

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: Proficiency Goal

Goal 1 (State your proficiency goal): **Mapleton Students will score 75.3 percent proficient/distinguished in reading and 70 in math by 2025.**

<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 2020, 67.6% of Mapleton students will score P/D in reading as measured by the state assessment. (currently 66.1% score P/D)</p> <p>KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy</p>		Continue to implement the “Jan Plan” (K-2) and strategies from her research for guided reading instruction and expand strategies to upper grades.	Effective small group reading strategies consistent among teachers	Quarterly	\$1000 PD & Title I
		Investigate the purchasing of the Jan Plan literacy cards (3rd-5th) to provide consistency with guided reading instruction.	Support resources for effective small group instruction	Quarterly	\$4,000 SBDM, Title I, ESS, & PD,
		Investigate the possibility of purchasing additional Benchmark to Literacy resource kits for 3rd-5th to consistently measure growth of students.	Consistent data tracking and progress monitoring	Quarterly	\$0
		Continue to implement Lexia and use resources from the program	Lexia data and progress monitoring	Quarterly	\$9,000 - ESS, SBDM, Activity General Fund,
		Outline key exit grade level reading expectations (2 year old - 5th grade)	Consistent expectations for skills	Quarterly	\$0
		Communicate key reading skill levels with parents/community at various community, family, and school events throughout the school year	Consistent understanding on expectations	Quarterly	\$1,000 - Title I parent
		Coordinate Summer Neighborhood Reading Visits - to share the importance of reading/math skill focus targets	Continued growth in learning throughout the year	Quarterly	\$2,000 Title I, FRYSC, Activity Budget,

		K-3 students will participate in Kids Read Now summer reading program to prevent summer regression	Fall 2020 MAP Data	Program completion 8/31/20. MAP data will be analyzed following the fall window	District Funds and School Title I
		Kindergarten teachers partner with preschool to complete station review of midyear skills on students.	Monitoring for progress and consistency with expectations	January and March	\$400 - SBDM
		School Team will coordinate a Family Reading Night to support families on strategies for reading support at home	Survey results from families after the event	End of event	\$800 - Title I Parent
		Continue use of Reading Simple Solutions (3rd-5th) supplemental resource to build review knowledge of key learning targets	MAP Data and Flashback data	Quarterly	\$3,000 - SBDM, ESS, Activity General Budget
		Continue to monitor academic growth of students in reading as a vertical team on District/School Data Days.	Monitoring progress and adjusting strategies	November and February	\$0
Objective 2 By September 2020, 60.6% of Mapleton students will score P/D in math as measured by the state assessment. (currently 58.7% score P/D)	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Investigate the possibility of hiring a part or full time math interventionist to lead the RTI math support for staff.	Support for math intervention students and support for teachers on effective strategies and resources	Quarterly	\$25,000 - \$50,000 (Title I, ESS, SBDM)
		Investigate progress monitoring tool to consistently measure growth of students in math (AIMS Math).	Investigate progress monitoring tool to consistently measure growth of students in math	Quarterly	AIMS Math - district funded
		Utilize activity teachers specializing in math during push-in times.	Support resources for effective small group instruction	Quarterly	\$0
		Continue math Fact/Fluency benchmarks (Beg.Middle.End)	Consistent data tracking and progress monitoring	Quarterly	\$0
		Continue to monitor academic growth of students in math as a vertical team on District/School Data Days.	Monitoring progress and adjusting strategies	November and February	\$0
		School Team will coordinate a Family Math Night to support families with ideas to build math skills at home.	Survey results from families after the event	End of event	\$800 - School Title I Parent
		Continue use of Math Simple Solutions supplemental resource (2nd-5th) to	MAP Data and Flashback data	Quarterly	\$3,000 - SBDM, ESS, Activity General Budget

		build review knowledge of key learning targets		
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): All Mapleton students will increase in Science, Social Studies, and Writing to meet their 2025 goal of P/D. 2025: (Science - 51%; Social Studies - 78.3%; Writing - 84.9%)

<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:</p> <p>By September 2020, Mapleton students will increase the percentage of students scoring Proficient/Distinguished in Science from 32.6% to 35.7%.</p>	<p>Design and Deploy Standards/Design and Deliver Instruction</p>	<p>Stemsopes and Generation Genius science curriculums were purchased for all elementary schools as a resource for science instruction.</p>	<p>The combined P/D percent will increase</p>		<p>\$12,500 – Title IV</p>
		<p>Elementary Teacher Networking Science District Team will meet monthly to create curriculum maps, common assessments and share instructional strategies.</p>	<p>The combined P/D percent will increase</p>		<p>\$0</p>
		<p>Elementary Teacher Networking Science District Team will analyze student work samples (including TCT's) once a semester.</p>	<p>The combined P/D percent will increase</p>		<p>\$0</p>
		<p>All teachers will meet in grade-level/content area Professional Learning Communities to deconstruct standards, create learning targets, create curriculum maps, and share instructional strategies.</p>	<p>The combined P/D percent will increase</p>		<p>\$0</p>

