

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: By 2021, NMS will increase reading percentage of proficient/distinguished students from 62.1% to 77%. NMS will increase math percentage of proficient/distinguished students from 60.7% to 75% as measured by the KPREP state assessment.					
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	Person Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: Increase reading K-prep scores for middle school students from 62.1% to 67% proficient and distinguished in 2019 as measured by the KPREP state assessment.	<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver Support to ensure processes in place reflect appropriate academic interventions meeting the needs of all students	Activity: Students who fall beneath the 35th percentile (according to MAP data) and who are not in special education will participate in our RTI program (RISE Reading) in place of an elective. Class size will be a maximum of 15 students that rotate each marking period based on data.	Principal, Instructional Specialist, Guidance Counselors, Intervention Teachers		\$50000 for additional teacher (district allocation)
	<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	Activity: Students who fall beneath the 10th percentile (according to MAP data) and who are not in special education will participate in our RTI program (Read 180) in place of an elective. Class size will be a maximum of 20 students. We will analyze Read 180 data monthly.	Principal, Instructional Specialist, Guidance Counselors, Intervention Teachers		(District Allocation)

	<ul style="list-style-type: none"> • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities to Use classroom assessment data to inform teacher's instructional decisions. 	Activity: STAR reading data for all students will be analyzed quarterly to impact instruction.	Principal, Instructional Specialist, Guidance Counselors, Teachers		\$4050 SBDM
	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 	Activity: Tier 2 instruction will occur four days a week for 30 minutes. (Cadets In Action). Students are placed in flexible groups to receive intervention in reading or enrichment for students currently proficient or distinguished.	Principal & Instructional Specialist		\$0
	<ul style="list-style-type: none"> • KCWP 6: Establishing Learning Culture and Environment to Ensure culturally responsive behaviors are modeled among faculty, staff, and students. 	Activity: Leadership team will attend Annual Diversity Education Conference in Madisonville, KY on November 29, 2018.	Assistant Principal, Instructional Specialist, and Special Education Building Coach		\$525
Objective 2: Increase math K-prep scores for middle school students from 60.7% to 65.7% proficient and distinguished in 2019 as measured by KPREP.	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 	Activity: Students who fall beneath the 35th percentile (according to MAP data) and who are not in special education will participate in our RTI program (Cadet Math) in place of an elective. Class size will be a maximum of 15 students who rotate each marking period based on data.	Principal, Instructional Specialist, Guidance Counselors		\$0
	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 	Activity: Tier 2 Instruction will occur four days a week for 30 minutes. (Cadets In Action). Students are placed in flexible groups to receive intervention in math or enrichment for some students who are currently proficient or distinguished.	Principal & Instructional Specialist		\$0
	<ul style="list-style-type: none"> • KCWP4: Review, Analyze and Apply DataContinuous Improvement Activities Use classroom assessment data to inform teacher's instructional decisions. 	Activity: IXL math diagnostic will be administered to all students; teachers will monitor student progress on learning continuum and analyze in data team meetings monthly.	Principal, Instructional Specialist, Guidance Counselors		\$0

2: Gap

State your Gap Goal

Goal 2: By 2021, NMS will increase the percentage of students in the non-duplicated (Consolidated) Gap group in the area of Reading from 33.5% proficient/distinguished to 50.0%; in Math, from 31.5% proficient/distinguished to 50.0%.; in Science, from 5.3% proficient/distinguished to 20.0%; in Social Studies, from 19.7% proficient/distinguished to 35.0%; in Writing, from 19.7% proficient/distinguished to 35.0% as measured by the KPREP state assessment..

