2019-20 Phase Three: Executive Summary

2019-20 Phase Three: Executive Summary for Schools

Stonewall Elementary School
William Gatliff
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

Last Modified: 01/08/2020
Status: Locked
Stonewall Elementary School is a community school nestled in southern Fayette County. Our building went through a full renovation that was finished in 2015 with many major upgrades and additions. We have approximately 714 students in Pre-School through fifth grade. Our school prides itself on very strong relationships with our families and students. Our school demographics are made up of 76% white; 6% AA; 6% Hispanic; 5% Asian; and 5% other. Of our 714 students, 28% of our students qualify for Free and Reduced lunch; 11% of our students receive some type of special education service(s). We have a very active PTA and strong family involvement. Our kids are happy to be here where they are taught academics, but more importantly, are cared for.

School's Purpose

Our school strives to reach the "whole" child, focusing on the academic, social, and emotional growth. We work well with our families to make sure all needs of the child(ren) we share are met daily, and throughout the year. We strive to create strong and lasting relationships with the students and the families. We progress monitor students through classroom assessments, MAP testing three times a year, and FAST progress monitor their deficit areas to make sure their academic progress is advancing. During this school year, we are fortunate to have a .5 MTSS Lead who is also a .5 Interventionist. We also have a .5 Reading teacher, a full time Reading/Great Leaps instructor, a full time interventionist, as well as a .5 interventionist, and a Read to Achieve teacher. Through their efforts, our school has a well-oiled process of monitoring student success in intervention and are able to exit students out of Tier III intervention. Through well-developed relationships, we work with kids and families to assist students with their emotional and social growth. We, along with all Fayette County schools, are fortunate to have a Mental Health Specialist to assist with the mental well-being of students. We utilize PBIS strategies throughout the building and classroom to encourage good choices. Our mission statement, which is prominently displayed in the front hallway best sums everything up: "Our focus at Stonewall Elementary School is to create a safe and nurturing environment where ALL CHILDREN are encouraged to reach their maximum potential as self-sufficient, life-long learners through well-established relationships with our families. We are committed to meeting the academic, social, and emotional needs of the whole child."

Notable Achievements and Areas of Improvement

Currently, the three main areas main areas that we are focusing on as areas of growth are finding strategies to better serve our ESL and low SES students, as well as working on ways to better connect with students who are African American. While it should not be assumed that all students in these three categories are struggling, we want to do everything we can to close any and all achievement gaps in these sub-populations. During the past three years, we have improved how we meet the needs of students who need additional Tier II and Tier III instruction, as well as better
utilizing FAST progress monitoring. During the 17-18 school year, the district purchased a new reading series, WONDERS, and our school has embraced this and data supports its impact on student learning in reading. During the 18-19 school year, the district purchased our school new math materials; Investigations for K-2 students, and enVision for 3-5. We are now in our second year of implementation and working hard to implement it with fidelity as we wait to see the long term effects and growth for our students. Just recently, we purchased DO THE MATH for our intervention teachers. We have also trained numerous staff members in Orton Gillingham reading strategies, as well as AVMR Math training. We are blessed to be able hire quality teachers with almost no turn over in staff.

Additional Information

**CSI/TSI Schools Only:** Describe the procedures used to create the school’s improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

**Not applicable**

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Nothing to add
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Stonewall Elementary School
William Gatliff
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

Last Modified: 09/30/2019
Status: Locked
The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

William W. GatliﬀSeptember 30, 2019
2019-20 Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Stonewall Elementary School
William Gatliff
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

Last Modified: 11/01/2019
Status: Locked
In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g., 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e., desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices, and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies, and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The Administrative Leadership Team has met and continues to meet every Monday at 10:00 to review data from various sources; KPREP, MAP, FAST progress monitoring, and one-on-one reading assessments. With the information, flexible intervention groups are formed who work with one of our five intervention teachers. During weekly PLCs with the TPGES Coach, Tier II groups are created and data is studied to check for progress. Students who may be potentially referred for Special Education are referred on to the MTSS team which includes our MTSS coordinator, the ACC, the counselor, the principal, and the TPGES coach, along with necessary staff to address their needs.
Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

