

## 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.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

# 1: Proficiency

State your **Proficiency Goal**

Goal 1:

**PROFICIENCY GOAL: By May 2023, Eden Elementary will increase the combined reading and math proficiency rating for all students to 53.9 as measured by the Kentucky State Assessment (KPREP).**

*\*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement. All strategies, activities, measures and monitoring will be modified while schools operate remotely.*

<p>Which <b>Strategy</b> 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"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>● <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<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><b>Objective 1:</b> By 5/31/2021, Eden Elementary will increase the combined <b>reading and math</b> proficiency rating for all students from 43.6 to 46.2, as measured by the Kentucky State Assessment.</p> <p><i>*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement.</i></p>	<p><b>Strategy-KCWP1: Design and Deliver Instruction.</b></p> <p><b>1. Classroom Instruction -</b> Teachers will <b>implement</b> classroom instructional strategies that are research-based and engage students in the learning process.</p>	<ol style="list-style-type: none"> <li><b>Learning Targets:</b> All teachers will post <b>learning targets</b> for daily assignments that are congruent with standards. Teachers will communicate these standards to students and review throughout the lesson. <i>- Through virtual instruction, learning targets and standards will be posted inside the teachers Google Classroom.</i></li> <li><b>Guided Reading:</b> All teachers will implement the <b>Guided Reading Program</b>. Progress monitoring is done through various programs such as Reading A to Z, easyCBM, or STAR Reading. <i>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize online platforms and small groups in person when permitted.</i></li> <li><b>Multi-Tiered Instruction:</b> All Eden students will receive <b>instruction that is multi-tiered</b>. Students will receive at least 50 minutes of Tier I (Core) instruction in reading and mathematics daily. They will receive 30 minutes at least three days a week of Tier II instruction (Rtl/enrichment) based on needs as analyzed by assessment data. Based on assessment data and individual student tracking, at-risk students will receive 30-60 minutes at least 4 days a week of Tier III instruction (intervention). Grouping is fluid and flexible based on analysis of data throughout the year. <i>- - Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize online platforms and small groups in person when permitted.</i></li> <li><b>Constructed Responses:</b> Teachers will embed <b>constructed response assessment</b> questions (short answer and/or extended responses) once a week in reading or math. All students will be exposed to exemplary models for proficient answers. Scoring will be based upon rubrics.</li> </ol>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Math Committee EduClimber</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>
			<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>Instructional funds</p>
			<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-PLC minutes</p>	<p>N/A</p>
			<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>

		<p>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize technology/online platforms and small groups in person when permitted.</p>	<p>ELA Committee Math Committee</p>		
		<p><b>5. PBIS:</b> Opportunities will be provided to all students for soft skill development through regularly scheduled social skill lessons to develop social emotional learning, and will reinforced through a school wide incentive system for the successful demonstration of those skills.</p> <p>Stop &amp; Think Program</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas SAT Team</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>School Climate grant</p>
		<p><b>6. PD for PBIS:</b> Opportunities will be provided to all staff using strategic approaches through functional assessment, effective classroom management, student engagement, and data-based problem-solving that involves professional development, on-site coaching, and technical assistance to effectively implement a multi-tiered behavior framework.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>School Climate grant</p>
<p><b>Strategy-KCWP1: Design and Deliver Instruction.</b> <b>Strategy-KCWP5: Establishing Learning Culture and Environment</b></p> <p><b>2. Leadership Monitoring &amp; Feedback</b> - Principal will monitor classroom instruction and give timely, informative feedback to impact classroom instruction, build relationships with staff, and continue the professional growth process.</p>	<p><b>7. Classroom walkthrough observation instruments</b> (eLeot-Effective Learning Environments Observation Tool and/or school-developed tool) and an administrator created document will be utilized to gather data on the effectiveness of classroom instruction and student engagement. The School Administration will conduct a series of classroom walk-throughs. The principal in combination with the school leadership team will analyze and review the data. The information will be reviewed with teachers by the school principal and feedback given.</p> <p>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize online platforms and small groups in person when permitted. Classroom walk-throughs and observations have been modified to include participation and viewing of Google Classroom activities and Google Meets.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>	
<p><b>Strategy-KCWP1: Design and Deliver Instruction.</b> <b>Strategy-KCWP2: Design and Deliver Assessment Literacy</b></p> <p><b>3. Aligned Curriculum-Authentic K-PREP Assessment</b> - Teachers work collaboratively to align the Common Core Standards curriculum both vertically and horizontally within the school and through district K-12 alignment initiatives. Formative and summative assessments will be based on this alignment and authentic to the K-PREP</p>	<p><b>8. Intervention Process:</b> The <b>Students' Assistance Team</b> will modify the intervention process that outlines how students that are struggling in Math and Reading are identified. The process will have specific guidelines and criteria for placing students in the appropriate intervention services. The SAT team will also gather and review student concerns with regards to behavior. Behavioral interventions will also be conducted, monitored and recorded by the SAT team and classroom teachers.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Math Committee SAT Team Meetings</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans SAT Minutes</p>	<p>PBIS</p>	
		<p><b>9. Curriculum Alignment/Pacing Guides:</b> Teachers will participate in school level and district level curriculum alignment based on Common Core Standards. Initial professional development has taken place at the beginning of each school year with follow-up occurring in PLC weekly meetings. Based on this alignment, teachers will create and review pacing guides that ensure all students receive instruction that is rigorous.</p> <p>Curriculum alignment will be the basis for creating authentic assessments that include but are not limited to the following:</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>