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.
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Objective	Strategy	Activities to deploy strategy	Person Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: Increase African American (62 African American students as of 11/20/18) in reading from 33.3% p/d to 39.3% (>24 an increase of 4); in math, from 38.9% to 45.0%, as measured by KPREP.	<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	Activity: Identified AA students will receive reading intervention in a small group with appropriate challenging materials (Group is called Justice League).	Principal & Instructional Specialist		\$0
	<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	Activity: Data on AA will be tracked by adults and students in order to do goal setting with students and monitor progress.	Principal & Instructional Specialist		\$0
	<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver Support	Activity: AA students scoring novice or apprentice will attend CIA classes with reading and math teacher for content assistance in a small group.	Principal, Instructional		\$0

	Create and monitor a “Watch (Cusp) List” for students performing below proficiency.		Specialist, & School Manager		
Objective 2: Increase students with disabilities in reading from 14.1% to 19.1% and math for middle school students from 14.1% to 19.1%, as measured by KPREP.	<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver Support to Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	Activity: Identified SWD will receive reading intervention in a small group with appropriate challenging materials.	Principal, Instructional Specialist, & SPED Building Coach		\$0
	<ul style="list-style-type: none">KCWP 6: Establishing Learning Culture and Environment Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	Activity: SWD will participate in goal setting and tracking their data and monitoring their grades and progress.	Principal, Instructional Specialist, & SPED Building Coach		\$0
	<ul style="list-style-type: none">KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	Activity: SWD students scoring novice or apprentice will attend CIA classes with reading and math teacher for content assistance in a small group.	Principal, Instructional Specialist, & SPED Building Coach		\$0

3: Growth

State your *Growth Goal*

Goal 3: By 2021, NMS will increase reading percentage of proficient/distinguished students from 62.1% to 77%. NMS will increase math percentage of proficient/distinguished students from 60.7% to 75% as measured by the KPREP state assessment..
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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 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 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 Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: 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	Person Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: Increase reading for middle school students from 62.1% to 67% proficient and distinguished as measured by the KPREP state assessment in 2019.	<ul style="list-style-type: none"> ● KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency. Create and monitor a “Watch (Cusp) List” for students performing below proficiency. 	Activity: Students who fall beneath the 35th percentile (according to MAP data) and who are not in special education will participate in our RTI program (RISE Reading) in place of an elective. Class size will be a maximum of 15 students that rotate each marking period based on data.	Principal, Instructional Specialist, Guidance Counselors, Intervention Teachers		\$50000 (district allocated teaching position)
	<ul style="list-style-type: none"> ● KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency. 	Activity: Students who fall beneath the 10th percentile (according to MAP data) and who are not in special education will participate in our RTI program (Read 180) in place of an elective. Class size will be a maximum of 20 students. We will analyze Read 180 data monthly.	Principal, Instructional Specialist, Guidance Counselors, Intervention Teachers		\$3500 for RD 180 materials and fees Title 1
	<ul style="list-style-type: none"> ● KCWP4: Review, Analyze and Apply Data Continuous Improvement Activities 	Activity: STAR reading data for all students will be analyzed quarterly to impact instruction.	Principal, Instructional Specialist, Guidance Counselors, Teachers		SBDM

	Use classroom assessment data to inform teacher's instructional decisions.				
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 	Activity: Tier 2 instruction will occur four days a week for 30 minutes. (Cadets In Action). Students are placed in flexible groups to receive intervention in reading or enrichment for students currently proficient or distinguished.	Principal & Instructional Specialist		\$0
Objective 2: Increase math for middle school students from 60.7% to 65.7% proficient and distinguished as measured by the KPREP state assessment in 2019.	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 	Activity: Students who fall beneath the 35th percentile (according to MAP data) and who are not in special education will participate in our RTI program (Cadet Math) in place of an elective. Class size will be a maximum of 15 students who rotate each marking period based on data.	Principal, Instructional Specialist, Guidance Counselors		\$6000 for IXL math Title 1
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 	Activity: Tier 2 Instruction will occur four days a week for 30 minutes. (Cadets In Action). Students are placed in flexible groups to receive intervention in math or enrichment for some students who are currently proficient or distinguished.	Principal & Instructional Specialist		\$0
	<ul style="list-style-type: none"> KCWP4: Review, Analyze and Apply Data Continuous Improvement Activities Use classroom assessment data to inform teacher's instructional decisions. 	Activity: IXL math diagnostic will be administered to all students; teachers will monitor student progress on learning continuum and analyze in data team meetings monthly.	Principal, Instructional Specialist, Guidance Counselors		\$0