Objective 2: By September 2020, Mapleton will increase the percentage of students scoring Proficient/Distinguished in Social Studies from 70.1% to 71.4%.	Design and Deploy Standards	Simple Solutions Social Studies curriculum (classroom set) was purchased for Mapleton as a resource for social studies instruction.	The combined P/D percent will increase		\$400 - SBDM, PTO, Activity Funds
		Elementary Teacher Networking Social Studies District Team will meet monthly to create curriculum maps, common assessments and share instructional strategies.	The combined P/D percent will increase		\$0
		All teachers will meet in grade-level/content area Professional Learning Communities to deconstruct standards, create learning targets, create curriculum maps, and share instructional strategies.	The combined P/D percent will increase		\$0
Objective 3: By September 2020, Mapleton will increase the percentage of students scoring Proficient/Distinguished in Writing from 79.2% to 80.9%.	Design and Deploy Standards	All teachers will meet in grade-level/content area Professional Learning Communities to deconstruct standards, create learning targets, create curriculum maps, and share instructional strategies.	The combined P/D percent will increase		\$0
		Review current writing timeline and outline a writing timeline for the following school year.	Consistency with writing expectations	Quarterly	\$0
		All teachers will meet in grade-level/content area Professional Learning Communities to discuss writing samples and complete mock scoring with district/state level rubrics.	The combined P/D percent will increase	Quarterly	\$0
		5th grade teacher will attend writing professional developments. (such as - Abell and Atherton)	The combined P/D percent will increase	Quarterly	\$300 - SBDM, ...
		5th grade teacher will lead professional development for writing team leads of each grade level on Lucy Calkins resources and instructional strategies.	The combined P/D percent will increase	Quarterly	\$0
		All teachers will be trained to score fifth grade on-demand pieces to	The combined P/D percent will increase	Quarterly	\$0

		better understand the final standard of P/D performance.			
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3: 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 2025

<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 2020, Mapleton will increase the percentage of students with disabilities scoring Proficient/Distinguished who in Reading from 42.4% to 45%.</p>	Design, Align and Deliver Support	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.	Quarterly	\$0
	Design, Align and Deliver Support	All SPED teachers will participate in monthly school-level 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.	Quarterly	\$0
	Review, Analyze, and Apply Data	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 and state assessment data; Students scoring Novice will decrease.	Quarterly	\$1200
	Design, Align and Deliver Support	Districtwide staff from various disciplines and content areas are receiving training and support for instructing and supporting students with autism.	The combined P/D percent will increase. SPED students will meet and/or exceed IEP goals.	Quarterly	IDEA \$5,000

Objective 2: By September 2020, Mapleton will increase the percentage of students with disabilities scoring Proficient/Distinguished in Math from 36.4% to 39.3%.	Design, Align and Deliver Support	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.		\$0
	Design, Align and Deliver Support	All SPED teachers will participate in monthly school-level 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.		\$0
	Review, Analyze, and Apply Data	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 and state assessment data; Students scoring Novice will decrease.		\$1200
	Design, Align and Deliver Support	Districtwide staff from various disciplines and content areas are receiving training and support for instructing and supporting students with autism.	The combined P/D percent will increase. SPED students will meet and/or exceed IEP goals.		IDEA \$5,000

