

Comprehensive Improvement Plan for Districts

Rationale

District 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, districts 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: Increase the average combined reading and math K-PREP scores for elementary (from 59.1% to 75%), middle (from 92.6% to 94.1%) and high school (from 86% to 88.8%) students in 2019.

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](#)
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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: Collaborate to increase the overall reading and math for Pikeville Independent Schools: PES from 59.1 to 75, PJHS from 92.6 to 94.1, and PHS from 86 to 88.8 by 05/31/2018 as measured by K-PREP.	Review, Analyze, and Apply Data	Administrator/Teacher teams will meet after each benchmark assessment to identify targeted (gap) students, monitoring goal of 80% proficiency in reading and math core instruction plus checking the growth of all students. Focus on trends and patterns will be part of the review. (SWP 1, 2, 8, and 9)	See activity	Three times per year	SBDM and General assessments \$4,000
		Junior High math/reading lab and regular content teachers will meet at the end of every nine weeks to monitor student progress and make RTI placement decisions.	Student improved grades	End of 9 Weeks	SBDM and General Fund for assessments \$3,000
		All teachers have been provided with listings of identified gap students. Increased awareness helps teachers to target students.	Improved performance of gap students	End of 9 Weeks	None
	Design, Align, and Deliver Support	If funding is available, the District will purchase instructional resources to ensure students have	Books purchased	Meetings to review materials.	General and Title I Part A \$40,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Design, Align, and Deliver Support	quality texts that are aligned to current standards.			
		As funding provides, money will be used to help provide additional teacher(s) beyond allocation to help reduce class size at the elementary school.	Lower numbers	Monitor student progress at grade level	Title II Part A \$43,000
		Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs. (SWP 4)	Professional Development	Agendas will reflect	Title I Part A, Title II Part A, Title V, and General \$4,000
		The principal will give two “I and I” (Implementation and Impact) checks to the School Council and Board of Education yearly. (SWP 1 and 2)	Agenda	Agenda	None
		PLC’s to meet in vertical teams by content area as needed along with grade level teams.	Survey	Agenda	Substitutes if during the day. \$2,000 Title I Part A and Title II Part A
		Through analysis of TELL Survey results, teachers will have the opportunity to individualize up to 6 hours of professional development, through collaboration with administration. (SWP 3)	PD documentation	PD documentation	None
		Teachers will incorporate learning targets into classroom instructions	Lesson Plans	Visible in classrooms	None
		Read 180 used in grades 6-12 for support.	Improved scoring in reading/English class	Progress in Read 180	Title I Part A and Special Education \$20,000

2: Separate Academic Indicator

Goal 2: Increase the average combined science, social studies, and writing K-PREP scores under Separate Academic Indicator from 79.1% to 82 % for the elementary and from 76.9% to 78% for middle school students in 2019.

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.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Collaborate to increase the overall science, social studies, and writing for Pikeville Independent Schools: PJHS from 76.9 to 78 and PES from 79.1 to 82 by 05/31/2019 as measured by state testing.	Review, Analyze, and Apply Data	All teachers have been provided with listings of identified gap students. Increased awareness helps teachers to target students.	Improved performance of gap students	End of 9 Weeks	None
		The principal will give two "I and I" (Implementation and Impact) checks to the School Council and Board of Education yearly. (SWP 1 and 2)	Agendas	Agendas	None
	Design, Align, and Deliver Support	Restructure PLC's to vertical teams by content area as needed along with grade level teams. (SWP 4)	Survey	Agendas	None
		Select teachers will participate in state teacher-leader networks and other trainings identified as a need. Teacher leaders will share relevant information in PLCs. (SWP 4)	Professional Development	Agendas will reflect	Title I Part A, Title II Part A, Title V, and General \$4,000
		Release time will be provided, if needed, for PLC's to meet. (SWP 3 AND 4)	Agenda	Agendas	Title I Part A, PD funds \$2,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Design, Align, and Deliver Support	Through analysis of TELL Survey results, teachers will have the opportunity to individualize up to 6 hours of professional development, through collaboration with administration. (SWP 3)	PD documentation	PD documentation	None
If funding is available, then will purchase instructional resources to ensure students have quality texts that are aligned to current standards.		Books purchased	Meetings to review materials. Selection made by May 2019	General \$40,000	
Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.		Improved writing skill for our students	Team meetings	Title II Part A for subs \$500	
Do-What, STRAP implemented across curriculum, as appropriate.		Improved writing skills for our students	Professional Development, lessons, writing samples	None	
Updated Writing Policy and K-12 Writing Plan		Vertically aligned plan and updated policy	Lessons, policy, and writing plan	None	
Science teacher will collaborate with district administration to align assessment and lessons with the new accountability system.		Increased science assessment scores	Lesson plans	None	