4: Transition readiness

State your *Transition readiness* **Goal**

Goal 4: By 2021, NMS will increase the percent of 8th grade proficient and distinguished percentages by 15% in reading from 71.4%, math from 60.3%, social studies from 53.4%, and writing from 43.8%, and science from 19.5% as measured by the KPREP state assessment..		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes</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</i>	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or

<p><i>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><i>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 Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	activities, and necessary funding to execute the activity or activities.		
Objective	Strategy	Activities to deploy strategy	Person Responsible	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By 2019, NMS will increase the 8th grade percentage of proficient and distinguished in reading from 71.4% to 76.4% as measured by the KPREP state assessment.</p>	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency. 	<p>Activity: Students who fall beneath the 35th percentile and who are not in special education will participate in our RTI program in place of an elective. (RISE Reading or READ 180)</p>	Principal, Instructional Specialist, Guidance Counselors		\$0
	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency. 	<p>Activity: Tier 2 Instruction will occur four days a week for 30 minutes. (CIA) Students are placed in flexible groups to receive intervention in reading or enrichment for students currently proficient or distinguished.</p>	Teachers, Principal, Instructional Specialist, Guidance Counselors		\$0
<p>Objective 2: By 2019, NMS will increase the 8th grade percentage of proficient and distinguished in math from 60.3% to 65.3% as measured by the KPREP state assessment.</p>	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency. 	<p>Activity: Students who fall beneath the 35th percentile and who are not is special education will participate in our RTI program in place of an elective. (Cadet Math)</p>	Principal, Instructional Specialist, Guidance Counselors		\$0

	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency. 	Activity: Tier 2 Instruction will occur four days a week for 30 minutes. (CIA) Students are placed in flexible groups to receive intervention in math or enrichment for some students that are currently proficient or distinguished.	Principal, Instructional Specialist, Guidance Counselors, Teachers		\$0
<p>Objective 3: By 2019, NMS will increase the 8th grade percentage of proficient and distinguished in writing from 43.8% to 48.8% as measured by the KPREP state assessment..</p>	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process 	Activity: Teachers will work to unify the language used and instructional practice (strategies) in writing grades 6-8. (Identify essential skills to be taught in all three grade levels.) Two strategies to be used are Step Up to Writing and Abell & Atherton.	ELA Teachers, Instructional Specialist, Principal		\$0
	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction Ensure congruency is present between standards, learning targets, and assessment measures. 	Activity: Teachers will model use of the writing scoring guide and analyzing the writing prompt.	ELA Teachers		\$0
<p>Objective 4: By 2019, NMS will increase the 8th grade percentage of proficient and distinguished in social studies from 53.4% to 58.4% as measured by the KPREP state assessment.</p>	<ul style="list-style-type: none"> • KCWP 3: Design and Deliver Assessment Literacy to Use assessments to help students assess and adjust their own learning and to use classroom assessments to inform teacher’s instructional decisions. 	Activity: Content teachers will create a new District Common Assessment (DCA) modeled on the KPREP format.	Social Studies Teachers		\$0

	<ul style="list-style-type: none">• KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	Activity: Tier 2 Instruction will occur four days a week for 30 minutes. (CIA) Students are placed in flexible groups to receive intervention in social studies or enrichment for some students that are currently proficient or distinguished.	Social Studies Teachers		\$0
Objective 5: By 2019, NMS will increase the 7th grade percentage of proficient and distinguished in science from 19.5% to 24.5% as measured by the KPREP state assessment..	<ul style="list-style-type: none">• KCWP 5: Design, Align and Deliver Support Create and monitor a “Watch (Cusp) List” for students performing below proficiency.	Activity: Tier 2 Instruction will occur four days a week for 30 minutes. (CIA) Students are placed in flexible groups to receive intervention in science or enrichment for some students that are currently proficient or distinguished.	Science Teachers		\$0
	<ul style="list-style-type: none">• KCWP 3: Design and Deliver Assessment Literacy to Use assessments to help students assess and adjust their own learning and to use classroom assessments to inform teacher’s instructional decisions.	Activity: Content teachers will create a new District Common Assessment (DCA) modeled the KPREP format.	Science Teachers		Subs provided by district

