

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal):

LOI will increase the average combined READING and MATH scores from **64.2** to **81.4** by **2024** as measured by KPREP.

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
Objective 1: READING LOI will increase the percentage of students scoring proficient and distinguished in READING from 69.5 to 71.88 by 2019 as measured by KPREP.	KCWP 4: Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to READING.	Each team/grade level has a Google document with all student data/assessments that are updated quarterly. Review of worksheet is completely quarterly in PLCs.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be entered and reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam \$2,000 SBDM funding -IXL \$5,000 SBDM funding -Student Agendas Title 1 \$1,500 -ASAP \$3,500 15FE -RTI \$26,000 Title 1
		We provide intervention (RTI) to all students.		We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
	IXL is our school-home connect for				

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results (formative and summative).	ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.			
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student growth to all stakeholders.			
Objective 2: MATH LOI will increase the percentage of students scoring proficient and distinguished in MATH from 58.9 to 63.4 as measured by KPREP.	KCWP 1,3: Teachers will create clear and precise learning targets for students.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.			
		We provide intervention (RTI) to all students.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.	ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.			
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		growth to all stakeholders.			

2: Separate Academic Indicator

Goal 2 (State your SEPARATE ACADEMIC indicator goal):

LOI will increase the percentage of students scoring proficient or distinguished in Separate Academic Indicator from 53.9 to 61.6 by 2024 as measured by KRPEP.

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
Objective 1 LOI will increase the percentage of students scoring proficient or distinguished in SOCIAL STUDIES from 62.2 to 73 by 2019 as measured by KPREP.	KCWP 4: Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to SOCIAL STUDIES .	Each team/grade level has a Google document with all student data/assessments that are updated quarterly. Review of worksheet is completely quarterly in PLCs.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be entered and reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam \$2,000 SBDM funding -IXL \$5,000 SBDM funding -Student Agendas Title 1 \$1,500 -ASAP \$3,500 15FE -RTI \$26,000 Title 1
		We provide intervention (RTI) to all students.		We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results (formative and summative).	ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.			
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student growth to all stakeholders.			
Objective 2 LOI will increase the percentage of students scoring proficient or distinguished in WRITING from 53.1 to 64 by 2019 as measured by KPREP.	KCWP 1,3: Teachers will create clear and precise learning targets for students.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to WRITING.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	We provide intervention (RTI) to all students.			
		Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.	IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.					
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student growth to all stakeholders.			

3: Gap

Goal 3 (State your GAP goal):
LOI will increase the percentage of student in the CONSOLIDATED GAP GROUP scoring proficient or distinguished from 61.2 to 69.7 in both READING and MATH by 2024 as measured by KPREP.

<p>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.)</p> <ul style="list-style-type: none"> 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 	<p>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.)</p> <ul style="list-style-type: none"> 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 	<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>
--	--	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: African American LOI will increase the percentage of students in the African American group scoring proficient or distinguished in READING from 33.3 to 36.63 by 2019 as measured by KPREP.</p>	<p>KCWP 4: Teachers will ask questions and reflect on the data they collect.</p>	<p>Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to READING.</p>	<p>Each team/grade level has a Google document with all student data/assessments that are updated quarterly. Review of worksheet is completely quarterly in PLCs.</p>	<p>Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be entered and reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May</p>	<p>-Gradecam \$2,000 SBDM funding -IXL \$5,000 SBDM funding -Student Agendas Title 1 \$1,500 -ASAP \$3,500 15FE -RTI \$26,000 Title 1</p>
		<p>We provide intervention (RTI) to all students.</p>		<p>We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.</p>	
	<p>KCWP 4: Teachers will monitor students' progress on standards.</p>	<p>Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.</p>			
		<p>IXL is our school-home connect for standards being taught at school.</p>			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results (formative and summative).	ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.			
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student growth to all stakeholders.			
Objective 2: African American LOI will increase the percentage of students in the African American group scoring proficient or distinguished in MATH from 9.1 to 10.1 by 2019 as measured by KPREP.	KCWP 1,3: Teachers will create clear and precise learning targets for students.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	We provide intervention (RTI) to all students.			
		Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
KCWP 3: Teachers will keep all stakeholders informed of assessment results.	IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.				
	ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.				
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		growth to all stakeholders.			

4: Graduation rate

Goal 4 (State your Graduation Rate goal):

N/A

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
Objective 1					
Objective 2					

5: Growth

Goal 5 (State your GROWTH goal):

The percentage of students scoring **NOVICE** and **APPRENTICE** in combined **READING** and **MATH** will **DECREASE** from **35.75** to **25.75** by **2024** as measured by KPREP.

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
Objective 1 LOI will DECREASE the percentage of students scoring NOVICE and APPRENTICE in READING from 30.4 to 29.4 by 2019.	KCWP 4: Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to READING.	Each team/grade level has a Google document with all student data/assessments that are updated quarterly. Review of worksheet is completely quarterly in PLCs.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be entered and reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam \$2,000 SBDM funding -IXL \$5,000 SBDM funding -Student Agendas Title 1 \$1,500 -ASAP \$3,500 15FE -RTI \$26,000 Title 1
		We provide intervention (RTI) to all students.		We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results (formative and summative).	ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.			
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student growth to all stakeholders.			
Objective 2 LOI will DECREASE the percentage of students scoring NOVICE and APPRENTICE in MATH from 41.1 to 38.03 by 2019.	KCWP 1,3: Teachers will create clear and precise learning targets for students.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.			
		We provide intervention (RTI) to all students.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.	ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.			
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student growth to all stakeholders.			

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): One Year Goal

By May of 2019, LOI 5th graders will have an average grade equivalency (GE) of 6.1 in MATH as measured by STAR.

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
Objective 1 LOI 5 th graders will have an average grade equivalency (GE) of 6.1 in MATH as measured by STAR by 2019.	KCWP 4: Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.	Each team/grade level has a Google document with all student data/assessments that are updated quarterly. Review of worksheet is completely quarterly in PLCs.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be entered and reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam \$2,000 SBDM funding -IXL \$5,000 SBDM funding -Student Agendas Title 1 \$1,500 -ASAP \$3,500 15FE -RTI \$26,000 Title 1
		We provide intervention (RTI) to all students.		We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results (formative and summative).	ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.			
		Utilize the Student Growth Percentile (SGP) component of STAR to communicate student growth to all stakeholders.			
Objective 2	KCWP 1,3: Teachers will create clear and precise learning targets for students.	We provide intervention (RTI) to all students.			
		Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
		ASAP (After School Tutoring Program) Students can work with a certified staff member after school three days a week.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.	Utilize the Student Growth Percentile (SGP) component of STAR to communicate student growth to all stakeholders.			

7: Other (optional)

Goal 7 (State your goal):

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
Objective 1					
Objective 2					