

1: Proficiency Goal

Goal 1 (State your proficiency goal.): **Jody Richards Elementary School will increase the proficiency of elementary students in reading from 69.7% to 84.8% and math from 55.7% to 77.9% as measured by state assessments by the year 2024.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 JRES will increase the percent of elementary students P/D in reading from 69.7% to 72.7% by 2021 as measured by state assessments.	JRES will Design and Deploy Standards to ensure monitoring measures are in place to support high fidelity in teaching to the standards as an ongoing action of the PLC planning process.	PLC collaboration on Curriculum-embedded measures; Team representative to WCPS Standards Focus Team Meetings and dissemination of information to grade-level team PLC meetings with intentional focus of content area strategies, PBIS, and/or special populations; Action Teams in specified areas (CSIP, Culture, Curriculum), Adopting curricular programs with reputable alignment	Curriculum-embedded measures; STAR; iReady data; Core Phonics Screener; Heggerty Screener; PLC agendas, minutes, and data	Throughout 2020-2021 School year Winter 2021 Spring 2021	SBDM
		Ensuring the needs of core and T2 students are met and next steps are identified and implemented; Heggerty; Foundations; iReady	Curriculum-embedded measures; STAR; iReady data; Core Phonics Screener; Heggerty Screener; PLC agendas, minutes, and data; CST to discuss appropriate tier placement and monitor data	Throughout 2020-2021 School year Winter 2021 Spring 2021	SBDM
	JRES will Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of standard/learning target.	Professional Development targeting specific teacher needs based on content area such as training in Seeing Stars, Heggerty, EL Education, Recipe for Reading and Foundations at appropriate grade levels; Kagan Strategies; Action Teams in specified areas (CSIP, Culture, Curriculum), Adopting	PLC minutes of grade-level teams and faculty meetings where strategies gained in PD sessions are shared; PLC minutes of grade-level teams where there has been collaboration on new	Throughout 2020-2021 School year Winter 2021 Spring 2021	Title II Funds

		curricular programs with reputable alignment	teaching methods/curricula		
<p>Objective 2 JRES will increase the percent of elementary students P/D in math from 55.7% to 60.1% by 2021 as measured by state assessments.</p>	<p>JRES will Design and Deploy Standards to ensure monitoring measures are in place to support high fidelity in teaching to the standards as an ongoing action of the PLC planning process.</p>	<p>PLC collaboration on Curriculum-embedded measures; Team representative to WCPS Standards Focus Team Meetings and dissemination of information to grade-level team PLC meetings with intentional focus of content area strategies, PBIS, and/or special populations; Action Teams in specified areas (CSIP, Culture, Curriculum), Adopting curricular programs with reputable alignment</p>	<p>Curriculum-embedded measures; STAR; iReady data; PLC agendas, minutes, and data</p>	<p>Throughout 2020-2021 School year Winter 2021 Spring 2021</p>	<p>SBDM</p>
		<p>Ensuring the needs of core and T2 students are met and next steps are identified and implemented; iReady, Illustrative Math, Eureka Math, Math in Practice.</p>	<p>Curriculum-embedded measures; STAR; iReady data; PLC agendas, minutes, and data; CST to discuss appropriate tier placement and monitor data</p>	<p>Throughout 2020-2021 School year Winter 2021 Spring 2021</p>	<p>SBDM</p>
	<p>JRES will Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of standard/learning target.</p>	<p>Professional Development targeting specific teacher needs based on content area such as training in Illustrative Math, Training on Pacing Guide, Kagan Strategies</p>	<p>PLC minutes of grade-level teams and faculty meetings where strategies gained in PD sessions are shared; PLC minutes of grade-level teams where there has been collaboration on new teaching methods/curricula</p>	<p>Throughout 2020-2021 School year Winter 2021 Spring 2021</p>	<p>Title II</p>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Jody Richards Elementary will increase the percent of students reaching proficiency in writing from 56.0 to 78.0 by 2024, in science from 49.5 to a 72.9 by 2024, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: JRES will increase the percent of students P/D for writing from 56 to 60.4 by 2021 as measured by state assessment.	JRES will design and deliver instruction to implement strategies and programs to measure student growth.	Kindergarten is implementing Handwriting Without Tears writing program to increase writing proficiency of students.	PLC Notes, Child Study Team Data	On-Going	\$1,800 SBDM
		Grades 1-3 are using a combination of Foundations, Handwriting without Tears and EL Education Handwriting curriculum to increase writing proficiency.	PLC Notes, Child Study Team Data	On-Going	\$4,000 SBDM
	JRES will Review, Analyze, apply Data Results to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling).	A teacher leader from each grade level has been trained with The Building Writers Program. Using data from Child Study Teams teachers place students in tiers according to their needs.	Child Study Team Meetings, PLC meetings/Notes	On-Going	Purchased with District funds, Title II (PD Funding)
	JRES will Design and Deploy Standards to ensure the current standards/curriculum are taught at a high level of fidelity.	Instructional Coaches partnering with building-level instructional leaders to align writing policies and plans to provide vertically-aligned, consistent learning experiences in accordance to state requirements	Child Study Team Meetings, PLC meetings/Notes, Coaching from ECC	On-Going	NA
Objective 2: JRES will increase the percent of students P/D for Science from 49.5 to a 55 by 2021.	JRES will Design, Align, and Deliver Support to maintain high levels of teacher effectiveness and student learning while also ensuring the current science initiatives are implemented with fidelity.	Teachers will continue to follow district created pacing guides to implement science standards. Through Course Tasks (TCT) are given at each grade level and are submitted to the district. Grade level teams meet with ECC as needed.	PLC Meetings; Observations and informal walkthroughs conducted by the Leadership team	On-Going	NA

