

# Heritage Elementary

## Comprehensive Improvement Plan for School 2020-21

### 1: Proficiency Goal

<b>Goal 1:</b> Reading and Math Proficiency will be in top quartile according to state accountability measures.		
<p>Which <b>Strategy</b> 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"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>● <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<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> <p style="text-align: center;"><a href="#">30-60-90 Day Plan</a></p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b> Heritage Elementary will increase the KPREP <i>Reading</i> proficiency percentage for all students from 50.6% to 60% in the 2019-20 school year.</p>	<p><b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).</p>	<p><b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the alignment between standards and learning targets, and assessment measures.  *Partner with the District Literacy coach to ensure fidelity in Guided Reading Instruction</p>	<p>*Coaching conversations notes from learning walks focused on fidelity of guided reading instruction.  *Running Record training and tracking to ensure student growth.</p>	<p><a href="#">30-60-90 Day Plan</a></p>	<p>SBDM \$1200 (subs)</p>
	<p><b>Literacy Plan (KCWP 2,3):</b> *Measure teacher’s instructional effectiveness based on student data. *Ensure teachers utilize formative and summative information to increase student achievement.</p>	<p><b>Walk Throughs:</b> *Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>*Data Teams show increased proficiency in reading bi-weekly.</p>		

		<p>*Teachers will participate in learning walks to see strengths of team peer teachers.</p> <p><b>Professional Learning:</b> *Teachers will have monthly ELA training focused on increasing the effectiveness of reading instruction.</p> <p>*Teachers will debrief with the District Instructional coach to determine next steps for professional learning for Guided Reading.</p>	<p>*Reading MAP scores will show an increase in projected proficiency.</p> <p>*Reading DRA scores will show an increase with all students meeting grade level benchmarks.</p>		
	<p><b>Workshop (KCWP 2):</b> *Ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success</p>	<p><b>Coaching:</b> *Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p><b>Internal Lab Visits:</b> *Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p>			
	<p><b>Data Team (KCWP 4):</b> *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</p>	<p><b>Coaching and Feedback:</b> *Assess with formative and summative assessments that are aligned to the standards and learning targets</p>			
<p><b>Objective 2:</b> Heritage Elementary will increase the KPREP <i>Math</i></p>	<p><b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the</p>	<p><b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the</p>	<p>*Coaching conversations addressing the use of learning targets and</p>		

<p>proficiency percentage for all students from 51.4% to 60% in the 2019-20 school year.</p>	<p>curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).</p>	<p>alignment between standards, learning targets, and assessment measures.</p>	<p>success criteria to drive student ownership and mastery of learning.</p>	<p><a href="#">30-60-90 Day Plan</a></p>	<p>SBDM \$300 (subs)</p>
	<p><b>Math Plan (KCWP 2,3):</b>            *Measure teacher’s instructional effectiveness based on student data.            *Ensure teachers utilize formative and summative information to increase student achievement.</p>	<p><b>Walk Throughs:</b>            *Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>*Data Teams show increased proficiency in math bi-weekly.</p>		
		<p><b>Professional Learning:</b>            *Use assessments to determine next steps for teacher learning.</p>	<p>*Walk-Through pre-brief and de-brief conversations/notes.</p>		
	<p><b>Workshop (KCWP 2):</b>            *Ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success</p>	<p><b>Coaching:</b>            *Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>*Math MAP scores will show an increase in projected proficiency.</p>		
		<p><b>Internal Lab Visits:</b>            *Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p>			
<p><b>Data Team (KCWP 4):</b>            *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</p>	<p><b>Coaching and Feedback:</b>            *Assess with formative and summative assessments that are aligned to the standards and learning targets</p>				

## 2: Separate Academic Indicator

**Goal 2:** Separate Academic Indicator will be in top quartile according to state accountability measures.

Which **Strategy** will the district use to address this goal? (*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.*)

- [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? (*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.*)

- [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
<b>Objective 1:</b> Heritage Elementary will increase the KPREP <i>Science</i> proficiency percentage for all students from 22.4% to 40% in the 2019-20 school year.	<b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).	<b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	*Coaching conversations notes show evidence of regular curriculum meetings.	<a href="#">30-60-90 Day Plan</a>	SBDM \$300 (subs)
	<b>Science Instructional Plan (KCWP 2,3):</b> *Measure teacher's instructional effectiveness based on student data. *Ensure teachers utilize formative and summative information to increase student achievement.	<b>Walk-Throughs:</b> *Our instructional coach and principal will develop walk-through that focus on the instruction that will lead students to become scientific thinkers as opposed to students who memorize science facts.	*Data Teams show increased proficiency in Science monthly.		
		<b>Professional Learning:</b> *Use assessments to determine next steps for teacher learning.  *The instructional coach will lead professional learning on how to teach students to analyze, make	*Walk-Through pre-brief and de-brief conversations/notes.		

