| Measurable Gap Goal     | Strategy Chosen to address goal | Activities chosen to implement strategy | Person Accountable     | Method of Progress Monitoring | Funding Mechanism and Amount |
|-------------------------|---------------------------------|---|------------------------|-------------------------------|------------------------------|
| Increase the percentage |                                 | A. Create and monitor a                 | Principal, assisistant | Department PLCs,              | District Funds for           |
| '                       | are used for continuous         |   | •                      | · ·                           | Instructional Coach          |
| of disability students  |                                 | •                                       | principals,            | Administrative PLCs,          |                              |
| scoring proficient in   | improvement and                 | students scoring                        | instructional          | School-wide Data Days,        |                              |
| reading from 17.5% in   | improve work processes          | bellowing proficiency                   | coaches, Team          | Lesson Plans, common          | Section 6 funds for          |
| 2019 to 21.3% in 2020.  | to support student              | and/or no making                        | Leaders                | formative and                 | training; request Title      |
|                         | learning. Stakeholders          | adequate growth in                      |                        | summative                     | II funds for teacher         |
|                         | will determine best             | reading. B.                             |                        | assessments, MAP              | training. Amounts            |
|                         | practice strategies to          | Utilize technology to                   |                        | scores                        | TBD.                         |
|                         | meet identified needs.          | support student learning                |                        |                               |                              |
|                         |                                 | (text readers, voice to                 |                        |                               |                              |
|                         |                                 | text, etc.)                             |                        |                               |                              |
|                         |                                 | C. Utilize daily formative              |                        |                               |                              |
|                         |                                 | data collection tools,                  |                        |                               |                              |
|                         |                                 | benchmark data, and                     |                        |                               |                              |
|                         |                                 | formative/summative                     |                        |                               |                              |
|                         |                                 | teacher observations to                 |                        |                               |                              |
|                         |                                 | ensure high levels of                   |                        |                               |                              |
|                         |                                 | teacher effectiveness and               |                        |                               |                              |
|                         |                                 | student achievement.                    |                        |                               |                              |
|                         |                                 |   |                        |                               |                              |

Increase the percentage KCWP: 5: Ensure data of disability students scoring proficient in math from 4.0% in 2019 to 8.4% in 2020.

are used for continuous improvement and improve work processes to support student learning. Stakeholders will determine best practice classes focus on strategies to meet identified needs.

A. Create and monitor a "watch list" for disability students scoring bellowing proficiency and/or no making adequate growth in math B. Ensure resource math development of concepts using developmentally appropriate strategies and application of concepts rather than rote memorization C. Utilize daily formative data collection tools, benchmark data, and formative/summative teacher observations to ensure high levels of teacher effectiveness and student achievement.

Principal, assisistant Department PLCs, principals, Administrative PLCs, instructional School-wide Data Days, salaries; SBDM coaches, Team Lesson Plans, common Leaders formative and summative assessments, MAP scores

District Funds for Instructional Coach Section 6 funds for training; request Title II funds for teacher training. Amounts TBD.

| Increase the percentage | KCWP2: Ensure            | A. Ensure item analysis     | Principal, assisistant | Department PLCs,       | District Funds for      |
|-------------------------|--------------------------|-----------------------------|------------------------|------------------------|-------------------------|
| of Hispanic students    | instructional program is | methods are occuring        | principals,            | Administrative PLCs,   | Instructional Coach     |
| scoring proficient in   | intentional and of       | within PLCs to evaluate     | instructional          | School-wide Data Days, | salaries; SBDM          |
| reading from 36.2% in   | highest quality. Tier 1  | instructional effectiveness | coaches, Team          | Lesson Plans, common   | Section 6 funds for     |
| 2019 to 39.1% in 2020.  | is highly effective,     | and determine if            | Leaders                | formative and          | training; request Title |
|                         | culturally responsive,   | instructional adjustments   |                        | summative              | II funds for teacher    |
|                         | and evidence-based.      | are needed, and if so,      |                        | assessments, MAP       | training. Amounts       |
|                         | Teachers will            | what those adjustments      |                        | scores                 | TBD.                    |
|                         | implement curriculum     | are. B.                     |                        |                        |                         |
|                         | with fidelity.           | Students who score 20th     |                        |                        |                         |
|                         |                          | percentile or lower on      |                        |                        |                         |
|                         |                          | MAP will receive RtI tier 2 |                        |                        |                         |
|                         |                          | in reading. C.              |                        |                        |                         |
|                         |                          | Use formative and           |                        |                        |                         |
|                         |                          | summative evidence to       |                        |                        |                         |
|                         |                          | inform what comes next      |                        |                        |                         |
|                         |                          | for individual students     |                        |                        |                         |
|                         |                          | and groups of students      |                        |                        |                         |
|                         |                          |                             |                        |                        |                         |