5: Separate Academic Indicator
State your *Separate Academic Indicator Goal*

Goal 5: By 2021, NMS will increase proficient and distinguished percentages by 15% in social studies from 53.4%, and writing from 43.8%, and science from 19.5% as measured by the KPREP state assessment.
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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 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 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 Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: 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	Person Responsible	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, NMS will increase the 8th grade percentage of proficient and distinguished in writing from 43.8% to 48.8% as measured by the KPREP state assessment..	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	Activity: Teachers will work to unify the language used and instructional practice (strategies) in writing grades 6-8. (Identify essential skills to be taught in all three grade levels.) Two strategies to be used are Step Up to Writing and Abell & Atherton.	ELA Teachers		\$5000 PD
	<ul style="list-style-type: none"> ● KCWP 2: Design and Deliver Instruction to Ensure congruency is present between standards, learning targets, and assessment measures. 	Activity: Teachers will model use of the writing scoring guide and analyzing the writing prompt.	ELA teachers		\$0
Objective 2: By 2019, NMS will increase the 8th grade percentage of proficient and distinguished in social studies from 53.4% to 58.4% as measured by the KPREP state assessment..	<ul style="list-style-type: none"> ● KCWP 3: Design and Deliver Assessment Literacy to Use assessments to help students assess and adjust their own learning and to use classroom assessments to inform 	Activity: Content teachers will create a new District Common Assessment (DCA) modeled on the KPREP format.	Social Studies Teachers		\$0

	teacher's instructional decisions.				
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 	Activity: Tier 2 Instruction will occur four days a week for 30 minutes. (CIA) Students are placed in flexible groups to receive intervention in social studies or enrichment for some students that are currently proficient or distinguished.	Social Studies Teachers		\$0
Objective 3: By 2019, NMS will increase the 7th grade percentage of proficient and distinguished in science from 19.5% to 24.5% as measured by the KPREP state assessment..	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards 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. 	Activity: 6th and 7th Grade Science teachers will attend the Kentucky Science Teacher Association (KSTA) in November 2018.	6th and 7th Grade Science Teachers		Paid by District
	<ul style="list-style-type: none"> KCWP 5: Design, Align and Deliver Support Create and monitor a "Watch (Cusp) List" for students performing below proficiency. 	Activity: Tier 2 Instruction will occur four days a week for 30 minutes. (CIA) Students are placed in flexible groups to receive intervention in science or enrichment for some students that are currently proficient or distinguished.	Science Teachers		\$0
	<ul style="list-style-type: none"> KCWP 3: Design and Deliver Assessment Literacy to Use assessments to help students assess and adjust their own learning and to use classroom assessments to inform teacher's instructional decisions. 	Activity: Content teachers will create a new District Common Assessment (DCA) modeled the KPREP format.	Science Teachers		Subs provided by district

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6: Other (optional)

State your *Other Goal* (optional)

Goal 6:					
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 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 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 Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities• KCWP6: 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		Person Responsible	Progress Monitoring Date & Notes

Documenting Evidence-based Teaching Practices

District: Henderson County

School: Henderson North Middle School

Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive School Improvement Plan (CSIP).

- Classroom Assessment and Reflection
- Instructional Rigor and Student Engagement

Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.

- Instructional Walkthroughs- Teachers engage in monthly walkthroughs observing teachers within the same content of a different grade. Administration and instructional coach attend these observations with the teachers and then hold debriefing sessions immediately afterwards for key takeaways.
- Peer Observations-Content teachers work with other teachers within their content and observe in the classroom and provide feedback. This is a way to exchange ideas, share, and continually improve the instruction being provided to students.
- Data Team Meetings-Grade level content teachers meet every other week to analyze common assessment data through Gradecam, as well as benchmark (DCA and MAP) data. Successful instructional practices/strategies are shared to improve outcomes for students by informing instruction.
- Test corrections and assessment reflection by students-

- Teacher modeling of proficient work on assessments-Think aloud processes are used to assist students in understanding. It provides a visual model while assisting students in learning where their work fell short.

Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs.

- Walkthroughs with feedback-A common form is used and when it is sent, it emails a copy of the information to the teacher.
- Data analysis of benchmark data and classroom data in data teams- changes in instruction as well as in the assessments given are informed by this process, so that student outcomes will improve.