	<p>JRES will <u>design and deliver assessment literacy</u> to determine if assignments, activities and assessments reflect learning targets and standards.</p>	<ol style="list-style-type: none"> 1. Teachers will use a variety of resources to support student engagement in science instruction such as: Mystery Science, Picture Perfect Science, teacher created lessons and experiments. 2. Using classroom assessments to inform teachers' instructional decisions 3. Allowing students to make corrections when they don't show mastery on a standard through writing. (4th grade) 	<p>PLC Meetings; PLC Data Forms; Observations and informal walkthroughs conducted by the Leadership team</p>	<p>October 2020-March 2021</p>	<p>SBDM Funds Brainpop- \$5,000 Mystery Science- \$2,000</p>
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3: Achievement Gap

Goal 3 (State your achievement gap goal.): Jody Richards Elementary will increase the percentage of students scoring proficient/distinguished in reading for the consolidated student group from 52.2% to 64.1% and for math from 37.0% to 43.5% by 2024 as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: JRES will collaborate to increase the percentage of P/D students in the area of reading for the following subgroups by 2021 as measured by state assessments. *55.6% to 60.0% Economically Disadvantaged *38.2% to 44.4% English Language Learners *37.6% to 43.8% Students w/Disabilities	JRES will Design and Deliver instruction to implement strategies and programs to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the core, Tier II and Tier III instruction and assessment needs of all students.	Professional Development to increase the number of classrooms using Kagan and Whole Brain strategies to increase levels of impactful student engagement.	STAR data, iReady data, PLC minutes, ACCESS scores, assessments embedded in curriculum	Spring 2021	Title II funds
		Professional Development highlighting Elevation software to better differentiate and accommodate English Language Learners.	STAR data, iReady data, DCA data, PLC minutes, ACCESS scores, assessments embedded in curriculum	Spring 2021	NA
		JRES School leadership will train faculty on “Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students” by Zaretta Hammond	STAR data, iReady data, DCA data, PLC minutes, ACCESS scores, assessments embedded in curriculum, IEP Progress monitoring	Summer 2020 and ongoing	Title II funds
	JRES will Establish Learning Culture and Environment to meet the individual needs of students as we create a nurturing and caring learning environment with equitable opportunities for academic success.	Cultural Proficiency Professional Development to ensure instruction is tailored to students’ cultural, social, and developmental needs.	Parent and student survey data, STAR data, iReady data, DCA data, PLC minutes, ACCESS scores, assessments embedded in curriculum	Spring 2021	District Funds
		Activities (such as parent meetings to discuss ACCESS scores, opportunities for EL parents to connect with each other, increased use of Language Line by general education teachers especially for nonacademic related	Parent and student survey data, STAR data, iReady data, DCA data, PLC minutes, ACCESS scores, assessments embedded in curriculum	Spring 2021	NA