		claims, and defend data with which students are presented.	*Use collaborative scoring and analyzation of data to determine student grow as well as next steps for teacher learning.  *TCT data shows student growth throughout the year		
	<b>Workshop (KCWP 2):</b> *Ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success	<b>Coaching:</b> *Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.			
	<b>Data Team (KCWP 4):</b> *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	<b>Coaching and Feedback:</b> *Assess with formative and summative assessments that are aligned to the standards and learning targets  *Utilize TCT data to determine student growth in how well they analyze, make claims, and defend data with which students are presented.			
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 2:</b> Heritage Elementary will increase the KPREP <i>Social Studies</i> proficiency percentage for all students from 60% to 70% in the 2019-20 school year.	<b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).	<b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	*Coaching conversations notes show evidence of regular curriculum meetings.	<a href="#">30-60-90 Day Plan</a>	SBDM \$300 (subs)
	<b>Social Studies Instructional Plan (KCWP 2,3):</b> *Measure teacher's instructional effectiveness based on student data. *Ensure teachers utilize formative and summative	<b>Walk Throughs:</b> *Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual	*Data Teams show increased proficiency in Social Studies monthly.		

	<p>information to increase student achievement.</p>	<p>release phases, and arrival at standards mastery.</p> <p><b>Professional Learning:</b> *Use assessments to determine next steps for teacher learning.</p>	<p>*Walk-Through pre-brief and de-brief conversations/notes.</p>		
	<p><b>Workshop (KCWP 2):</b> *Ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success</p>	<p><b>Coaching:</b> *Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>*Data Teams show increased proficiency in Social Studies monthly.</p>		
		<p><b>Internal Lab Visits:</b> *Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p>			
	<p><b>Data Team (KCWP 4):</b> *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</p>	<p><b>Coaching and Feedback:</b> *Assess with formative and summative assessments that are aligned to the standards and learning targets</p>			
<p><b>Objective 3:</b> Heritage Elementary will increase the KPREP <i>Writing</i> proficiency percentage for all students from 53.3% to 60% in the 2019-20 school year.</p>	<p><b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).</p>	<p><b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</p> <p>*Use Lucy Calkins’ benchmarks to analyze student needs and determine next steps for professional learning</p>	<p>*Coaching conversations notes show evidence of regular curriculum meetings.</p>	<p><a href="#">30-60-90 Day Plan</a></p>	
	<p><b>Writing Plan (KCWP 2,3):</b></p>	<p><b>Walk Throughs:</b></p>	<p>*Data Teams show increased proficiency in Writing monthly.</p>		

	<p>*Measure teacher’s instructional effectiveness based on student data.          *Ensure teachers utilize formative and summative information to increase student achievement.</p>	<p>*Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>*Walk-Through pre-brief and de-brief conversations/notes.</p> <p>*Data Teams show increased proficiency in Writing monthly.</p>		<p>SBDM \$300 (subs)</p>
<p><b>Workshop (KCWP 2):</b>          *Ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success</p>	<p><b>Professional Learning:</b>          *Use assessments to determine next steps for teacher learning.</p> <p>*Professional learning on collaborative scoring and determining calibration</p> <p><b>Coaching:</b>          *Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>*Coaching on what proficiency looks like and how to coach students in this area</p>	<p>*Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p>			
<p><b>Data Team (KCWP 4):</b>          *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</p>	<p><b>Coaching and Feedback:</b>          *Assess with formative and summative assessments that are aligned to the standards and learning targets</p>				



		*Utilize data teams to ensure accountability of expectations across all content areas			
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### 3: Gap

**Goal 3:** All identified gap groups will score above the state average according to all state accountability measures.

Which **Strategy** will the district use to address this goal? (*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.*)

- [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? (*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.*)

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- [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
<b>Objective 1:</b> Heritage Elementary will increase the KPREP proficiency percentage for all Hispanic students in <i>Reading</i> from 52.2% to 60% and in <i>Math</i> from 39.1% to 60% in the 2019-20 school year.	<b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).	<b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	*Coaching conversations notes show evidence of regular curriculum meetings.  *Data Teams show increased proficiency in reading and math bi-weekly.	<a href="#">30-60-90 Day Plan</a>	SBDM \$300 (subs)
	<b>Data Team (KCWP 4):</b> *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	<b>Coaching and Feedback:</b> *Assess with formative and summative assessments that are aligned to the standards and learning targets	*Walk-Through pre-brief and de-brief conversations/notes.  *MAP scores will show an increase in proficiency.		
<b>Objective 2:</b>	<b>Curriculum (KCWP 1)</b>	<b>Coaching and Monitoring:</b>	*Coaching conversations notes show evidence of		