	assessments based on the Unbridled Learning Initiatives.	<p>1.) K-PREP Scrimmages given at least once per semester and analyzed for student progress;</p> <p>2.) End-of-unit Summative assessments that include multiple choice, short answer, and extended response formatted like K-PREP assessments in each content area; and</p> <p>3.) Formative assessments that give immediate feedback on student mastery of content to inform next steps for instruction in all content areas.</p>			
<p><i>Strategy-KCWP1: Design and Deliver Instruction.</i></p> <p><i>Strategy-KCWP2: Design and Deliver Assessment Literacy</i></p> <p><i>Strategy-KCSP1: Review, Analyze, and Apply Data</i></p> <p><b>4. Professional Learning Community (PLC)</b> - The PLC teams have time set aside daily in the master schedule to discuss student learning, analyze data, and collaborate on instructional issues such as curriculum alignment, standards-based mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc. The PLC collaboration time allows teachers to work towards common school goals with a clear focus on student achievement based on shared vision, beliefs, and values. The PLC teams meet once a week with the principal to discuss items on the agenda.</p>	<p><i>Strategy-KCWP1: Design and Deliver Instruction.</i></p> <p><i>Strategy-KCWP2: Design and Deliver Assessment Literacy</i></p> <p><i>Strategy-KCSP1: Review, Analyze, and Apply Data</i></p> <p><b>4. Professional Learning Community (PLC)</b> - The PLC teams have time set aside daily in the master schedule to discuss student learning, analyze data, and collaborate on instructional issues such as curriculum alignment, standards-based mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc. The PLC collaboration time allows teachers to work towards common school goals with a clear focus on student achievement based on shared vision, beliefs, and values. The PLC teams meet once a week with the principal to discuss items on the agenda.</p>	<p><b>10. PLC Schedule:</b> All teachers will participate in Professional Learning Communities with membership by grade level families. The PLC teams have time set aside weekly in the master schedule for collaboration. Each PLC Team is responsible for maintaining a notebook that includes a weekly agenda, sign-in sheets, and the minutes of the meeting. School principal determines the membership and schedule for the PLCs.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>
		<p><b>11. PLC Purpose:</b> The PLC teams will meet weekly to discuss student learning, analyze data/student work, and collaborate on instructional issues such as curriculum alignment, standards mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>
	<p><i>Strategy-KCWP1: Design and Deliver Instruction.</i></p> <p><i>Strategy-KCSP1: Review, Analyze, and Apply Data</i></p> <p><b>5. Rtl (Response to Intervention)-Math</b> - Response to Intervention (Rtl) for math includes the use of Learning Farm, as well as research-based strategies such as Kagan. These students receive interventions daily either through Daytime Waiver ESS, classroom teachers, Math Interventionist, or special education teachers. Progress monitoring is completed regularly through STAR and /or easyCBM</p>	<p><b>12. Math Intervention Program:</b> Eden Elementary's Math Intervention program is aligned to the MAF grant. It includes teacher training, hands-on materials, manipulatives, and implementation of intervention services that address the needs of students in the primary program who are struggling with meeting grade level or benchmark expectations for mathematics. The intervention services should promote effective instructional practices in mathematics. Selected mathematics intervention services should be based on data specific to the needs of the identified students. The mathematics intervention services and programs selected by schools will determine the instructional method required for implementation (e.g., one on one, students grouped for the specific purpose of receiving appropriate intervention services). The Math Interventionist will implement the Do The Math program.</p> <p>In collaboration with the MAF team and grade level teams, Eden Elementary will host grade specific MATH Night activities to engage students and impact student achievement, and provide key information to the parents, Guardians and community members.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas Math Committee Sign In sheets</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>MAF grant  Instructional  FRYSC</p>

