

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals. **5 YEAR plan**

Objective: Short-term target to be attained by the end of the current school year. **1 YEAR PLAN**

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness, Equity
For high school: Proficiency, 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

State your Proficiency Goal

| Goal 1: Students grades 3-5 will meet Proficient and Distinguished % based on KPREP by 2022. (R=57.8, M=56.7, Science=N/A, SS=70.4, W=56.1, Lang. Mech = 62.4) | | | | | |
|--|---|--|--|---|-----------------|
| Which Strategy will the school/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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | Which Activities will the school/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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | 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: Students will meet the overall % of P/D for each content area on the 2018 KPREP. | Reading (49.8)-PLCs will analyze and use assessment results to inform instruction during weekly PLCs. (MAP, K-PREP, CFAs, DCAs) | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | PLC protocols and lesson/unit planning faculty meeting discussion and products developed | progress documentation at the end of each MTSS Cycle | \$0 |
| | | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5, BLP, MAP) | Power Walk results BLP assessments MAP results | progress documentation at the end of each MTSS Cycle | \$0 |
| | | All students will engage in Team Time Monday-Thursday. Team Time is designed for support in mastering reading concepts. Students will be groups based on results from formative assessments and current MAP data targeting specific skills aligned with individual standards. | Progress on Formative Assessment data | progress documentation at the end of each MTSS Cycle | ESS \$40,000 |
| | Math (48.5) PLCs will analyze and use assessment results to inform instruction during weekly PLCs (MAP, K-PREP, CFAs, DCAs) | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | PLC protocols and lesson/unit planning faculty meeting discussion and products developed | progress documentation at the end of each MTSS Cycle | \$0 |
| | | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5, MAP) | Power Walk results BLP assessments MAP results | progress documentation at the end of each MTSS Cycle | \$0 |
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| | | 4th and 5th grade students will engage in Math Team Time Monday-Thursday. Students will be grouped based on results from formative assessments and current MAP data targeting specific skills aligned with individual standards. | Progress on Formative Assessment Data | progress documentation at the each MTSS Cycle | \$0 |
| | Writing (47.7) PLCs will analyze and use assessment results to inform instruction during weekly PLCs (K-PREP, CFAs, Pre and Post On-Demand Pieces) | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. All grades will follow the Writing Plan that includes pre-assessments On-Demand , instruction, and post assessment On-Demand pieces. | PLC protocols and lesson/unit planning faculty meeting discussion and products developed | progress documentation at the end of each Genre Unit | \$0 |
| | | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5, Six Traits of Writing, JCPS Materials) | Power Walk results BLP assessments MAP results | progress documentation at the end of each grading cycle | \$0 |
| | | Fifth grade students will participate in Live Scoring. Students will be given in the moment feedback until the draft meets proficiency standards. | Live Score results | progress documentation at the end of each Live Score session. | \$0 |
| | Science PLCs will analyze and use assessment results to inform instruction during weekly PLCs (CFAs,DCAs) | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | PLC protocols and lesson/unit planning faculty meeting discussion and products developed | progress documentation at the end of each grading cycle | \$0 |
| | | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5) | Power Walk results BLP assessments MAP results | progress documentation at the end of each grading cycle | \$0 |
| | Social Studies (64.7) PLCs will analyze and use assessment results to inform instruction during weekly PLCs (CFAs, DCA) | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | PLC protocols and lesson/unit planning faculty meeting discussion and products developed | progress documentation at the end of each grading cycle | \$0 |
| | | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery (Fundamental 5) | Power Walk results BLP assessments MAP results | progress documentation at the end of each grading cycle | \$0 |

2: Gap
State your **Gap** Goal

| Goal 2: Gap Students grades 3-5 will meet the Proficient and Distinguished Goal based on the KPREP by 2022. (R=54.9, M=50.8, Sc=N/A, SS=71.2, W=51.0) | | | | | |
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| <p>Which Strategy will the school/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 StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | <p>Which Activities will the school/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 - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | <p>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 |
| Objective 1: Overall Gap Group will meet the goal of % Proficient and Distinguished on the 2018 KPREP. | Reading (46.3)Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (MAP, BLP assessments, CFA, DCA) | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. | MAP, CFA, DCA, KPREP, BLP, ESS/Lexia, IEP progress data/504 data | progress documentation at the end of each MTSS Cycle | \$0 |
| | | Develop a clearly defined MTSS school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (ESS, classroom and school-wide interventions, tutoring services, etc.) | ESS and intervention data, classroom data, MAP, CFA, BLP, Lexia, IEP progress data | progress documentation at the end of each MTSS Cycle | \$40,000 |
| | Math (41.4) Grade level and administrative PLCs meet weekly to analyze student progress data to | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. | MAP, CFA, DCA, KPREP,ESS/Lexia, IEP progress data/504 data | progress documentation at the end of each MTSS Cycle | \$0 |