		communication) to intentionally include and build community among our English Language Learners and their families.			
		Special Education teachers will collaborate with general education teachers to ensure all students have access to academic and non-academic opportunities offered at JRES. Students with IEPs may be included in all extra-curricular activities and school leadership roles; modifications will be made when appropriate.	Parent and student survey data, STAR data, iReady data, DCA data, PLC minutes, ACCESS scores, assessments embedded in curriculum, IEP Progress monitoring	Spring 2021	NA
<p>Objective 2: JRES will collaborate to increase the percentage of P/D students in the area of math for the following subgroups by 2021 as measured by state assessments.</p> <p>*34.6% to 41.1% Economically Disadvantaged</p> <p>*23.6% to 31.2% English Language Learners</p> <p>*25.0% to 32.5% Students w/Disabilities</p>	<p>JRES will <u>Design and Deliver instruction</u> to implement strategies and programs to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the core, Tier II and Tier III instruction and assessment needs of all students.</p>	JRES will host a fall and spring session of Extended School Services focused on math instruction targeting students in our gap groups in grades 3-6 using the STAR district screener and iReady data.	ESS documentation of Pre and Post data, STAR data, iReady data	October 15th-April 20th	ESS Funds
		District Math Coach attending PLC's to discuss new standards, pacing guide and resources created to align standards to district pacing guide	PLC notes	September 2020- Spring 2021	NA
	<p>JRES will <u>Design and Deliver instruction</u> to implement strategies and programs to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the core, Tier II and Tier III instruction and assessment needs of all students.</p>	Create and monitor a data tracking list for students in EL learner groups in math and reading to progress monitor	Child Study Team meetings, ESL Team	September 2020-May 2020	NA
		Co-Teaching methods will be used with the regular classroom teacher and the Special Education/EL teachers. (Time for planning with EL and Special Education staff)	STAR data: iReady; Curricular-embedded measures	September 2020-May 2020	NA

4: Growth

Goal 4 (State your growth goal.): **Jody Richards Elementary School will increase the indicator score for Growth for elementary students from 63.6 to 81.8 by 2024 as measured by state assessments.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: JRES will increase the indicator score for GROWTH for all students from 63.6 to 67.2 by 2021 as measured by KPREP state assessments.	JRES will Establish Learning Culture and Environment to ensure Core instruction and tiered interventions for students- Based on multiple data points (STAR, state accountability system, iReady data, curriculum embedded assessments, etc.), students will be placed in varied learning environments to address individual needs.	School-based child study teams will utilize multiple data points to determine individual student needs and instructional strategies.	STAR data, iReady data, child study team agenda and notes, DCA data, PLC notes, child study team meetings	Ongoing through the 2020-2021 school year.	NA
		Teachers will design instruction to provide evidence/ research-based tiered interventions to promote differentiation of instruction aligned to meet individual student needs.	STAR data, iReady data, child study team agenda and notes, DCA data, PLC notes, child study team meetings	Ongoing through the 2020-2021 school year.	NA
Objective 2: JRES will increase in partnerships and communication with families to support high levels of student success by increasing from 3.81-4.19 as measured by the Studer Survey in May 2021.	JRES will Establish Learning Culture and Environment that will communicate with and support parents/families to better inform them of their student’s progress and to offer opportunities for parents/families to discuss with educators how they can best help their individual student in their academic progression.	Parent surveys for parents to rate JRES success in communicating “How well my child is learning”	Analyze and discuss data results in faculty meetings. Data sources: Pulse Survey, traditional Studer survey, and Panorama survey	September, January, May	NA
		Letter to families to communicate when students are identified for Tiers 2 or 3 and/or GT services, 24 hour response time on all parent inquiries, classroom management texting feature to communicate with parents, explicit plan to communicate student progress in Tiers 2 and 3.	Formal informal walkthroughs, Teachers share successes in communication in faculty meetings	October 2020 - May 2021	NA