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 of disability students scoring proficient in reading from 17.5% in 2019 to 21.3% in 2020.	KCWP: 5: Ensure data are used for continuous improvement and improve work processes to support student learning. Stakeholders will determine best practice 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 reading. B. Utilize technology to 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.	Principal, assissitant principals, instructional coaches, Team Leaders	Department PLCs, Administrative PLCs, School-wide Data Days, Lesson Plans, common formative and summative assessments, MAP scores	District Funds for Instructional Coach salaries; SBDM Section 6 funds for training; request Title II funds for teacher training. Amounts TBD.

Increase the percentage of disability students scoring proficient in math from 4.0% in 2019 to 8.4% in 2020.	KCWP: 5: Ensure data are used for continuous improvement and improve work processes to support student learning. Stakeholders will determine best practice 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 classes focus on 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 principals, instructional coaches, Team Leaders	Department PLCs, Administrative PLCs, School-wide Data Days, Lesson Plans, common formative and summative assessments, MAP scores	District Funds for Instructional Coach salaries; SBDM Section 6 funds for training; request Title II funds for teacher training. Amounts TBD.

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

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

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

Increase the percentage of economically disadvantaged students scoring proficient in math from 33.6% in 2019 to 36.6% in 2020.	KCWP2: Ensure instructional program is intentional and of highest quality. Tier 1 is highly effective, culturally responsive, and evidence-based. Teachers will implement curriculum with fidelity	A. Ensure item analysis methods are occuring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are. 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	Principal, assisistant principals, instructional coaches, Team Leaders	Department PLCs, Administrative PLCs, School-wide Data Days, Lesson Plans, common formative and summative assessments, MAP scores	District Funds for Instructional Coach salaries; SBDM Section 6 funds for training; request Title II funds for teacher training. Amounts TBD.