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| | determine academic interventions to meet the needs of all students (MAP, CFA, DCA) | Develop a clearly defined MTSS school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (ESS, classroom and school-wide interventions, tutoring services, etc.) | ESS and intervention data, classroom data, MAP, CFA, Lexia, IEP progress data | progress documentation at the end of each MTSS Cycle | \$0 |
| | Writing (41.6) Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (CFA, DCA) | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. | school-wide on-demand prompts, student writing folder pieces, CFA, ERQ/SA | progress monitor pre/post On-Demand prompts | \$0 |
| | | Develop a clearly defined MTSS school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (ESS, classroom and school-wide interventions, tutoring services, etc.) | On-Demand pieces, Live Score On-Demand Pieces | progress documentation at the end of each MTSS Cycle | \$0 |
| | Science (N/A) Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (CFA, DCA) | Ensure that formative, interim, summative assessment results are used appropriately to determine next steps for instruction. | common formative assessments, DCAs, TCTs (Through Course Tasks) | progress documentation at the end of each grading period | \$0 |
| | | 4th Grade students will be invited to participate in Science club based on formative assessment and DCA data. The 4th grade science teacher will target high novice and low apprentice students to attend a weekly after school club where they review concepts and vocabulary. | common formative assessments, DCAs | progress documentation at the end of each grading period | \$0 |
| | Social Studies (65.7) Grade level and administrative PLCs meet weekly to analyze student progress data to determine academic interventions to meet the needs of all students (CFA, DCA) | Ensure that formative, interim, summative assessment results are used appropriately to determine tiered intervention needs during weekly PLCs. | common formative assessments, DCSs. | progress documentation at the end of each grading period | \$0 |
| | | 5th Grade students will be invited to participate in Social Students club based on formative assessment and DCA data. The SS teacher will target high novice and low apprentice students to attend a weekly after school club where they review concepts and vocabulary. | common formative assessments, DCA. | progress documentation at the end of each grading period | \$0 |
| Objective 2: African American students will meet the goal of % Proficient and Distinguished on the 2018 KPREP in Reading and Math. *a baseline was not available for African American students in Sc, SS, or W | Reading (42.3) | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Implement culturally responsive instructional practices and monitor the disaggregated data. | MAP, CFA, DCA, KPREP, BLP, ESS/Lexia, IEP progress data/504 data | progress documentation at the end of each MTSS Cycle | \$0 |
| | | Develop a clearly defined MTSS school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (classroom and school-wide interventions, tutoring services, etc.) | ESS and intervention data, classroom data, MAP, CFA, BLP, Lexia, IEP progress data | progress documentation at the end of each MTSS Cycle | \$40,000 |

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| | Math (45.5) | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs during weekly PLCs. Implement culturally responsive instructional practices and monitor the disaggregated data. | MAP, CFA, DCA, KPREP,ESS/Lexia, IEP progress data/504 data | progress documentation at the end of each MTSS Cycle | |
| | | Develop a clearly defined MTSS school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (classroom and school-wide interventions, tutoring services, etc.) | ESS and intervention data, classroom data, MAP, CFA,Lexia, IEP progress data | progress documentation at the end of each MTSS Cycle | |

3: Equity
State your **Equity** Goal

| Goal 3: A school leadership composite total 97.30% of staff agree/strongly agree according to Tell Survey and/or Comprehensive School Survey results by 2022. | | | | | | |
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| Which Strategy will the school/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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | Which Activities will the school/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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | 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:A staff survey will result in 96.70% agree/strongly agree on school leadership composite score on the 2018 CSS. | The school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school through discussion at PLCs, faculty meetings and ILT meetings | Big Rock #1: Communication: improved consistency in written communication with a Monthly Parent newsletter and weekly staff newsletter as well as the use of Calendar Events. Increased use of Social Media as a form of communication and to highlight best practice teaching and learning. | | survey results regarding effectiveness will increase | Survey data | \$0 |
| | | Big Rock #2: Deeper Learning: Staff will provide opportunities for deeper learning and will attend specialized professional development to deepen | | survey results regarding effectiveness will increase | Survey data | \$0 |

