

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required 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 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, 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: State assessment results in reading and math.

Goal 1 (State your proficiency goal): By the year 2028, 65% of Mapleton students will score proficient/distinguished in reading and 60% of Mapleton students will score proficient/distinguished in math as measured by KSA.

<p>Which Strategy will the 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 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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 By September 2024, 56% of Mapleton students will score P/D in reading as measured by the state assessment. (currently 52% score P/D)</p>	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities 	<p>Ensure that grade-appropriate assignments are given to each student, each day. PLCs/Faculty Meetings: KAS standard deconstruction, use district/KDE Activity Alignment Tool to see if activity assigned matches depth of standard, and create writing prompts that assess the student’s understanding of KAS standard.</p> <p>Ensure student output indicates mastery of KAS. Construct “Regal Responses” or student expectations (PreK- 5th grade) for daily student output.</p> <p>Continue implementing, evaluating, and training on High Quality Instructional Resources (Literacy)- Fountas and Pinnell- Interactive</p>	<p>PLC/Faculty Meetings- Continue reviewing student activities to match KAS, walkthrough data shows student activities match depth of KAS</p> <p>Consistent expectations for skills/student output. (Regal Responses)</p> <p>Evidence from MAP and MVPA, KSA scores, student work</p>	<p>Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), MVPA, MAP, & KSA, walkthrough data</p> <p>Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data</p> <p>Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student</p>	<p>\$0</p> <p>\$0</p> <p>\$ District Funds- ESSER and Mapleton SBDM (PD)</p>

		Read Aloud, Minilessons, Shared Reading, and Book Clubs. Intervention: Magnetic Reading, Orton Gillingham, Rise Up intervention	samples, Running Records,	output/work samples, MVPA, MAP, & KSA, walkthrough data, feedback from Christ Wright, Literacy Consultant	
		Continue to implement and evaluate supplemental online programs such as: Lexia (K-5) and Accelerated Reader (3-5)	Lexia/Accelerated Reader	Quarterly- Lexia & Accelerated Reader monthly reports.	Mapleton SBDM & ESSER III funds
		Students in grades K-5 will be serviced by reading interventionist and daytime ESS instructors	Progress monitoring; support for reading intervention students and support for teachers on effective strategies and resources.	Quarterly- Student Achievement Data Review, SAT, AIMS progress monitoring reports	Certified Reading Interventionist- \$65,000, ESSER \$13,000 - ESS, SBDM, Activity General Fund, Title I
		Communicate key reading skill levels with parents/community at various community, family, and school events throughout the school year, train parents on reading strategies for home (little books, Lexia, etc...)	Consistent understanding on expectations, promote little books (k-1), and the leveled readers	Quarterly- Family Nights (one fall/one spring semester)	\$5,000 - Title I parent involvement, ESSER III
Objective 2 By September 2024, 50% of Mapleton students will score P/D in math as measured by the state assessment. (currently 42% score P/D)	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities 	Ensure that grade-appropriate assignments are given to each student, each day. PLCs/Faculty Meetings: KAS standard deconstruction, use district/KDE Activity Alignment Tool to see if activity assigned matches depth of standard, and create writing prompts that assess the student's understanding of KAS standard.	PLC/Faculty Meetings- Continue reviewing student activities to match KAS, walkthrough data shows student activities match depth of KAS	Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), MVPA, MAP, & KSA, walkthrough data	\$0
		Ensure student output indicates mastery of KAS. Construct "Regal Responses" or student expectations (PreK- 5th grade) for daily student output.	Consistent expectations for skills/student output. (Regal Responses)	Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$0
		Continue implementing, evaluating, and training on High Quality Instructional Resources (Math)- Go Math	Evidence from MAP and MVPA, KSA scores, student work samples,	Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student	\$ District Funds- ESSER and Mapleton SBDM (PD)