		<p><b>13. Daytime ESS Waiver:</b> The major emphasis of Eden Elementary's ESS program should be: 1) to enhance the present level of performance of students who are having difficulty in math/reading 2) to provide additional instruction to students who have been retained or are at risk of being retained; and 3) to close the achievement gap of low-performing students. Extended school services will not replace or substitute regular class instruction but will provide additional instructional time in a targeted content area with specific individual learning goals.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>
		<p><b>14. Professional Development-Math:</b> During the 20-21 school year, two teachers will be selected by the principal to serve on the School Math Team. One primary and one intermediate teacher will be selected during this first year and will commit to receive training for two years. Then, two more additional teachers will be added each year until the grant is completed.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>MAF Instructional funds</p>
		<p><b>15. Title I:</b> Students who are at the Tier II and Tier III are pulled for small group instruction throughout the week. Utilizing Title 1 funds, teachers, including those allocated from T1, will use the programs to benchmark student scores, monitor progress, set goals, and improve student achievement.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>Title I funds</p>
	<p><i>Strategy-KCWP1: Design and Deliver Instruction.</i> <i>Strategy-KCSP3: Review, Analyze, and Apply Data</i></p> <p><b>6. Rtl (Response to Intervention)-Reading</b> - Response to Intervention (Rtl) includes the use of Lexia Reading, Reading A-Z, RAZ, strategies such as Kagan. These students receive interventions daily either through Title I, Daytime Waiver Progress monitoring is completed regularly through STAR and/or EasyCBM.</p>	<p><b>16. Reading Intervention Program:</b> Eden Elementary's Reading Intervention program is aligned to the Read to Achieve (RTA) grant. It includes teacher training, hands-on materials, books, and implementation of intervention services that address the needs of students in the primary program who are struggling with meeting grade level or benchmark expectations for reading. The program implements a reading diagnostic and intervention program to address the needs of struggling readers. More specifically, the KY RTA program was designed to identify and provide intensive reading and intervention programs to struggling readers within primary grades (K-3). Selected reading intervention services should be based on data specific to the needs of the identified students. The reading intervention services and programs selected by schools will determine the instructional method required for implementation (e.g., one on one, students grouped for the specific purpose of receiving appropriate intervention services). The Reading Interventionist will implement the Reading Recovery Program.</p> <p>In collaboration with the Reading team and grade level teams, Eden Elementary will host grade specific Reading Night activities to engage students and impact student achievement, and provide key information to the Parents, Guardians and Community Members.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading reports PLC agendas ELA Committee Sign In Sheets</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>ESS funds Instructional FRYSC</p>

**2: Gap**

State your **Gap** Goal

Goal 2:

**GAP GOAL: By May 2023, Eden Elementary will increase the percent of demographically-identified students scoring at or above the proficiency level on the state assessment to 46.3.**

*\*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement. All strategies, activities, measures and monitoring will be modified while schools operate remotely.*