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| | | <p>their understanding of best practice strategies. (BLP, MDC, Fundamental Five, Deeper Learning)</p> <p>Coaching Culture: Coaches will model, co-teach, and provide feedback to teachers during a 3 week coaching cycle.</p> <p>Fundamental Five: Administrators and Coaches will complete daily walk-throughs and will provide feedback. (Framing the Lesson, Power Zone, Frequent, Small Group Purposeful Talk, Reinforcement and Recognition, and Critical Writing.) Goal Clarity Coach will attend district professional development and train staff.</p> | | | |
| | | <p>Big Rock #3: Climate and Culture Among Staff: Monthly potluck, Medora Staff traditions will continue and be encouraged to support a positive work environment. We will recognize staff members in our Teacher Spotlight on our Twitter account. (Halloween Costume Contest, Teacher Luncheons, Holiday Secret Angels, Teacher Appreciation Week)</p> <p>Climate and Culture Among Families: Monthly Newsletter, Consistent communication from teachers and office staff, Quick response to bus/classroom issues, 24 hour response to all phone calls and e-mails from families. Continue to collaborate with PTA.</p> <p>Administrative PLC will discuss disciplinary issues and consistency in implementation weekly, including timeliness of response to referrals.</p> <p>Administrative PLC will discuss attendance issues and work collaboratively with our district Social Worker and attendance team.</p> | survey results regarding effectiveness will increase | Survey data | \$0 |

4: Growth
State your **Growth** Goal

| Goal 4: All students will show growth towards grade level benchmarks on the MAP assessment in reading and math. 65% of students will reach proficient or advanced benchmarks as measured by the MAP projected proficiency report in reading and math. | | | | | |
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| Which Strategy will the school/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> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | Which Activities will the school/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> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | 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 |
| Students assessed on MAP will meet a goal of 55% on growth projection in Spring of 2018, as measured on the MAP Student Growth Summary report. | Reading: Teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students following the Fall, Winter and Spring administration of MAP. | Analyze universal screener data to plan Core Instruction | MAP growth projection scores increase from F to W and W to S. | MAP Grade and Class Growth Reports | \$0 |
| | | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. | MAP growth projection scores increase from F to W and W to S. | MAP Grade and Class Growth Reports | \$0 |
| | Math: Teachers monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students following the Fall, Winter and Spring administration of MAP. | Analyze universal screener data to plan Core Instruction | MAP growth projection scores increase from F to W and W to S. | MAP Grade and Class Growth Reports | \$0 |
| | | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. | MAP growth projection scores increase from F to W and W to S. | MAP Grade and Class Growth Reports | \$0 |

5: Transition readiness

State your **Transition readiness** Goal

| Goal 5:5th grade students will meet their transition goal of 65.9 by 2022. | | | | | |
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| Which Strategy will the school/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> | | Which Activities will the school/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> | | 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. | |
| <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | | |
| Objective | Strategy | Activities to deploy strategy | | Measure of Success | Funding |
| Objective 1: 5th grade students will meet their transition objective of 55.4 by 2018. | Teachers will implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Fundamental 5, BLP, MDC) | | Power Walks, BLP assessments, faculty meeting agendas, ILT agendas, staff surveys | \$0 |
| | | Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. School-wide assessment plan: Universal Screening (F, W, A), DCA (3x's per year), CFA (teacher created, frequent) Deeper Learning activities (grade level projects 2 x's per year) | | increase in student growth as recorded on CASCADE/School-wide assessment data protocol, PLC agendas and notes, scoring guides and rubrics of projects | \$0 |
| | | Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments. | | PLC notes | \$0 |

6: Other (optional)
State your **Other Goal** (optional)

| Goal 6: | | | | | |
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| <p>Which Strategy will the school/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 StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | | <p>Which Activities will the school/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 - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | | <p>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 |
| Objective 1: | | | | | |
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| Objective 2: | | | | | |
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