				output/work samples, MVPA, MAP, & KSA, walkthrough data	
		Continue to implement and evaluate supplemental online programs such as: Go Math Waggle	Go Math: Waggle	Quarterly- Go Math: Waggle monthly reports.	\$District Funds- ESSER
		Students in grades K-5 daytime ESS instructors	Progress monitoring; support for math intervention students and support for teachers on effective strategies and resources.	Quarterly- Student Achievement Data Review, SAT, AIMS progress monitoring reports	\$13,000 - ESS, SBDM, Activity General Fund, Title I
		Communicate key math skill levels with parents/community at various community, family, and school events throughout the school year, train parents on math strategies for home (Waggle, etc...)	Consistent understanding on expectations, promote fact fluency, Waggle completion	Quarterly- Family Nights (one fall/one spring semester)	\$5,000 - Title I parent involvement, ESSER III
		Continue use of Math Simple Solutions supplemental resource (3-4th) to build review knowledge of key learning targets	MAP & Case 21 Data and Flashback data	Quarterly	\$3,000 - SBDM, ESS, Activity General Budget

2: State assessment results in science, social studies, and writing.

Goal 2 (State your separate academic indicator goal): By the year 2025, 50% of Mapleton students will score proficient/distinguished in science, 60% of Mapleton students will score proficient/distinguished in social studies, and 60% of Mapleton students will score proficient/distinguished in writing as measured by KSA.

<p>Which Strategy will the 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 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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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
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Objective 1: By September 2024, Mapleton will increase the percentage of students scoring Proficient/Distinguished in Science to 42%. (current 38%)	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities 	Ensure that grade-appropriate assignments are given to each student, each day. PLCs/Faculty Meetings: KAS standard deconstruction, use district/KDE Activity Alignment Tool to see if activity assigned matches depth of standard, and create writing prompts that assess the student's understanding of KAS standard.	PLC/Faculty Meetings- Continue reviewing student activities to match KAS, walkthrough data shows student activities match depth of KAS	Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), MVPA, MAP, & KSA, walkthrough data	\$0
		Ensure student output indicates mastery of KAS. Construct "Regal Responses" or student expectations (PreK- 5th grade) for daily student output.	Consistent expectations for skills/student output. (Regal Responses)	Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$0
		Continue implementing, evaluating, and training on High Quality Instructional Resources (Science)- Amplify Science, Generation Genius	Evidence from MAP and MVPA, KSA scores, student work samples	Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$ District Funds- ESSER and Mapleton SBDM (PD)
		Elementary Teacher Networking Science District Team will meet quarterly to create curriculum maps, common assessments and share instructional strategies.	Evidence from MAP and MVPA, KSA scores, student work samples	Quarterly- Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$ District Funds- ESSER
Objective 2: By September 2024, Mapleton will increase the percentage of students scoring Proficient/Distinguished in Social Studies to 38% (current 44%)	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities 	Ensure that grade-appropriate assignments are given to each student, each day. PLCs/Faculty Meetings: KAS standard deconstruction, use district/KDE Activity Alignment Tool to see if activity assigned matches depth of standard, and create writing prompts that assess the student's understanding of KAS standard.	PLC/Faculty Meetings- Continue reviewing student activities to match KAS, walkthrough data shows student activities match depth of KAS	Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), MVPA, MAP, & KSA, walkthrough data	\$0
		Ensure student output indicates mastery of KAS. Construct "Regal Responses" or student expectations (PreK- 5th grade) for daily student output.	Consistent expectations for skills/student output. (Regal Responses)	Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$0

		Continue implementing, evaluating, and training on High Quality Instructional Resources (Science)- Amplify Science, Generation Genius	Evidence from MAP and MVPA, KSA scores, student work samples	Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$ District Funds- ESSER and Mapleton SBDM (PD)
		Elementary Teacher Networking Social Studies District Team will meet quarterly to create curriculum maps, common assessments and share instructional strategies.	Evidence from MAP and MVPA, KSA scores, student work samples	Quarterly- Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$ District Funds- ESSER
Objective 3: By September 2024, Mapleton will increase the percentage of students scoring Proficient/Distinguished in Combined Writing from 56% to 59%.	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities 	Ensure that grade-appropriate assignments are given to each student, each day. PLCs/Faculty Meetings: KAS standard deconstruction, use district/KDE Activity Alignment Tool to see if activity assigned matches depth of standard, and create writing prompts that assess the student’s understanding of KAS standard.	PLC/Faculty Meetings- Continue reviewing student activities to match KAS, walkthrough data shows student activities match depth of KAS	Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), MVPA, MAP, & KSA, walkthrough data	\$0
		Ensure student output indicates mastery of KAS. Construct “Regal Responses” or student expectations (PreK- 5th grade) for daily student output.	Consistent expectations for skills/student output. (Regal Responses)	Monthly- PLCs- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$0
		Elementary Teacher Networking Writing District Team will meet quarterly to create curriculum maps, common assessments and share instructional strategies.	Evidence from MAP and MVPA, KSA scores, student work samples	Quarterly- Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$ District Funds- ESSER
		Continue professional development with district literacy support staff and the Kentucky Writing Project to develop writing prompts, score scrimmages with KDE scoring guides, and develop assessments.	Student work samples- scoring proficient/distinguished	Quarterly- Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$Mapleton SBDM Funds (training costs, substitutes, etc...)