The group in our school who show the largest gaps are the economically disadvantaged students as based on KPREP. Their overall proficiency rate was 67.1% compared to 85.7% of the non-gap students. Their overall Reading proficiency was 68.3% compared to 87.2% of the non-gap students. Their overall Math proficiency was 65.9% compared to 84.1% of the non-gap students.
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages. **NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

The group in our school who show the largest gaps are the economically disadvantaged students as based on KPREP. Their overall proficiency rate was 67.1% compared to 85.7% of the non-gap students. Their overall Reading proficiency was 68.3% compared to 87.2% of the non-gap students. Their overall Math proficiency was 65.9% compared to 84.1% of the non-gap students.
Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Behavior issues have greatly improved due to strong MTSS structures that have been put into place. Based on FCPS surveys, parental feedback shows a strong school culture. Academically, our scores on KPREP show gains in all areas; however, there are specific sub groups, specifically economically disadvantaged students who are not making progress at the same rate as non-gap groups.
Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

**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**

Review, Analyze and Apply Data, and Design, Align and Deliver Support
Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

ESL students showed significant growth from their previous KPREP scores. Economically disadvantaged students performed a growth rate higher than all students (65.3 LOW SES vs 60 for all students)
2019-20 Stonewall ES Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Stonewall Elementary School
William Gatliff
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

Last Modified: 03/02/2020
Status: Open
The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)
III. Planning the Work

Closing the Achievement Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.
2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Stonewall Elementary School
William Gatliff
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

Last Modified: 11/22/2019
Status: Locked
1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school’s participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
  - No
  - N/A
9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
  - No
  - N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
  - No
  - N/A
Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
  - No
  - N/A
All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
  - No
  - N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
  - No
  - N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

  - Yes
  - No
  - N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

  - Yes
  - No
  - N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

  - Yes
  - No
  - N/A
Stonewall Elementary’s Comprehensive School Improvement Plan (CSIP)

**Rationale**
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

**Operational Definitions**

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective:** Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy:** An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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.

- 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

**Measure of Success:** Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

**Requirements for Building an Improvement Plan**

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

  - The required school goals include the following:
    - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
    - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</td>
<td>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <em>Six Sigma, Shipley, Baldridge, etc.</em>).</td>
<td>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</td>
<td>List the criteria that shows the impact of the work. The <em>measures</em> may be quantitative or qualitative, but are observable in some way.</td>
<td>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</td>
<td>List the funding source(s) used to support (or needed to support) the improvement initiative.</td>
</tr>
</tbody>
</table>
### 1: Proficiency Goal

