## 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.

**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 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.
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: Bluegrass Middle School will increase the percentage of students reaching proficient and distinguished in reading and math by 2020. |
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| Which **Strategy** will the school/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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf)
* [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)
 | Which **Activities** will the school/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 - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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* [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%20%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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* [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
 | 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: Bluegrass will increase the combined reading and math percentage of students scoring proficient and distinguished from 46.5% to 63.3% by 12/01/2018 as measured by the state assessment. | Professional Learning Communities will develop protocol and address the Three Smart Goals with the Four Essential Questionsbeing a part of each meeting. 1) What do we want students to learn? 2) How will we know if they have learned? 3) What will we do if they do not learn? 4) What do we do if they already know it? The expectation is that 100% of all Professional Learning Communities will focus on these four questions of success. | The PLCs will continue to review and revise curriculum maps to includepacing structures (by the day) based upon the Combined Document andthe Blueprint for Kentucky Common Core Content Assessment. Activitieswill also be aligned and congruent with the Combined Document andinclude levels of learning 100% of all PLCs will follow the expectation.Results will be monitored through direct observation, review of lessonplans, and review of pacing guides. | PLC agendasLesson planseWalks | Monthly | No FundingRequired |
| PLCs will develop Common Assessments by grade and content levels.Professional Learning Communities will use a common scoring rubric toevaluate results based upon the essential questions. Commonassessments will be displayed in the classrooms/ consistently with therubric and the core content posted with the assessment. Strategies will betaught in all content areas and grade levels for extended and short answerresponse assessments.Of all content/grade levels, 100% will begin the use of commonassessments, and scoring rubrics. Results will be monitored throughlesson plans, review of common assessments and rubrics, along with walkthrough data/observation. | PLC minutesCommon assessmentsScoring rubricsLesson plansRubricseWalks | Monthly | No FundingRequired |
| Texts and CCSS skill lessons using the gradual release of responsibility tohelp scaffold student learning of complex concepts (Crosswalk Coach,Common Core Clinics). Teachers will bring results from the use of theTriumph Learning texts and share success and ways they plan to improvelearning. | Lesson plansSample student work | Monthly | $2500SchoolCouncilFunds |
| With the immersion of technology within the school, students will have access to more technology. Bluegrass provides students with laptops,iPads, and iPod devices to interact with the content; however, many students have their own devices which allows for teachers to take advantage of websites for postingcomments or assessing what students are learning. This ability allows the teacher to modify and change instruction both because of the lack of understanding, butincreasing the depth. As teachers begin to focus and continue appropriate use of technology as a strategy for instruction, there will be an increase in learning andretention among Bluegrass students. | Our allocation of KETS money through the BOE has been used for the pasttwo years to purchase new computers across the whole school. Movingforward the technology money allocated to us will be spent on addinganother computer lab. The wireless technology is wonderful, but we havemore stability in the lab setting where computers are wired directly into thenetwork.This addition will allow another rotation in our lab schedule. It will allowteachers to continue to push using Google Docs or the Google Classroomand to assess, review and enrich learning. | Lab schedules | Monthly | $14,000KETS |
|  | Professional Learning Days - Teachers have a total of four professional development days, but with the current requirements from the Kentucky Department ofEducation and the depth of the common core, more training and time for teachers to work with each other to disaggregate data is needed. The district made aconscience decision to give teachers another four days called Professional Learning Days. These are invaluable to help teachers continue to move forward ininstruction and helping students learn. | We will review ewalk data as it relates to instructional practices affecting KPrep Scores. Communicate the results of the eWalks and continuallymake plans to improve our practices. | eWalk data | Monthly | No FundingRequired |