<p>Which <b>Strategy</b> 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"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>● <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<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
<p><b>Objective 1:</b> By 5/31/2021, Eden Elementary will increase the percent of Free/Reduced students scoring at or above the combined proficiency level in <b>reading</b> and <b>math</b> to 41.2, as measured by the state assessment.</p> <p><b>Objective 2:</b> By 5/31/2021, Eden Elementary will increase the percent of students with Disabilities (with an IEP) scoring at or above the combined proficiency level in <b>reading</b> and <b>math</b> to 33.5, as measured by the state assessment.</p> <p><i>*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement.</i></p>	<p><b>Strategy-KCWP1: Design and Deliver Instruction.</b></p> <p><b>1. Classroom Instruction -</b> Teachers will implement classroom instructional strategies that are research-based and engage students in the learning process.</p>	<p><b>1. Learning Targets:</b> All teachers will post learning targets for daily assignments that are congruent with standards. Teachers will communicate these standards to students and review throughout the lesson.</p> <p><i>- Through virtual instruction, learning targets and standards will be posted inside the teachers Google Classroom.</i></p> <p><b>2. Multi-Tiered Instruction:</b> All Eden students will receive instruction that is multi-tiered. Students will receive at least 60 minutes of Tier I (Core) instruction in each content class daily. They will receive 30 minutes at least three days a week of Tier II instruction (RtI/enrichment) based on needs as analyzed by assessment data. Based on assessment data and individual student tracking, at-risk students will receive 30-60 minutes daily of Tier III instruction (intervention). Grouping is fluid and flexible based on analysis of data throughout the year.</p> <p>*Using T1 funds, Eden Elementary has purchased 230 chrome-book computers to help individualize instruction, maximize instructional time, and promote an increase in monitoring.</p> <p>*Certified instructional staff, paid for through Title 1 funds, contribute to student achievement and decrease the student to teacher ratio.</p> <p><i>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize technology/online platforms and small groups in person when permitted.</i></p> <p><b>3. Timed Reading and Math Assessments:</b> Grades 2-6 teachers will administer timed reading/math assessments similar to K-PREP from the Common Core Crosswalk or another K-PREP-like resource twice every 9 weeks. Teachers will record scores alphabetically to track and measure student progress.</p> <p><i>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize technology/online platforms and small groups in person when permitted.</i></p> <p><b>4. Content Area Reading:</b> Teachers in all content areas will design lessons that incorporate a base of knowledge across the content subject matter by engaging and exposing students through reading and responding to works of quality and substance. Students will learn to read purposefully and listen attentively to gain both general</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p> <p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas easyCBM reports eduClimber SAT Team minutes ELA/Math Committee</p> <p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p> <p>Reading A-Z reports Lesson plans Walk-throughs MAP reports STAR Reading/Math reports PLC agendas</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p> <p>PLC minutes CSIP School-level documents such as 30-60-90 day plans Title 1 Evaluation Forms</p> <p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p> <p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p> <p>Instructional funds/ Title 1 Technology</p> <p>N/A</p> <p>Instructional funds \$1,500</p>

<p><b>Strategy-KCWP1: Design and Deliver Instruction.</b></p> <p><b>2. Leadership Monitoring and Feedback</b> - Principal will monitor classroom instruction and give timely, informative feedback to impact classroom instruction, build relationships with staff, and continue the professional growth process.</p>	<p>knowledge and discipline-specific expertise. Teachers will utilize the <b>Guided Reading practices</b> in reading.</p> <p>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize technology/online platforms and small groups in person when permitted.</p>	<p>ELA/Math Committee</p>			
	<p><b>5. Language Arts and Mathematical Focus on Constructed Responses:</b> Teachers will embed constructed response assessment questions (short answer and/or extended responses) once every other week for either reading or math. All students will be exposed to exemplary models for proficient answers. Scoring will be based upon rubrics.</p> <p>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize technology/online platforms and small groups in person when permitted.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>	
	<p><b>6. Higher Level Thinking Skills/Power Verbs:</b> All teachers will implement higher level thinking skills when teaching content by teaching the 12 Power Verbs. Posters, songs, and hand motions may be used to reinforce these skills.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>	
	<p><b>7. Daily Agendas:</b> Teachers will post, utilize, and check off daily agendas for different subject areas to keep students informed and focused on what they are learning.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>	
	<p><b>8. Random Selection of Students:</b> Teachers will utilize a system of random selection in determining student participation. This system may include sticks, apps, Kagan, or any other method that generates random names.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>	
	<p><b>9. Walk-through:</b> A classroom walk-through observation instrument (eleot-Effective Learning Environments Observation Tool) and an administrator created document will be utilized to gather data on the effectiveness of classroom instruction and student engagement. The principal, in combination with the district leadership team, will conduct a series of classroom walk-throughs. The data will be analyzed and reviewed by the team. The information will be reviewed with teachers by the school administration, and feedback will be given.</p> <p>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize online platforms and small groups in person when permitted. Classroom walk-throughs and observations have been modified to include participation and viewing of Google Classroom activities and Google Meets.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	<p>N/A</p>	
	<p><b>10. Lesson Plans:</b> Lesson plans are monitored by the principal weekly to ensure standards are being taught and following pacing guides.</p>	<p>Lesson plans Walk-throughs</p>	<p>PLC minutes CSIP</p>	<p>N/A</p>	