By 2021, Stonewall will increase the combined Reading and Math Proficiency score from 85.7 to 90 as measured by state required academic assessments.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>By May 2020, all students will increase proficiency in Reading from 87.2 to 89.4 as measured by state required academic assessments.</td>
<td>Review, Analyze, and Apply Data</td>
<td>Tier II flexible groupings within the classroom</td>
<td>Walk Thrus and Observations</td>
<td></td>
<td>Free – organized by Homeroom teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monthly Data meetings</td>
<td>CBA data for Tier II instruction effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team / Teacher MAP reflections</td>
<td>Reading Common Assessment data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MAP data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>CRTL Training for whole staff with a specific focus on TNTP</td>
<td>Lesson Plans</td>
<td>Met with Katina Brown in January, 2020 to plan training in February, 2020 and follow up PLC meeting dates</td>
<td></td>
<td>Free – training provided by Katina Brown from IAKSS</td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>“Teacher Clarity” training for all K-3 teachers in Reading</td>
<td>Walk Thrus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Deploy Standards</td>
<td></td>
<td>Team Minutes will reflect intentional effort to address CRTL lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>AVMR training for select staff</td>
<td>Walk Thru</td>
<td></td>
<td></td>
<td>$750</td>
</tr>
<tr>
<td>By May 2020, all students will increase proficiency in Reading from 87.2 to 89.4 as measured by state required academic assessments.</td>
<td>Review, Analyze, and Apply Data</td>
<td>Tier II flexible groupings within the classroom</td>
<td>Walk Thrus and Observations</td>
<td></td>
<td>Free – organized by Homeroom teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monthly Data meetings</td>
<td>CBA data for Tier II instruction effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team / Teacher MAP reflections</td>
<td>Reading Common Assessment data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MAP data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>CRTL Training for whole staff with a specific focus on TNTP</td>
<td>Lesson Plans</td>
<td>Met with Katina Brown in January, 2020 to plan training in February, 2020 and follow up PLC meeting dates</td>
<td></td>
<td>Free – training provided by Katina Brown from IAKSS</td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>“Teacher Clarity” training for all K-3 teachers in Reading</td>
<td>Walk Thrus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Deploy Standards</td>
<td></td>
<td>Team Minutes will reflect intentional effort to address CRTL lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>AVMR training for select staff</td>
<td>Walk Thru</td>
<td></td>
<td></td>
<td>$750</td>
</tr>
</tbody>
</table>
By 2021, Stonewall will increase the combined Reading and Math Proficiency score from 85.7 to 90 as measured by state required academic assessments.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in Math from 84.1 to 86.3 as measured by state required academic assessments.</td>
<td>CRTL Training for whole staff</td>
<td>Lesson Plans, CBA data</td>
<td>Walk Thrus, Lesson Plans, Team Minutes will reflect intentional effort to address CRTL lessons.</td>
<td></td>
<td>Free – training provided by Katina Brown from IAKSS</td>
</tr>
<tr>
<td>Review, Analyze, and Apply Data</td>
<td>Tier II flexible groupings within the classroom, Monthly Data meetings, Team / Teacher MAP reflections</td>
<td>Walk Thrus and Observations, Math Common Assessment data, CBA data, MAP data</td>
<td></td>
<td></td>
<td>Free – organized by Homeroom teacher and MTSS coach</td>
</tr>
<tr>
<td>Design and Deliver Instruction, Design and Deploy Standards</td>
<td>“Teacher Clarity” training for all K-3 teachers in Math</td>
<td>Walk thru, Lesson Plans, PLC discussions</td>
<td>Books purchased in October, 2019 and used in PLC meetings beginning in October.</td>
<td></td>
<td>$750</td>
</tr>
</tbody>
</table>
By 2021, the school will increase the separate academic indicator proficiency score from 76.8 to 84.5 as measured by state required academic assessments.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>By May, 2020, our school will increase the Proficiency Science score from 74.5 to 78.2 as measured by state required academic assessments.</td>
<td>Design and Deliver Instruction</td>
<td>K-5 teachers will attend the district PD on the new Amplify materials being purchased by the district.</td>
<td>By August, 2020, teachers will present documentation of attendance.</td>
<td>Weekly minutes Lesson Plans</td>
<td>None required</td>
</tr>
<tr>
<td></td>
<td>Design and Deploy Standards</td>
<td>Lesson Plans/ Team planning time will reflect differentiation of science standards instruction and collaboration with the STEM teacher to address the depth of individual standards.</td>
<td></td>
<td></td>
<td>None required</td>
</tr>
<tr>
<td>By May, 2020, our school will increase the Proficiency Social Studies score from 82.7 to 86.9 as measured by state required academic assessments.</td>
<td>Design and Deliver Instruction</td>
<td>Fifth grade teachers will attend Professional Development on Inquiry Based Learning.</td>
<td>By May, 2020, teachers will present documentation of attendance.</td>
<td></td>