| eWalk data has shown a need for differentiation training and teachers haveexpressed a desire to learn more regarding differentiating in theirclassrooms. Teachers will receive training on differentiation in theclassroom and how to engage students using the Antonetti Cube | eWalk data |  | No FundingRequired |
| With the Professional Growth and Effectiveness System (PGES), adifferent approach to evaluating teachers has been adopted and must bereviewed with teachers based on what most or some are notaccomplishing. This time will let us use EdCAMP to target specific learningteachers need to be accomplished under each domain | Professional Learning Days, Professional Development Days, PGES evaluations |  | $1000General Fund  |
| Teachers participate in four 1/2 day learning walks and an additional two1/2 day learning walks just within the school. These walks will generatedata to discuss at PLDs and guide our focus in future PLC meetings | Cadre data |  | $2000Title 2: PD |
|  | The Common Core Standards require students to read rigorous texts across a variety of content areas, genres, and formats.We have found age appropriate and subject appropriate magazines are timely and relevant in integrating Literacy Standards. | Purchase Scope, Jr. Scholastic, Science World, and Action as well as aweekly reader health magazine to support reading across the contentareas. | Purchase ordersLesson plans |  | $4500 SBDM / PPA Funds |
| In collaboration with the Director of Secondary Education, our Instructional Specialist and the ELA department will develop thematic units of study for ELA teachers. These standards-based units will be bundled based on the district pacing guide. As part of this curriculum, students will participate in on-going literature circles based on their individual Lexile levels. Tasks for these literature circles will relate to the current unit of study, as determined by the pacing guide. The Socratic circles will help decrease the percent of novice and apprentice level students at BGMS by challenging students to complete rigorous standards-based tasks at their independent reading level. Students will engage in tasks with stretch-texts during whole group and practice the tasks at their level in their literature circle groups. We will use formative assessments based on their literature circle tasks, quarterly summative assessments, as well as MAP data to measure and document progress. There are 6 Lexile groups identified per grade level, and each group will read a minimum of 2 novels per year. | Thematic unitsPacing guidesLesson plansAssessments | Monthly | No Funding Required |
| Use the Four Essential Questions in PLCs and Reviewing Data - The four essential questions for success will be reviewed when looking at data - state, local,classroom, etc. These questions will keep us on track in figuring out what else we might do to help our students.Questions:1) What do we want them to learn?2) How do we know they learned?3) What will we do if they did not learn?4) What do we do if they already know the material? | The instructional focus of a Title I school in grades 6-8 will be on readingand math. We have two programs we use in addition to research basedreading and math programs for Tier II students - Read 180 and Math 180.Math 180 uses a rotation system like Read 180, but only has two rotations.One rotation is with the teacher and the other is on the computers. Thisprogram allows us to meet the needs of 36 students individually. Read 180lasts 90 minutes a day for 60 students and has three rotations. Onerotation is with the teacher, one at the computer and one independentreading. These programs allow teachers throughout the day and during8th period to work with Tier II and Tier III students in their deficient area.These programs do not overlap which means a student can be in both.Each week the principal is given a report on every student in bothprograms outlining what they accomplished, where they are in the programand time on task. this is vital in measuring success and predicting growthon MAP and the state assessment. These programs require maintenance agreements yearly and require materials to be replaced which have been used throughout the year. | Read & Math 180 reportsMovement of students from Tier II and Tier IIIGrowth reports | Fall 2018Final Read and Math 180 reportsState released KPREP assessmentsSchool report card | $6500 Title IA |
| Bluegrass will continue to apply for the day-time waiver to help fund theRead 180 teacher. This program will be used for Tier II and Tier IIIstudents showing reading deficiencies. Monitoring of the ESS program willoccur through observations and weekly Read 180 reports. | ESS daytime waiver | Monthly | $13,500 Title 1 ESS  |
| Using teacher allocations from the board of education, Title II funds andper pupil allocations, Bluegrass will employ one individual who will be hired yearly to implement and monitor KSI/RTI initiatives which include data collection, strategic implementation, and enhancement to the currentinstructional practices within the school. The Instructional Specialist willhelp facilitate PLCs and Program Review initiatives. This person is vital inour continued success instructionally and meeting the state requirements | Teacher allocations sheet from COKSI reportsPLC AgendasPLC Minutes | State released KPREP assessmentsSchool report card | $62,500GeneralFund, Title IIPart A, StateFunds |