**Strategy-KCWP1: Design and Deliver Instruction.**

**3. Professional Learning Community (PLC)** - The PLC teams have time set aside daily in the master schedule to discuss student learning, analyze data, and collaborate on instructional issues such as curriculum alignment, standards-based mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc. The PLC collaboration time allows teachers the opportunity to work towards common school goals with a clear focus on student achievement and engagement based on shared vision, beliefs, and values. The PLC teams will meet once a week with administration.

**4: Aligned Curriculum-Authentic K-PREP Assessment** - Teachers work collaboratively to align the Common Core Standards curriculum both within the school and through district K-12 alignment initiatives. Formative and summative assessments will be based on this alignment and authentic to the K-PREP assessments based on the Unbridled Learning Initiatives.

	Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee	School-level documents such as 30-60-90 day plans	
<b>11. PLC Meetings:</b> The PLC teams will meet weekly to discuss student learning, analyze data/student work, and collaborate on instructional issues such as curriculum alignment, standards mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc.	Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
<b>12. PLC Schedule Time:</b> All teachers will participate in Professional Learning Communities with membership by grade level families. The PLC teams have time set aside weekly in the master schedule for collaboration. Each PLC has a Team Facilitator that is responsible for maintaining a notebook that includes a weekly agenda, sign-in sheets, and the minutes of the meeting. School principal determines the membership and schedule for the PLCs.	Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
<b>13. Standards-based Mastery:</b> Teachers will create learning targets based on aligned standards. These targets will be utilized to monitor student progress towards standards mastery. Students will test on standards. If they do not reach mastery, they will receive intervention strategies. Students will then be able to retest on the standard to determine mastery.	Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
<b>14. K-PREP Authentic Assessment:</b> Curriculum alignment will be the basis for creating authentic assessments that include but are not limited to the following:	Lesson plans Walk-throughs Reading A-Z reports	PLC minutes CSIP	N/A



	<p>1.) K-PREP Scrimmages given at least once per semester and analyzed for student progress;</p> <p>2.) End-of-unit summative assessments that include multiple choice, short answer, and extended response formatted like K-PREP assessments in each content area; and</p> <p>3.) Formative assessments that give immediate feedback on student mastery of content to inform next steps for instruction in all content areas. 4.) Weekly K-PREP-like assessments in reading or math for all grade levels K-6.</p> <p>5.) Data boards in classroom to increase student awareness of skill level. 6.) K-PREP-like assessments in reading or math for all grade levels posted monthly on assessment walls.</p>	<p>MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p>	<p>School-level documents such as 30-60-90 day plans</p>	
	<p><b>15. Intervention Process:</b> The Students' Assistance Team will modify the intervention process that outlines the process that identifies the students that are struggling in Reading. The process will have specific guidelines and criteria for placing students in the appropriate intervention services.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	N/A
	<p><b>16. Curriculum Alignment/Pacing Guides:</b> Teachers will participate in school level and district level curriculum alignment based on Common Core Standards. Initial professional development has taken place at the beginning of each school year with follow-up occurring in PLC weekly meetings. Based on this alignment, teachers will create and review-pacing guides that ensure all students receive instruction that is rigorous.</p>	<p>Lesson plans Walk-throughs Reading A-Z reports MAP reports STAR Reading/Math reports PLC agendas ELA/Math Committee</p>	<p>PLC minutes CSIP School-level documents such as 30-60-90 day plans</p>	N/A