5: Growth

Goal 5 (State your Growth goal): Mapleton will ensure a year's worth of growth for every student in Reading and Math or more than a year's growth if below the 50%tile. will increase the percent of students making categorical growth in Reading and Math by 15% in 2025.		
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>) <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 	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>) <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 	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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By September 2020, 67.6% of Mapleton students will score P/D in reading as measured by the state assessment. (currently 66.1% score P/D)</p> <p>Objective 2: By September 2020, 60.6% of Mapleton students will score P/D in math as measured by the state assessment. (currently 58.7% score P/D)</p>	Review, Analyze and Apply Data	Teachers and school administration will work together in Professional Learning Communities to develop common assessments as well as analyze student work and assessment results.	The combined P/D percent will increase		\$0
		The district leadership team will lead two data retreats for school leadership teams to learn a protocol for analyzing current data (MAP, KPREP, ACT, etc.) and develop intervention plans.	The combined P/D percent will increase		\$1200 – Title II
	Design and Deploy Standards	All teachers will meet in grade-level/content area Professional Learning Communities to deconstruct standards, create learning targets, create curriculum maps, and share instructional strategies.	The combined P/D percent will increase		\$0
		All elementary school students in K-3 will participate in the Kids Read Now Summer Reading Program to prevent summer regression.	Map Data – student’s percentile will remain or increase from the spring to the fall.		\$60,000 – Title I
	Design, Align, and Deliver Support	All schools will analyze and review student work samples to ensure student learning is taking place at the depth of the standards.	The combined P/D percent will increase		\$0
		The district will conduct targeted school learning walks focused on individual school needs.	The combined P/D percent will increase		\$0
		School principals will conduct two visits to high performing schools of their choosing.	The combined P/D percent will increase		\$1,000 – Title II
		The district curriculum team will train all building administrators in a protocol for analyzing student work.	The combined P/D percent will increase		\$0
	Design and Deliver Instruction	Teachers will participate in ongoing, job-embedded professional development to increase teachers’ knowledge of content standards. PD opportunities could include student engagement, technology integration,	The combined P/D percent will increase		\$0

		guided reading, guided math, and student self-reflection.			
		Every school leadership team will conduct instructional monitoring visits monthly with their staff to review learning targets and alignment with standards in addition to a school specific area of focus.	The combined P/D percent will increase		\$0

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): **Mapleton will ensure transition readiness for all students from preschool to elementary.**

<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 2020, 60.6% of Mapleton students will score P/D in math as measured by the state assessment. (currently 58.7% score P/D)</p> <p>Objective 2: By September 2020, 60.6% of Mapleton students will score P/D in math as</p>	Establishing a learning culture and environment.	The district will create a profile of a Montgomery County graduate.	Profile will be posted on district website. Graduation rate will increase.		\$0
		Each elementary school will work with Preschool/Headstart programs to implement family engagement nights to help parents prepare their children for Kindergarten.	The Kindergarten readiness percentage for the district will increase.		\$ 500 per school – Title 1; ESS funds
		Special education teachers will facilitate transition meetings for students who will be moving to a new building in collaboration with	A plan will be in place for incoming SPED students for each building		\$0

measured by the state assessment. (currently 58.7% score P/D)		teachers/administration at the student's new school.			
		All elementary schools will meet together monthly (Teacher Networking Teams) to create curriculum maps, common assessments, and instructional activities to ensure congruency between all three elementary schools.	Proficiency rate will increase, curriculum maps and common assessments will be posted in Google Drive		\$0
		The district will create a transition plan for students moving to each level in conjunction with school counselors and administration.	Students make a successful transition to the next level.		\$0
		Students entering Mapleton for kindergarten will be invited to attend a Jumpstart Kindergarten program in August.	Successful transition of students to kindergarten	Quarterly	\$2,500 (ESS, SBDM, Title I Parent)
		Entering K students will complete the Brigance readiness assessment and other consistent readiness assessments to outline skills for focus and progress monitoring.	Identification of focus skills	Quarterly	\$0
		Academic and behavioral expectations at each level will be outlined and communicated to students and parents in August and monitored throughout the year.	Consistent expectations clearly communicated	Quarterly	\$0
		Outline key exit grade level reading expectations (2 year old - 5th grade)	Consistent expectations for skills	Quarterly	\$0
		Communicate key reading skill levels with parents/community at various community, family, and school events throughout the school year	Consistent understanding on expectations	Quarterly	\$1,000 - Title I parent
		Coordinate Summer Neighborhood Reading Visits - to share the importance of reading/math skill focus targets	Continued growth in learning throughout the year	Quarterly	\$2,000 Title I, FRYSC, Activity Budget,
		K-3 students will participate in Kids Read Now summer reading program to prevent summer regression	Fall 2020 MAP Data	Program completion 8/31/20. MAP data will be analyzed following the fall window	District Funds and School Title I

		Kindergarten teachers partner with preschool to complete station review of midyear skills on students.	Monitoring for progress and consistency with expectations	January and March	\$400 - SBDM
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7: Other (optional)

Goal 7 (State your goal):		
<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>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Mapleton will meet or exceed the 94.5% attendance goal.		Attendance goal will be communicated to all stakeholders.	Success toward goal	Quarterly	\$0
		Classrooms will be recognized with daily perfect attendance using the classroom positive reward system.	Reward success charted by classroom	Quarterly	\$0
		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	Quarterly	\$0