## 2: Gap

State your *Gap* **Goal**

| Goal 2: In the area of reading and math, non-duplicated gap students will show a significant increase in both areas by 2020.  |
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| Which **Strategy** will the school/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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
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 | Which **Activities** will the school/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 - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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 | 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: In the area of reading, gap students will increase from 52.4 to 57.4 within on testing cycle. | Gap students will be placed in the Read 180 program for no less than a 90 minute block class. Students will be assessed quarterly and progress will be reviewed weekly. | The Read 180 classroom will submit weekly reports to the principal outlining the time spent on the program and progress students are making. Any lack of progress by any student will be discussed with the teacher, parent and student. | Read 180 reports | Fall 2018 final reports | No Funding Required |
| Objective 2: In the area of math, gap students will increase from 37.0 to 47.0 within one testing cycle.  | Gap students will be focused upon in math classes first (priority). Teachers will have those students marked on their data sheet and continue to work with those students within the classroom on a daily basis. | Within the math lab, teachers will pull gap students for individual help on filling areas which they are deficient. These deficiencies will be identified through MAP and mini assessments given at the start of class. | MAP ReportsMini Assessments | Monthly | No Funding Required |

## 3: Growth

State your *Growth* **Goal**

| Goal 4: By 2020, students will show a significant increase in meeting growth on the KPREP assessment. Currently for grades 6 – 8, 40% of the students taking the math assessment showed greater than 39% of growth and 42% in reading.  |
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| Which **Strategy** will the school/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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
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 | Which **Activities** will the school/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 - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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 | 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 show a 10% increase in meeting growth on the KPREP assessment. Currently for grades 6 – 8, 40% of the students taking the math assessment showed greater than 39% of growth and 42% in reading. The goal would be for math to increase to 50% and reading to increase to 52%. | Professional Learning Communities will develop protocol and address the Three Smart Goals with the Four Essential Questionsbeing a part of each meeting. 1) What do we want students to learn? 2) How will we know if they have learned? 3) What will we do if they do not learn? 4) What do wedo if they already know it? The expectation is that 100% of all Professional Learning Communities will focus on these four questions. Results will be measured by PLCminutes and administrative attendance. | The PLCs will continue to review and revise curriculum maps to includepacing structures (by the day) based upon the Combined Document andthe Blueprint for Kentucky Common Core Content Assessment. Activitieswill also be aligned and congruent with the Combined Document andinclude levels of learning 100% of all PLCs will follow the expectation.Results will be monitored through direct observation, review of lessonplans, and review pacing guides. | PLC agendasPLC minutesAssessmentsLesson plansPacing guideseWalks | Monthly | No Funding Required |
| PLCs will develop Common Assessments by grade and content levels.Professional Learning Communities will use a common scoring rubric toevaluate results based upon the essential questions. Commonassessments will be displayed in the classrooms/ consistently with therubric and the core content posted with the assessment. Strategies will betaught in all content areas and grade levels for extended and short answerresponse assessments.Of all content/grade levels, 100% will begin the use of commonassessments, and scoring rubrics. Results will be monitored throughlesson plans, review of common assessments and rubrics, along with walkthrough data/observation. | PLC agendasPLC minutesRubricseWalks | Monthly | No Funding Required |
|  | With the immersion of technology within the school, students will have access to more technology. Bluegrass provides students with laptops,iPads, and iPod devices to interact with the content; however many students have their own devices which allows for teachers to take advantage of websites for posting comments or assessing what students are learning. This ability allows the teacher to modify and change instruction both because of the lack of understanding, butincreasing the depth. As teachers begin to focus and continue appropriate use of technology as a strategy for instruction, there will be an increase in learning and retention among Bluegrass students | Our allocation of KETS money through the BOE has been used for the pasttwo years to purchase new computers across the whole school. Movingforward the technology money allocated to us will be spent on addinganother computer lab. The wireless technology is wonderful, but we havemore stability in the lab setting where computers are wired directly into thenetwork.This addition will allow another rotation in our lab schedule. It will allowteachers to continue to push using Google Docs or the Google Classroomand to assess, review, and enrich learning. | KETS BudgetPLD Agendas | Monthly | $14,000KETS |