### 3: Growth

State your **Growth Goal**

<p>Goal 3:</p> <p><b>Growth Goal: By May 2023, Eden Elementary will increase the average combined reading and math growth in grades 3-6 to 68 (high growth).</b></p> <p><i>*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement. All strategies, activities, measures and monitoring will be modified while schools operate remotely.</i></p>					
<p>Which <b>Strategy</b> 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"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> 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"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<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
<p><b>Objective 1:</b> By May 2021, Eden Elementary will decrease the percentage of students</p>	<p><b>Strategy-KCWP1: Design and Deliver Instruction.</b></p> <p><b>1. Data Analysis-Reading -</b> Data Analysis will be</p>	<p>1. <b>Classroom Assessment Analysis-Reading:</b> All classroom teachers, along with administration, will analyze classroom assessments during PLC, staff, and grade level meetings. Results will be used to modify assessments, modify classroom instruction,</p>	<p>PLC Minutes ELA Meetings Lesson Plans</p>	<p>PLC minutes CSIP</p>	N/A

scoring novice in reading from 19.9% to 15%.  <i>*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement.</i>	implemented to target and meet individual learning needs of all students especially those scoring novice in reading.	and guide the standards-based grading process allowing us to meet individual student needs. <i>- Due to Covid-19, schools are operating remotely. Throughout remote learning, teachers have been asked to utilize online platforms and small groups in person when permitted. Classroom walk-throughs and observations have been modified to include participation and viewing of Google Classroom activities and Google Meets.</i>		School-level documents such as 30-60-90 day plans	
		<b>2. MAP/STAR Analysis:</b> All teachers, along with administration (Principal, Guidance Counselor, and Content Leads) will analyze results of the MAP/STAR assessments to guide the intervention process and differentiate instruction.	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>3. EasyCBM/STAR Analysis:</b> Students who fall into the Tier II and Tier III categories will be progress monitored through easyCBM. This data guides further interventions and individual needs of those students.	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>4. K-PREP Analysis:</b> All teachers, along with administrators (Principal, Guidance Counselor, and Content Leads), will analyze the results of the 2018-19 K-PREP assessment to aid in identifying the Tier II and Tier III students who need interventions and progress monitoring.	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>5. QSTAR/SAT Team Analysis:</b> After each cycle of MAP testing, the SAT team, led by the Guidance Counselor, will meet with teachers by grade level to analyze MAP data and easyCBM and/or STAR progress monitoring data and make recommendations on the next steps for the students. These next steps may include additional Rtl, referral for SAT Team or multidisciplinary evaluation, or retention.	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
	<b>Strategy-KCWP1: Design and Deliver Instruction</b>  <b>2. Rtl Program (Response to Intervention)-Reading</b> - Response to Intervention (Rtl) includes the use of Lexia Reading, Learning Farm, and Reading A to Z, RAZ, as well as research-based strategies such as Kagan. These students receive interventions daily either through Title I, Daytime Waiver ESS, classroom teachers, or special education teachers. Progress monitoring is completed regularly through STAR and/or EasyCBM.	<b>6. Title I:</b> Students who are at the Tier II and Tier III are pulled for small group instruction throughout the week. Utilizing Title 1 funds, teachers, including those allocated from T1, will use the programs to benchmark student scores, monitor progress, set goals, and improve student achievement.	PLC Minutes ELA Meetings Lesson Plans SAT Team Minutes Data Meetings	PLC minutes CSIP School-level documents such as 30-60-90 day plans	Title 1
		<b>7. Daytime Waiver ESS:</b> The major emphases of Eden Elementary's ESS program should be: 1) to enhance the present level of performance of students who are having difficulty in reading 2) to provide additional instruction to students who have been retained or are at risk of being retained; and 3) to close the achievement gap of low-performing students. Extended school services will not replace or substitute regular class	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A