3: Gap

Goal 3: Increase the ratings in all content areas at the elementary, junior high, and high school for all students in the gap group for 2019. Increase the percentage of our PJHS GAP group scoring Proficient/Distinguished in Reading from 60% to 62%, Math from 28% to 40%, Social Studies from 40% to 63%, Science 30% to 33%, and Writing 20% to 25%. Increase the percentage of our PHS GAP group scoring Proficient/ Distinguished in Reading from 50% to 52.6%, Math 50% to 55%, and Writing from 43.5% to 47%. Increase the percentage of our PES GAP group scoring Proficient/Distinguished in Reading from 46% to 50%, Math 36.5% to 49%, Science from 11.1% to 29%, Social Studies 31.6% to 45%, and Writing from 47.4% to 50%.

<p>Which Strategy 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"> • 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? (<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"> • 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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: In all schools, the elementary, the middle school and high school, we will increase the percentage of students in the non-duplicated gap group scoring proficient and distinguished in all content areas.</p>	<p>Review, Analyze and Apply Data</p>	<p>On behalf of SBDM Councils, the Principal reports to the Board will include Implementation and Impact Reports (I & I Checks) for the Comprehensive School Improvement Plan (CSIP) along with concerns and needs.</p>	<p>School improvement</p>	<p>Board minutes and SBDM minutes</p>	<p>None</p>
		<p>Principal and faculty will review disaggregated data for student subgroups.</p>	<p>Data analysis</p>	<p>Board minutes</p>	<p>None</p>
		<p>Develop rigorous and achievable goals that close achievement gaps and support the unique strengths and needs of the student. For disability related need(s), the IEP team will develop rigorous and achievable goals that are designed to close the student's achievement</p>	<p>IEPs</p>	<p>IEPs and conferences</p>	<p>None</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Review, Analyze and Apply Data	gaps in academic achievement and functional expectations. A goal may address more than one disability-related need and all goals ensure alignment among baseline, level of attainment, and progress monitoring.			
		All grade levels, K-6, will administer a universal screening assessment 3 times per year (fall, winter, and spring). Students in grades 3-6 are being monitored 5x per year in the areas of reading and math. (SWP 1 and 2)	Improved scores	Monthly reports	General funding \$4,000
		Continue to employ System 44, Read 180, Khan Academy, Splash Math, Moby Max, Reading Recovery, Accelerated Reader, MAP, STAR and Lexia in order to increase academic performance. (SWP 1, 2,4, 6, and 7)	Improved scores	Screening reports	General funding and Title I Part A \$109,000
		Administrators/Teachers (including special education staff) will meet after each benchmark assessment to identify targeted (gap) students, analyze performance data, and discuss remediation strategies for those eligible in reading and math. (SWP 1, 2 4, 6, and 7)	Improved scores	Notes from meetings	None
		Targeted students will be progress monitored on the following schedule: Tier 2- at least once every two weeks; Tier 3 - Once every week. (SWP 2 and 7)	Screening reports	Screening reports	None
		Student progress data will be used to adjust current instructional plans and to change and/or adjust	Adjusted lesson plans	Lesson Plans	None

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		student intervention groupings. (SWP 1, 2, 3, 6, and 7)			
		Common language- Writing Vocabulary will be developed that will allow a more uniform approach to writing throughout the school	More consistent writings	Scored writing pieces	None
		Collaboration will be increases among regular and special education teachers in regular education classrooms to familiarize students more with reading and math standards	Improved test scores	Lesson plans/Walkthroughs	None
	Design and Deliver Instructions	Intervention courses for reading and math will be provided for targeted students to increase proficiency rates.	Improved grades and scores	Classes and lessons	None
		District leadership will facilitate faculty/staff collaboration focused across student subgroups/levels/schools to identify key transition points and facilitate vertical teaming to aid in successful transition for each student.	Successful transitions	Progress monitoring	None
Objective 2	Establishing a Learning Culture and Environment	District will work to implement a flexible professional development component for a limited portion (6 hours) of the 24 hours required. Teachers will need to have prior approval of both the building Principal or the Professional Development Coordinator before hours can be applied.	Improved TELL survey results for PD	Documentation of PD	None
		District will provide release time once each semester during the school day to allow Professional	Survey results	Meeting Notes	Title II \$2,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Learning Communities to meet, as needed.			
		Connections Survey for Faculty/Student Mentoring Program	Survey results	Survey Results	None
		Do-What, STRAP implemented across curriculum, as appropriate.	Improved writing skills for our students	Professional Development, lessons, writing samples	None
		Updated Writing Policy and K-12 Writing Plan	Vertically aligned plan and updated policy	Lessons and writing plan	None

4: Graduation rate

Goal 4: Increase the 4-year adjusted cohort graduation rate from 89.2% to 97% by 2019-2020.