| Teachers have a total of four professional development days, but with the current requirements from the Kentucky Department of Education and the depth of the common core, more training and time for teachers to work with each other to disaggregate data is needed. The district made a conscience decision to give teachers another four days called Professional Learning Days. These are invaluable to help teachers continue to move forward in instruction and helping students learn. | We will review ewalk data as it relates to instructional practices affecting KPrep Scores. Communicate the results of the eWalks and continuallymake plans to improve our practices. | eWalk dataCSIP | Monthly | No Funding Required |
| eWalk data has shown a need for differentiation training and teachers haveexpressed a desire to learn more regarding differentiating in theirclassrooms. Teachers will receive training on differentiation in theclassroom and how to engage students using the Antonetti’s Cube | Lesson planseWalk dataCadre data | Monthly | No Funding Required |
| With the Professional Growth and Effectiveness System (PGES), adifferent approach to evaluating teachers has been adopted and must bereviewed with teachers based on what most or some are notaccomplishing. This time will let us use EdCAMP to target specific learning teachers need to be accomplished under each domain. | PLD agendasPLD reflections | Monthly | $1000 General Fund |
| Teachers participate in four 1/2 day learning walks and an additional two1/2 day learning walks just within the school. These walks will generatedata to discuss at PLDs and guide our focus in future PLC meetings. | Cadre dataPLC minutesPLD reflections | Monthly | $2000 General Fund |
|  | The Common Core Standards require students to read rigorous texts across a variety of content areas, genres, and formats.We have found age appropriate and subject appropriate magazines are timely and relevant in integrating Literacy Standards. | Purchase Scope, Jr. Scholastic, Science World, and Action as well as aweekly reader health magazine to support reading across the contentareas. | Purchase ordersLesson plans | Monthly | $4500 PPA / SBDM |
| In collaboration with the Director of Secondary Education, our Instructional Specialist and the ELA department will develop thematic units of study for ELA teachers. These standards-based units will be bundled based on the district pacing guide. As part of this curriculum, students will participate in on-going literature circles based on their individual Lexile levels. Tasks for these literature circles will relate to the current unit of study, as determined by the pacing guide. The socratic circles will help decrease the percent of novice and apprentice level students at BGMS by challenging students to complete rigorous standards-based tasks at their independent reading level. Students will engage in tasks with stretch-texts during whole group and practice the tasks at their level in their literature circle groups. We will use formative assessments based on their literature circle tasks, quarterly summative assessments, as well as MAP data to measure and document progress. There are 6 Lexile groups identified per grade level, and each group will read a minimum of 2 novels per year. | Lesson plansAssessmentsMAP data | Monthly | No Funding Required |
|  | Use the Four Essential Questions in PLCs and Reviewing Data - The four essential questions for success will be reviewed when looking at data - state, local, classroom, etc. These questions will keep us on track in figuring out what else we might do to help our students.Questions:1) What do we want them to learn?2) How do we know they learned?3) What will we do if they did not learn?4) What do we do if they already know the material? | The instructional focus of a Title I school in grades 6-8 will be on readingand math. We have two programs we use in addition to research basedreading and math programs for Tier II students - Read 180 and Math 180.Math 180 uses a rotation system like Read 180, but only has two rotations.One rotation is with the teacher and the other is on the computers. Thisprogram allows us to meet the needs of 36 students individually. Read 180lasts 90 minutes a day for 60 students and has three rotations. Onerotation is with the teacher, one at the computer and one independentreading. These programs allow teachers throughout the day and during8th period to work with Tier II and Tier III students in their deficient area.These programs do not overlap which means a student can be in both.Each week the principal is given a report on every student in bothprograms outlining what they accomplished, where they are in the programand time on task. this is vital in measuring success and predicting growthon MAP and the state assessment.These programs require maintenance agreements yearly and requirematerials to be replaced which have been used throughout the year. | Read and Math 180 reportsMap dataMaster schedule | Monthly | $6500Title 1A |
|  | Using teacher allocations from the board of education, Title II funds andper pupil allocations, Bluegrass will employ one individual who will be hired yearly to implement and monitor KSI/RTI initiatives which include data collection, strategic implementation, and enhancement to the currentinstructional practices within the school. The Instructional Specialist willhelp facilitate PLCs and Program Review initiatives. This person is vital inour continued success instructionally and meeting the state requirements. | Title BudgetsPLC AgendasPLC MinutesLesson plans | Monthly | $62,500GeneralFund, Title IIPart A, State Funds |
| Bluegrass will continue to apply for the day-time waiver to help fund theRead 180 teacher. This program will be used for Tier II and Tier IIIstudents showing reading deficiencies. Monitoring of the ESS program willoccur through observations and weekly Read 180 reports. | ESS ReportsRead 180 ReportsMonitoring reports | Monthly | $13,500Grant Funds |