<td>Cost of subs – TBD</td>
</tr>
<tr>
<td></td>
<td>Design and Deploy Standards</td>
<td>K-5 teachers will attend the district PD on the new Social Studies standards.</td>
<td></td>
<td></td>
<td>None required</td>
</tr>
<tr>
<td>By May, 2020, our school will increase the Proficiency On Demand score from 73.2 to 76.9 as measured by state required academic assessments.</td>
<td>Design, Align, and Deliver Support</td>
<td>The staff will revise the school-wide Writing Policy to ensure that teachers are teaching daily writing workshop that supports the state-required writing standards and that Writing structures are in place in grades K-5.</td>
<td>Approve by SBDM in January, 2020 Training at February, 2020 Faculty Meeting with follow up in PLCs.</td>
<td></td>
<td>None required</td>
</tr>
</tbody>
</table>
By 2021, Stonewall will increase the Math proficiency score of students qualifying for Free & Reduced lunch from 65.8 to 72.4 as measured by state required academic assessments, as this was the only group identified as having a significant gap as compared to other sub populations.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>By May, 2020, our Free &amp; Reduced students will increase their Math proficiency score from 65.8 to 69.1</td>
<td>Review, Analyze, and Apply Data</td>
<td>Tier II Math Flexible groupings in homerooms</td>
<td>Progress monitoring with CBA, FAST, and MAP data.</td>
<td>None required</td>
<td></td>
</tr>
<tr>
<td>Review, Analyze, and Apply Data</td>
<td>Design, Align, and Deliver Support</td>
<td>“Do The Math” Intervention Program Instruction</td>
<td>Intervention lesson plans and student rosters</td>
<td>Interventionists and collab. teachers were trained on “Do The Math” in December of 2019 to begin implementation in January of 2020.</td>
<td>$7500</td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>AVMR trainings</td>
<td>Lesson plans</td>
<td></td>
<td></td>
<td>$2500 (subs)</td>
</tr>
<tr>
<td></td>
<td>CRTL Training for whole staff</td>
<td>Walk Thrus Lesson Plans</td>
<td></td>
<td></td>
<td>None required</td>
</tr>
</tbody>
</table>
By 2021, Stonewall will increase the Growth Indicator Score for Reading and Math from 64.3 to 70.7 as measured by state required academic assessments.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>By May, 2020, all students will increase their Reading growth score from 60.0 to 63</td>
<td>Review, Analyze, and Apply Data</td>
<td>Tier II groupings within the classroom</td>
<td>Walk Thrus and Observations</td>
<td></td>
<td>None required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monthly Data meetings</td>
<td>CBA data for Tier II instruction effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading Common Assessment data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MAP data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>CRTL Training for whole staff with a specific focus on TNTP</td>
<td></td>
<td>Lesson Plans</td>
<td></td>
<td>None required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walk Thrus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team Minutes will reflect intentional effort to address CRTL lessons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jan Richardson Next Steps in Guided Reading was given to all K-5 teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lesson Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walk Thrus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jan Richardson Guiding Reading Model utilized in Literacy Instruction plans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
By 2021, Stonewall will increase the Growth Indicator Score for Reading and Math from 64.3 to 70.7 as measured by state required academic assessments.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Deliver Instruction</td>
<td>“Teacher Clarity” training for all K-3 teachers in Reading</td>
<td>Lesson Plans</td>
<td>Books purchased in October, 2019 and used in PLC meetings beginning in October.</td>
<td>$750</td>
<td></td>
</tr>
<tr>
<td>Design and Deploy Standards</td>
<td></td>
<td>Walk Thrus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLC discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By May, 2020, all students will increase their Math growth score from 67 to 70.5</td>
<td>Review, Analyze, and Apply Data</td>
<td>Use data from MAP to establish Tier III Math groups using “Do the Math”</td>
<td>Exit Tier III status</td>
<td>“Do the Math” purchased in December, 2019. Training for “Do the Math” was on January 9, 2020 with Nicole Mitchell. Implementation began immediately after the training.</td>
<td>$7500 to purchase “Do the Math”</td>
</tr>
<tr>
<td>Review, Analyze, and Apply Data</td>
<td>Tier II groupings within the classroom</td>
<td>Walk Thrus and Observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monthly Data meetings</td>
<td>Math Common Assessment data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CBA data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAP data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Deliver Instruction</td>
<td>“Teacher Clarity” training for all 4-5 teachers in Math</td>
<td>Walk thru</td>
<td>Books purchased in October, 2019 and used in PLC meetings beginning in October.</td>
<td>$750</td>
<td></td>
</tr>
<tr>
<td>Design and Deploy Standards</td>
<td></td>
<td>Lesson Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLC discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>