3: Achievement Gap

Goal 3 (State your Gap goal): Mapleton will close the achievement gap between all students and students in each identified gap population. Students with Disabilities in reading (58.1), Students with Disabilities in Math (53.7) - by 2028

<p>Which Strategy will the 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 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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By September 2024, Mapleton will increase the percentage of students with disabilities scoring Proficient/Distinguished in Reading from 22% to 28%.</p>	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities 	<p>Elementary SPED teachers will participate in monthly District Professional Learning Communities focused on a professional learning experience.</p>	<p>The combined P/D percent will increase. SPED students will meet and/or exceed IEP goals.</p>	<p>Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data</p>	<p>\$0</p>
		<p>All SPED teachers will participate in monthly school-level Professional Learning Communities focused on Autism Spectrum Disorder and receive professional development from KATC</p>	<p>The combined P/D percent will increase. SPED students will meet and/or exceed IEP goals.</p>	<p>Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data</p>	<p>\$0</p>
		<p>Sped Lead will collaborate with general education teacher to pilot station teaching and partner with CKEC for professional development.</p>	<p>Student Achievement increases based on both MAP, MVPA, and state assessment data; Students scoring Novice will decrease.</p>	<p>Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data</p>	<p>\$District Funds, IDEA, ESSER</p>
		<p>The district will facilitate two data retreats each year. One retreat will be in the fall semester and one retreat will</p>	<p>Student Achievement increases based on both MAP, MVPA, and state</p>	<p>Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative</p>	<p>\$District Funds, IDEA, ESSER</p>

		be in the spring semester for the purpose of sharing with schools a protocol for disaggregating data. SPED Teachers will disaggregate growth data of SPED students on their caseloads to adjust instructional strategies and supports if necessary.	assessment data; Students scoring Novice will decrease.	assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	
Objective 2: By September 2024, Mapleton will increase the percentage of students with disabilities scoring Proficient/Distinguished in Math from 42% to 46%.	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities 	Elementary SPED teachers will participate in monthly District Professional Learning Communities focused on a professional learning experience.	The combined P/D percent will increase. SPED students will meet and/or exceed IEP goals.	Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$0
		All SPED teachers will participate in monthly school-level Professional Learning Communities focused on Autism Spectrum Disorder and receive professional development from KATC	The combined P/D percent will increase. SPED students will meet and/or exceed IEP goals.	Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$0
		Sped Lead will collaborate with general education teacher to pilot station teaching and partner with CKEC for professional development.	Student Achievement increases based on both MAP, MVPA, and state assessment data; Students scoring Novice will decrease.	Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$District Funds, IDEA, ESSER
		The district will facilitate two data retreats each year. One retreat will be in the fall semester and one retreat will be in the spring semester for the purpose of sharing with schools a protocol for disaggregating data. SPED Teachers will disaggregate growth data of SPED students on their caseloads to adjust instructional strategies and supports if necessary.	Student Achievement increases based on both MAP, MVPA, and state assessment data; Students scoring Novice will decrease.	Monthly- PLCs/Data Day- Review Student Achievement Data Review (formative and summative assignments/assessments), Student output/work samples, MVPA, MAP, & KSA, walkthrough data	\$District Funds, IDEA, ESSER

4: English Learner Progress

Goal 4 (State your goal): By the year 2028, Mapleton will increase the percentage of EL students demonstrating at least 0.5 point growth from 75% to 78% as measured by the Access Assessment.		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below</i>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity

<p><i>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><i>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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By September 2024, Mapleton will increase the percentage of EL students demonstrating at least 0.5 point growth from 75-76% as measured by the Access Assessment.</p>	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities 	<p>The English Learner teacher will work to provide professional learning opportunities for teachers and relevant staff.</p>	<p>Completion of trainings</p>	<p>Ongoing</p>	<p>\$Title 3 Funding</p>
		<p>The English Learner teacher will provide resource and specialized instruction for EL students. Digital Programming to enhance ELD (Mango, ELLII)</p>	<p>PLCs, Summer PD Academy, and Beginning of Year Trainings</p>	<p>Ongoing</p>	<p>\$Title 3 Funding</p>

5: Quality of School Climate & Safety

Goal 5 (State your goal): By the year 2028, Mapleton will increase the index score of the Quality of School Climate and Safety survey from 77.1% (high green) to 85% and receive a blue status. (Current is 77.1- High Green)

<p>Which Strategy will the 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 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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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
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<p>Objective 1:By September 2024, Mapleton will increase the percentage of students who feel that students being mean or hurtful to other students is NOT a problem at our school from 42 to 50%.</p>	<p>Design, Align and Deliver Support</p>	<p>PBIS committee meets monthly to disaggregate behavior and Social/Emotional data (counselor sessions and reasons for visits) and creates action plans for individual student needs.</p>	<p>When the number of discipline referrals or reported incidents regarding bullying, or student to student negative interactions that disrupt learning decreases.</p>	<p>Quarterly</p>	<p>\$0</p>
		<p>Implementation of Tier 1 SEL curriculum (Harmony)</p>	<p>When the number of discipline referrals or reported incidents regarding bullying, or student to student negative interactions that disrupt learning decreases.</p>	<p>Quarterly</p>	<p>\$0</p>
		<p>Counselor to provide class lessons, small group and/or individual instruction.</p>	<p>When the number of discipline referrals or reported incidents regarding bullying, or student to student negative interactions that disrupt learning decreases.</p>	<p>Quarterly</p>	<p>\$Section 7 General Fund</p>
		<p>Collaborate with School-based counselors contracted by Pathways to provide extra support for those diagnosed with social/emotional disorders.</p>	<p>When the number of discipline referrals or reported incidents regarding bullying, or student to student negative interactions that disrupt learning decreases.</p>	<p>Quarterly</p>	<p>\$Contracted with District</p>
		<p>Collaborate with school-based and district counselors to disaggregate data from Student Risk Screening Scale (SRSS) and provide individualized support to those who are considered moderate to high risk.</p>	<p>When the number of students considered moderate to high risk decreases as measured by the SRSS</p>	<p>Quarterly</p>	<p>\$0</p>

Objective 2: By September 2024, Mapleton will increase the percentage of students who feel students being mean or hurtful to others online (websites or apps) is NOT a problem at our school from 60% to 68%.	Design, Align and Deliver Support	Collaborated with Kentucky State Police Department for Online Safety Presentation (Students)	The number of online harmful actions being reported will decrease.	Quarterly	\$0
		Counselor to provide class lessons, small group and/or individual instruction focused on online safety.	The number of online harmful actions being reported will decrease.	Quarterly	\$Section 7 General Fund
		Collaborate with middle school to provide online safety informational sessions to parents	The number of online harmful actions being reported will decrease.	Quarterly	\$1,050 FRYSC Grant Money

6: Other (optional)

Goal 7 (State your goal): Mapleton Elementary will meet or exceed the 94% annual attendance goal set forth by the district.

<p>Which Strategy will the 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 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 Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Mapleton will meet or exceed the 94.0% attendance goal.		Attendance goal will be communicated to all stakeholders.	Success toward goal	Quarterly	\$0
		End of year perfect attendance reward.	Reward success charted by classroom (data binder)	Quarterly	\$0 (PTO sponsored)
		School attendance team will be identified to include (principal, counselor, attendance secretary, and FRYSC Coordinator) and will meet weekly to discuss attendance. (Students of concern, review Contacts Completed, recognition/incentive strategies).	Monitoring of critical attendance issues and attendance incentive rewards	Quarterly	\$0

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