## 4: Transition readiness

State your *Transition readiness* **Goal**

| Goal 5: Students will be given a “TR Survey” (Transition Ready Survey) at the start of the year and then again at the end of the year. Students should increase 10% or more as a whole on the survey. The survey will be given a value of 1, 2, 3 which will be used to numerically calculate the 10% or more goal.  |
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| Which **Strategy** will the school/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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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 | Which **Activities** will the school/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 - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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* [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
 | 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: 100% of our students will be exposed to the school they are transitioning to throughout the school year. | Students will have multiple opportunities to visit the transition school. | Our middle school students will participate and watch the JHHS homecoming parade as part of their acclimation to high school | Calendar of eventsPictures of events | Twice yearly | No Funding Required |
| Middle school students which meet the agreed upon criteria to attend classes at JHHS will be allowed to walk to JHHS throughout the school day to take classes. | Articulation agreement | Twice yearly | No Funding Required |
| Students in the 8th grade will tour JHHS as well as EC3 to get an idea of the size, scope, and staff at these schools as a form of transition. | Calendar of events | Twice yearly | No Funding Required |
| Students in the 8th grade attend the academic showcase hosted at night by JHHS. The showcase allows ALL classes to demonstrate what they teach and the most interesting pieces of their content. | Calendar of eventsPictures of events | Twice yearly | No Funding Required |
| Students in grades 7 and 8 can play up in all sports programs to foster transitioning to high school. | Athletic rosters | Twice yearly | No Funding Required |
| Schools who feed into Bluegrass will have a 5th grade class registration where the counselors go to the schools to register students for class in the upcoming school year. | Registration sheets | Twice yearly | No Funding Required |
| Schools who feed into Bluegrass will be given a tour of the school they are transitioning to. | Calendar of events | Twice yearly | No Funding Required |
| Students coming to Bluegrass in 5th grade will be invited to a summer transition day. Students will receive their schedules, walk through their schedules, practice opening lockers, play team building games and get to know the teachers they will have. Students will then have their parents pick them up and attend an open house night for the parents. | Transition day scheduleStudent attendance sheets | Twice yearly | $1200YSC Funding |
| The principal will go over to the elementary schools to see students who will be transitioning to Bluegrass. The principal will also attend the award ceremony at the same elementary schools congratulating students on their accomplishment on the state assessment. | Transition agenda | Twice yearly | No Funding Required |
| All students from feeder schools will be invited to the trick-or-treat program Bluegrass offers the 31st of October each year.  | Pictures of event | Twice yearly | $800PPA / SBDM Funding |
| Objective 2: 100% of our students will learn about college and career readiness to promote further education |  | Counselors from the high school come to Bluegrass to discuss college and career readiness as it relates to the 8th grade students schedule for the upcoming freshmen year. | Agenda of event | Twice yearly | No Funding Required |
| Students will visit EC3 to grasp ideas of various career opportunities. | Calendar eventsPictures of event | Twice yearly | No Funding Required |
| Students will complete / update their ILP each year to promote college and career readiness. | Lesson plansILP completion percentage | Twice yearly | No Funding Required |
| The YSC will invite retired business and military presenters to Bluegrass to discuss the careers those individuals had as well as what you must do to get to that career goal.  | Lesson plansPictures of event | Twice yearly | No Funding Required |

## 5: Title 1

State your Title 1 School Wide Program **Goal**

| Goal 5: Bluegrass Middle School will implement with fidelity the 10 components of the school wide program by 2020. |
| --- |
| Which **Strategy** will the school/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](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf)
* [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)
 | Which **Activities** will the school/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 - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%20%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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 | 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 |
| Bluegrass Middle will focus on the 10 components of the school wide program and make sure those components are followed with 100% accuracy by 2020. | A set time will be determined to review each of the school-wide program to ensure all components are being followed.Category: Management Systems | The schoolwide Title 1 Program will review the 10 assurances twice aschool year to ensure the components are being met. Changes will beaddressed at each interval as to how we can better address theassurance(s) or how the assurance(s) will implemented with fidelity further. | Title 1 assurances | Twice yearly | $79,000Title 1 Part A |
|  | Increase the number of parents involved in the decision making of the school as well as supporting the goals of the school written in the schoolimprovement plan. | Increase the number of genuine, positive communications from within andbeyond the school building. (Personal notes, administrative staffacknowledging teachers who go above and beyond, sending genuinenotes to students noting accomplishments outside the school activities,etc.) | Faculty meeting agendasNotes, newspaper articles, and calendar of events | Twice yearly | $1200Parent Inv. Funds |