

Measurable Gap Goal	Strategy Chosen to	Activities chosen to	Person Accountable	Method of Progress
<p><i>Increase the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2018 to 61.55% in 2023 as measured by school report card proficiency data.</i></p>	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>• Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</li> </ul>	School Level Administration	Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>• Plan for and implement active student engagement strategies.</li> </ul>	School Level Administration	Monthly classroom learning walks and scheduled formal observations
	KCWP 3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> <li>• Develop a tracking system for monitoring of student achievement progress by learning target and by standard.</li> </ul>	School Level Administration, Lead Special Education Teacher, Classroom Teachers and Interventionists	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data

<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<ul style="list-style-type: none"> <li>•Use classroom assessments to inform teacher’s instructional decisions.</li> </ul>	<p>School Level Administration, Lead Special Education Teacher, Classroom Teachers and Interventionists</p>	<p>Weekly PLC’s to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data</p>
<p>KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> <li>• Assure that attendance issues are rectified as to not pose an interference with the educational process of students</li> </ul>	<p>Assistant Principal and FRC Coordinator</p>	<p>Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent</p>
<p>KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> <li>• Assure consideration and addressment of non-academic barriers to learning.</li> </ul>	<p>School Admin Team</p>	<p>Implementation of Social Emotional Learning Curriculum, Choose Love with all grades, participation of students in school based therapy to address non-academic barriers</p>

KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"><li>• Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.</li></ul>	School Admin Team	Clear expectations for students based on school wide expectations, individualized behavior plans for students with Tier 2 and Tier 3 behavior needs in the MTSS pyramid
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Funding Mechanism and

N/A

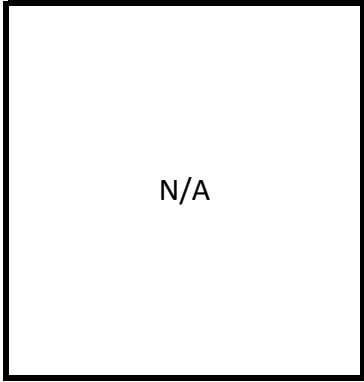
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