		instruction but will provide additional instructional time in a targeted content area with specific individual learning goals.			
	<b>Strategy-KCWP1: Design and Deliver Instruction.</b>  <b>3. Classroom Instructional Methods-Guided Reading -</b> Teachers will implement reading classroom instructional strategies that are learning process specifically designed to help those students scoring at the novice level achieve at higher levels.	<b>8. Kagan Strategies:</b> All teachers will implement Kagan strategies within their instruction.	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>9. Small Group:</b> The small-group, differentiated reading model enables teachers to focus on specific skills needed by varied groups of children. Teachers can plan using research-based strategies in beginning reading instruction and developmental models that recognize the stages through which beginning readers progress. Differentiated small-group instruction is done by matching instruction to meet the needs of learners.	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>10. Differentiated Instruction:</b> Differentiated instruction will provide strategies for the teachers to implement for the students in order to meet their learning styles and help in decreasing the percentage of students scoring novice.	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>11. Grade Level Common Planning:</b> Teachers will collaborate by meeting during a common planning time other than their designated PLC at least twice a month in order to communicate about student progress, lesson plans, instructional activities, and other grade level appropriate information. This activity will especially target the at-risk students that are in Tier II and Tier III interventions.	PLC Minutes ELA Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
<p><b>Objective 2:</b> By May 2021, Eden Elementary will decrease the percentage of students scoring novice in math from 24.1% to 20%.</p> <p><i>*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement.</i></p>	<p><b>Strategy-KCWP1: Design and Deliver Instruction.</b></p> <p><b>1. Data Analysis-Math -</b> Data Analysis will be implemented to target and meet individual learning needs of all students especially those scoring novice in reading.</p>	<b>1. Classroom Assessment Analysis-Math:</b> All classroom teachers, along with administration, will analyze classroom assessments during PLC, staff, and grade level meetings. Results will be used to modify assessments, modify classroom instruction, and guide the standards-based grading process allowing us to meet individual student needs.	PLC Minutes Math Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>2. MAP/STAR Analysis:</b> All teachers, along with the principal and Guidance Counselor, will analyze results of the MAP/STAR assessments to guide the intervention process and differentiate instruction.	PLC Minutes Math Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>3. EasyCBM/STAR Analysis:</b> Students who fall into the Tier II and Tier III categories will be progress monitored through easyCBM and STAR. This data guides further interventions and individual needs of those students.	PLC Minutes Math Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>4. K-PREP Analysis:</b> All teachers, along with administrators, will analyze the results of the 2017- 2018 K-PREP assessment to aid in identifying the Tier II and Tier III students who need interventions and progress monitoring. Funding will be allocated to provide motivational activities for the students.	PLC Minutes Math Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A

		<b>5. QSTAR/SAT Team Analysis:</b> After each cycle of MAP testing, the SAT team will meet with teachers by grade level to analyze MAP data and easyCBM and/or STAR progress monitoring data and make recommendations on the next steps for the students. These next steps may include additional Rtl, referral for SAT Team or multidisciplinary evaluation, or retention. The Guidance Counselor, acting as the lead on SAT, will ensure meetings are held to inform and identify at-risk students.	PLC Minutes Math Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
	<b>Strategy-KCWP1: Design and Deliver Instruction</b>  <b>2. Rtl Program (Response to Intervention)-Math</b> - Response to Intervention (Rtl) includes the use of Learning Farm as well as research-based strategies such as Kagan. These students receive interventions daily either through Title I, Daytime Waiver ESS, classroom teachers, or special education teachers. Progress monitoring is completed regularly through STAR and/or EasyCBM.	<b>6. Title I:</b> Students who are at the Tier II and Tier III are pulled for small group instruction throughout the week. Utilizing Title 1 funds, teachers, including those allocated from T1, will use the programs to benchmark student scores, monitor progress, set goals, and improve student achievement.	PLC Minutes Math Meetings Lesson Plans Data	PLC minutes CSIP School-level documents such as 30-60-90 day plans	Title 1
		<b>7. Daytime Waiver ESS:</b> The major emphases of Eden Elementary's ESS program should be: 1) to enhance the present level of performance of students who are having difficulty in reading 2) to provide additional instruction to students who have been retained or are at risk of being retained; and 3)to close the achievement gap of low-performing students. Extended school services will not replace or substitute regular class instruction but will provide additional instructional time in a targeted content area with specific individual learning goals.	PLC Minutes Math Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>8. Differentiated Instruction:</b> Differentiated instruction will provide strategies for the teachers to implement for the students in order to meet their learning styles and help in decreasing the percentage of students scoring novice.	PLC Minutes Math Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
		<b>9. Grade Level Common Planning:</b> Teachers will collaborate by meeting during a common planning time other than their designated PLC at least twice a month in order to communicate about student progress, lesson plans, instructional activities, and other grade level appropriate information. This activity will especially target the at-risk students that are in Tier II and Tier III interventions.	PLC Minutes Math Meetings Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A