| Increase the percentage | KCWP2: Ensure            | A. Ensure item analysis     | Principal, assisistant | Department PLCs,       | District Funds for      |
|-------------------------|--------------------------|-----------------------------|------------------------|------------------------|-------------------------|
| of Hispanic students    | instructional program is | methods are occuring        | principals,            | Administrative PLCs,   | Instructional Coach     |
| scoring proficient in   | intentional and of       | within PLCs to evaluate     | instructional          | School-wide Data Days, | salaries; SBDM          |
| math from 31.0% in      | highest quality. Tier 1  | instructional effectiveness | coaches, Team          | Lesson Plans, common   | Section 6 funds for     |
| 2019 to 34.1% in 2020.  | is highly effective,     | and determine if            | Leaders                | formative and          | training; request Title |
|                         | culturally responsive,   | instructional adjustments   |                        | summative              | II funds for teacher    |
|                         | and evidence-based.      | are needed, and if so,      |                        | assessments, MAP       | training. Amounts       |
|                         | Teachers will            | what those adjustments      |                        | scores                 | TBD.                    |
|                         | implement curriculum     | are. B. Students            |                        |                        |                         |
|                         | with fidelity.           | who score 20th percentile   |                        |                        |                         |
|                         |                          | or lower on MAP will        |                        |                        |                         |
|                         |                          | receive RtI tier 2 in       |                        |                        |                         |
|                         |                          | reading. C. Use             |                        |                        |                         |
|                         |                          | formative and summative     |                        |                        |                         |
|                         |                          | evidence to inform what     |                        |                        |                         |
|                         |                          | comes next for individual   |                        |                        |                         |
|                         |                          | students and groups of      |                        |                        |                         |
|                         |                          | students                    |                        |                        |                         |
|                         |                          |                             |                        |                        |                         |

|                         |                          | •                          |                        |                        |                         |
|-------------------------|--------------------------|----------------------------|------------------------|------------------------|-------------------------|
| Increase the percentage | KCWP2: Ensure            | A. Ensure item analysis    | Principal, assisistant | Department PLCs,       | District Funds for      |
| of economically         | instructional program is | methods are occuring       | principals,            | Administrative PLCs,   | Instructional Coach     |
| disadvantaged students  | intentional and of       | within PLCs to evaluate    | instructional          | School-wide Data Days, | salaries; SBDM          |
| scoring proficient in   | highest quality. Tier 1  | instructional              | coaches, Team          | Lesson Plans, common   | Section 6 funds for     |
| reading from 50.8% in   | is highly effective,     | effectiveness and          | Leaders                | formative and          | training; request Title |
| 2019 to 52.0% in 2020.  | culturally responsive,   | determine if instructional |                        | summative              | II funds for teacher    |
|                         | and evidence-based.      | adjustments are needed,    |                        | assessments, MAP       | training. Amounts       |
|                         | Teachers will            | and if so, what those      |                        | scores                 | TBD.                    |
|                         | implement curriculum     | adjustments are.           |                        |                        |                         |
|                         | with fidelity            | B. Students who score      |                        |                        |                         |
|                         |                          | 20th percentile or lower   |                        |                        |                         |
|                         |                          | on MAP will receive RtI    |                        |                        |                         |
|                         |                          | tier 2 in reading.         |                        |                        |                         |
|                         |                          | C. Use formative and       |                        |                        |                         |
|                         |                          | summative evidence to      |                        |                        |                         |
|                         |                          | inform what comes next     |                        |                        |                         |
|                         |                          | for individual students    |                        |                        |                         |
|                         |                          | and groups of students     |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |

| <del></del>             | 1                        |                            | Ī                      | T                      | ,                       |
|-------------------------|--------------------------|----------------------------|------------------------|------------------------|-------------------------|
| Increase the percentage |                          | A. Ensure item analysis    | Principal, assisistant | Department PLCs,       | District Funds for      |
| of economically         | instructional program is | methods are occuring       | principals,            | Administrative PLCs,   | Instructional Coach     |
| disadvantaged students  | intentional and of       | within PLCs to evaluate    | instructional          | School-wide Data Days, | salaries; SBDM          |
| scoring proficient in   | highest quality. Tier 1  | instructional              | coaches, Team          | Lesson Plans, common   | Section 6 funds for     |
| math from 33.6% in      | is highly effective,     | effectiveness and          | Leaders                | formative and          | training; request Title |
| 2019 to 36.6% in 2020.  | culturally responsive,   | determine if instructional |                        | summative              | II funds for teacher    |
|                         | and evidence-based.      | adjustments are needed,    |                        | assessments, MAP       | training. Amounts       |
|                         | Teachers will            | and if so, what those      |                        | scores                 | TBD.                    |
|                         | implement curriculum     | adjustments are.           |                        |                        |                         |
|                         | with fidelity            | B. Students who score      |                        |                        |                         |
|                         |                          | 20th percentile or lower   |                        |                        |                         |
|                         |                          | on MAP will receive RtI    |                        |                        |                         |
|                         |                          | tier 2 in math. C.         |                        |                        |                         |
|                         |                          | Use formative and          |                        |                        |                         |
|                         |                          | summative evidence to      |                        |                        |                         |
|                         |                          | inform what comes next     |                        |                        |                         |
|                         |                          | for individual students    |                        |                        |                         |
|                         |                          | and groups of students     |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |
|                         |                          |                            |                        |                        |                         |