase the Math Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2020 as measured by the state assessment from 7.5% to 40%.</p>	<p>(KCWP 2) 1. A system will be reviewed and revised to ensure Tier1, Tier II and Tier III instructional needs are met and next steps for improvement are identified.</p>	<p>1a. Rtl or WIN System: Administration and staff will review, evaluate and revise WIN Program based on Intervention effectiveness.</p>	<p>Data boards, data notebooks and intervention groups will reflect a decrease in Tier III grouping and an increase in Tier II and I groupings. Benchmark Assessments will show an increase in proficiency and an increase in growth.</p>	<p>Administration and teachers will examine data from Aimsweb/CASE benchmark assessments three times a year as well as learning checks four times a year.</p>	<p>School Allocations Title I</p>
		<p>1b. Interventions: K-1 Teachers will utilize Saxon Phonics, Grade 2 teachers will utilize Guided Reading Groups/Literacy Centers/2020 Saxon Phonics and 3-4 teachers will utilize Corrective Reading SRA for reading intervention. K-4 Teachers will utilize Go Math RTI and Reflex Math for math intervention.</p>	<p>Data boards, data notebooks and intervention groups will reflect a decrease in Tier III grouping and an increase in Tier II and I groupings.</p>	<p>Teachers will conference individually with administration after each benchmark assessment reading and math as well as update data boards and intervention groups.</p> <p>Teachers will conference individually with each student after each benchmark assessment reading and math with a direct focus on strengths, weaknesses, and goal setting.</p>	<p>School Allocations Title I Four Rivers Reading Grant</p>
		<p>1c. Data Boards: Teachers and Administration will update data boards (intervention groups – Tier I, II and III) based on Aimsweb data.</p>	<p>1st grade Reading Support Leader will track growth for reading essential skills and document growth noting students above grade level, on grade level, and below grade level.</p>		
		<p>1d. Data Notebooks: Teachers and students will document scores, conference about growth/proficiency and establish new goals after each benchmark assessment administration for both reading and math.</p>	<p>Tier III benchmark /Reading Mastery students shall show growth.</p>	<p>1st Grade Reading Support Leader will report quarterly on the effectiveness of the Reading Room Intervention 1st grade plan and share growth data.</p> <p>Reading interventionist will report monthly the data collected to administrator. .</p>	<p>School Allocations</p>

		1e. Mentoring Program: K-1 is partnering with high school student to work with/mentor “at promise’ students.			School Allocations FRYSC
		1f. 1st Grade Reading Room Intervention: An additional 1 st grade reading intervention plan (7 min. during morning ELA) will be implemented and monitored to foster essential reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension).			School Allocations
		1g. Ready Interventionist (pullout program): An interventionist to support Tier III, K-4, using SRA reading mastery.			Title I ESS
	(KCWP 3) 2. School leadership and teachers will analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning.	2a. Benchmark Assessments: K-4 Teachers will administer reading and math Aimsweb benchmark assessments three times a year, and 3-4 teachers will administer reading and math CASE learning checks four times a year.	Data boards will reflect a decrease in Tier III grouping and an increase in Tier II and I groupings.	Teachers will conference individually with administration after each benchmark assessment as well as update data boards and intervention groups.	School Allocations Title I
	(KCWP 2) 3. Job embedded professional development will be provided to address GAP needs with Tier I instruction.	3a. Professional Development: Teachers will attend and implement professional learning from the following PD sessions: co-teaching models, Meade County co-teaching model, CEC Conference and Ruby Payne poverty training.	Professional Development measured by PD attendance documentation, lesson plans, walkthroughs. And learning check assessments with a direct focus on GAP scores.	Teachers and administrators will monitor PD during Learning Check data analysis administration and evaluate PD opportunities and needs in May of 2020.	Title II IDEA