#### 4. Separate Academic Indicator

State your **Seperate** Academic Indicator Goal

Goal 4

**Separate Academic Indicator: By May of 2023, Eden Elementary School will increase the percentage of students scoring at or above proficiency in the Separate Academic Indicator category to 53.1.**

*\*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement. All strategies, activities, measures and monitoring will be modified while schools operate remotely.*

Which <b>Strategy</b> 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 <b>Activities</b> 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> )	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.			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b> By May 2021, Eden Elementary will increase the percentage of students scoring at or above proficiency in <u>Science</u> to 42.4.</p> <p><i>*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement.</i></p>	<p><b><u>KCWP 2: Design and Deliver Instruction</u></b></p> <p><b><u>Strategy-KCWP 4: Review, Analyze and Apply Data</u></b></p>	<p><b>1. Data driven PLC's</b> The PLC teams will meet weekly to discuss student learning, analyze data/student work, and collaborate on instructional issues such as curriculum alignment, standards mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc.</p> <p>* Generation Genius Program, Science TCT, RFCCC Dream Discovery</p> <p><b>2. Grade Level Common Planning:</b> Teachers will collaborate by meeting during a common planning time other than their designated PLC at least twice a month in order to communicate about student progress, lesson plans, instructional activities, and other grade level appropriate information. This activity will especially target the at-risk students that are in Tier II and Tier III interventions.</p>	Lesson Plans PLC Minutes/Agendas	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
<p><b>Objective 2:</b> By May 2021, Eden Elementary will increase the percentage of students scoring at or above proficiency in <u>Social Studies</u> to 68.9.</p> <p><i>*Eden Elementary did not participate in the Kentucky state assessment due to Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement.</i></p>		<p><b>3. Combined Classroom Proficiency Ratings (Science, Social Studies, and Writing):</b> Classroom teachers will collaborate and analyze classroom assessments in order to create individualized SAI scores.</p>	PLC Minutes/Agendas Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A
<p><b>Objective 3:</b> By May 2021, Eden Elementary will increase the percentage of students scoring at or above proficiency in <u>Writing</u> to 24.5.</p> <p><i>*Eden Elementary did not participate in the Kentucky state assessment due to</i></p>		<p><b>4. School Writing Policy:</b> All classrooms across Eden Elementary school will be expected to teach, create and have readily available student work samples that demonstrate individual student writing abilities across all content areas. Students are expected to have completed different forms of writing at each grade level, utilizing multiple sources of communication and technology, as well as write for a variety of purposes.</p>	PLC Minutes/Agendas Lesson Plans	PLC minutes CSIP School-level documents such as 30-60-90 day plans	N/A

<p><i>Covid-19. For that reason goals will remain close to that from the previous year in order to maintain expected growth and meeting the 3-year goals established for continuous school improvement.</i></p>		<p><b>5. Title I:</b> Students who are at the Tier II and Tier III (Science, SS and Writing) are pulled for small group instruction throughout the week. Utilizing Title 1 funds, teachers, including those allocated from T1, will use the programs to benchmark student scores, monitor progress, set goals, and improve student achievement.</p>			<p>Title 1 Instructional</p>
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