<p>Which Strategy 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"> • 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? (<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"> • 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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the freshman graduation rate from 89.2% to 97% by 05/30/2020 as measured by graduation formula.	Establishing Learning Culture and Environment	The district will continue Kentucky Incentive Prevention Program (KIP) Surveys of students in grades 6, 8, 10, 12 to assess risk and protective factors.	Analysis of survey results	Wellness meeting	None
		Pikeville Junior High/High School will use the Persistence to Graduation Tool to help identify students who are at-risk. School administration/teachers will council with students identified.	Decrease of dropouts	Use of Persistence to Graduation Tool	None
	Design, Align and Deliver Support	All student populations not passing a course with a 50% or higher will have the option of completing credit recovery bringing grade up to a 63%.	Fewer students failing	Credit Recovery	General fund, ESS \$3000
		ESS tutoring will be offered and determined by teachers and administration.	Participation	Interventions recorded in Infinite Campus	ESS funding
		District will purchase ACT materials to target all students to improve scores.	Improved ACT scores	Monitoring of scores	General, ESS, other source \$10,000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

5: Growth

Goal 5: Work to understand growth portion of our new accountability system and establish a strong baseline to determine goals for our future. Focus of district is on each student improving or maintaining proficient/distinguished performance level.

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.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Focus of school is on each student improving or maintaining proficient/distinguished performance level.	Review, Analyze and Apply Data	An updated School-Wide writing plan will be developed and monitored (SWP 2 and 6)	Updated Writing plan	Policy	None
		Periodic Writing Committee meetings will be held to check progress of writing plan implementation. (SWP 2 and 6)	Agenda/minutes	Minutes	None
		Writing team meets periodically to score and analyze student writing. (SWP 2 and 6)	Improved writing scores	Improved scores	None
		Administrators will meet with parents of struggling students to discuss intervention plans and provide strategies/resources for improvement. (SWP 4)	Improved scores	Notes of meeting	None
		Students will complete benchmark assessments and/or pre-assessments throughout the year. Teachers and administrators will analyze data and provide interventions for those students scoring below benchmark. In addition, teachers are provided	Improved scores	Data charts	None

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Review, Analyze and Apply Data	lists of students scoring at the novice level in the previous year's KPREP assessment.			
		School administrative staff will meet periodically, as needed, with district staff to discuss progress on current school improvement plans.	Improved scores	Data from benchmark assessments	None
		See Goal 1 and Goal 2			
Objective 2					

6: Transition Readiness

Goal 6: Work to understand transition readiness portion of our new accountability system and establish a strong baseline to determine goals for our future.

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.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase our understanding of the transition portion of our new accountability system to help establish a strong baseline.	Design, Align and Deliver Support	Transition services including vocational rehabilitation services and higher education opportunities for students with disabilities.	Students transition to other opportunities	Meetings	State funding \$500
		The district will provide ACT materials for grades 9 thru 12. Along with progress monitoring for grades 7-8.	Increased scores	Data Analysis	General fund \$10,000
		Technology upgrades will be provided as funding allows, this includes computers and calculators.	More computer access for students	Technology plan	General, Title V, and other \$30,000
		The school has a Learning Management System (LMS) so teachers have a digital platform to help them have a user friendly environment to enable teachers to work with students or communicate with parents. Currently using Schoology.	Usage reports of LMS	Usage reports of LMS	General \$9,500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Students who do not meet benchmark on ACT will be provided interventions and support.	Scores	Interventions	ESS
		Work toward increased opportunities for dual and articulated credit through CTE programs (i.e., the statewide dual credit agreement with KCTCS)	More dual credit and CTE programs	Analyze student data	None
	Design and Deploy Standards	Teachers will participate in vertical alignment activities during PLC sessions as needed. (Vertical PLCs will be as needed at elementary along with grade level teams.)	Increased collaboration	Meetings	None
		Both schools will continue to monitor and update writing plan as needed.	Increased scores	Team meetings	None
		Each school is being intentional with writing in their curriculum. Writing teams are meeting to score, calibrate, and analyze student work.	Improved writing skill for our students	Team meetings	Title II Part A for subs \$500
		10 th Grade Students will take a Strong Interest Inventory to assess career unit for ILP. (2019-2020)	Completion of Inventory	ILP Reports	General \$2,000
		Students in grades 6-12 will use a school created ILP course in Schoology to address transition goals.	Course Completion	Classroom Guidance/Schoology	None

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.*)

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Objective 1					
Objective 2					