<p>Heritage Elementary will increase the KPREP proficiency percentage for all ECE students in <i>Reading</i> from 24% to 60% and in <i>Math</i> from 28% to 60% in the 2019-20 school year.</p>	<p>*Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).</p> <p><b>Data Team (KCWP 4):</b> *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</p>	<p>*Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</p> <p><b>Coaching and Feedback:</b> *Assess with formative and summative assessments that are aligned to the standards and learning targets</p>	<p>regular curriculum meetings.</p> <p>*Data Teams show increased proficiency in reading and math bi-weekly.</p> <p>*Walk-Through pre-brief and de-brief conversations/notes.</p> <p>*MAP scores will show an increase in proficiency.</p>		
<p><b>Objective 3:</b> Heritage Elementary will increase the KPREP proficiency percentage for all F/R students in <i>Reading</i> from 42% to 60% and in <i>Math</i> from 42% to 60% in the 2018-19 school year.</p>	<p><b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).</p> <p><b>Data Team (KCWP 4):</b> *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</p>	<p><b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</p> <p><b>Coaching and Feedback:</b> *Assess with formative and summative assessments that are aligned to the standards and learning targets</p>	<p>*Coaching conversations notes show evidence of regular curriculum meetings.</p> <p>*Data Teams show increased proficiency in reading and math bi-weekly.</p> <p>*Walk-Through pre-brief and de-brief conversations/notes.</p> <p>*MAP scores will show an increase in proficiency.</p>		

#### 4: Growth

<p><b>Goal 4:</b> Growth scores will be in top quartile according to state accountability measures.</p>		
<p>Which <b>Strategy</b> 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>	<p>Which <b>Activities</b> 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"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> </ul>	<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>

<ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> Heritage Elementary will increase the KPREP Growth Index in <i>Reading</i> for all students from 54.9 to 65 in the 2019-20 school year.	<b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).	<b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	*Coaching conversations notes show evidence of regular curriculum meetings.	<a href="#">30-60-90 Day Plan</a>	SBDM \$300 (subs)
	<b>Literacy Plan (KCWP 2,3):</b> *Measure teacher's instructional effectiveness based on student data. *Ensure teachers utilize formative and summative information to increase student achievement.	<b>Walk Throughs:</b> *Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	*Data Teams show increased proficiency in reading and math bi-weekly.		
		<b>Professional Learning:</b> *Use assessments to determine next steps for teacher learning.  *Use assessments to help students assess and adjust their own learning through the PLP process.	*Walk-Through pre-brief and de-brief conversations/notes.  *MAP scores will show an increase in proficiency.		
	<b>Workshop (KCWP 2):</b> *Ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and	<b>Coaching:</b> *Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular			

	purpose) and know the criteria for success	adjustments when students fail to meet mastery.		
		<b>Internal Lab Visits:</b> *Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.		
<b>Objective 2:</b> Heritage Elementary will increase the KPREP Growth Index in <i>Math</i> for all students from 60.7 to 65 in the 2019-20 school year.	<b>Data Team (KCWP 4):</b> *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	<b>Coaching and Feedback:</b> *Assess with formative and summative assessments that are aligned to the standards and learning targets		
	<b>Curriculum (KCWP 1)</b> *Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative).	<b>Coaching and Monitoring:</b> *Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	*Coaching conversations notes show evidence of regular curriculum meetings.	<a href="#">30-60-90 Day Plan</a>
	<b>Math Plan (KCWP 2,3):</b> *Measure teacher's instructional effectiveness based on student data. *Ensure teachers utilize formative and summative information to increase student achievement.	<b>Walk Throughs:</b> *Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	*Data Teams show increased proficiency in reading and math bi-weekly.	
		<b>Professional Learning:</b> *Use assessments to determine next steps for teacher learning.	*Walk-Through pre-brief and de-brief conversations/notes.	
<b>Workshop (KCWP 2):</b> *Ensure students have an understanding of learning expectations (e.g., learning	<b>Coaching:</b> *Ensure ongoing professional development in the area of best practice/high yield instructional			

	<p>targets, goal setting, and purpose) and know the criteria for success</p>	<p>strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>*MAP scores will show an increase in proficiency.</p>		
<p><b>Data Team (KCWP 4):</b> *Leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</p>	<p><b>Internal Lab Visits:</b> *Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p>	<p><b>Coaching and Feedback:</b> *Assess with formative and summative assessments that are aligned to the standards and learning targets</p>			

