

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

<p>Goal 1: By May 2019, Mercer County Intermediate School will increase the percentage of students scoring at or above proficiency by at least 5% in reading and math on the 2018-2019 KPREP assessment.</p>					
<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
<p>Objective 1: By May 2019, 48.1% students will score at or above proficiency in reading and math combined (vs current 45.8%).</p>	<p>Questioning</p>	<p>*Continue to train teachers as needed in higher order thinking (HOT) questions via an actual trainer/colleagues and/or provide training resources, sites, materials.</p> <p>*Wait students out! Teachers will wait and recognize the number of students thinking by the number of students with raised hands. Students will continue to allow for wait time until either all students have raised hands or most (then allow for turn and talk so that all students have raised hands).</p> <p>*Monitor the implementation of higher order thinking through lesson plans, team meeting outcomes, and walk throughs.</p>	<p>Professional Development</p>	<p>By 6/30/19 as reflected in teachers' PD log</p>	

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<p>Objective 2: By May 2019, 54% students will score at or above proficiency in reading (vs 51.4%).</p> <p>Objective 3: By May 2019, 42.1% students will score at or above proficiency in math (vs 40.1%).</p>	Embedded Writing	<p>*Teachers will incorporate daily writing via constructive responses.</p> <p>*Teachers will incorporate constructive responses into daily instruction (short answers, entrance/exit slips, journal writing, ERQ, On Demand) that match daily learning target(s) to ensure critical thinking & inform teachers of students' level of understanding to better guide instruction to increase student achievement.</p> <p>*More writing in all content areas.</p> <p>*Teachers will design constructive responses with a Rubric/Scoring Guide that clearly aligns with the standard.</p> <p>*Teachers will model a proficient response for constructive responses.</p> <p>*Students will use school wide model pre-writing tool for ERQ/On Demand (ERQ-RAP, 4-square; On Demand; Short Answer - RAP).</p> <p>*Each student will complete ERQ/On Demand to proficiency through implementation of conferencing and coaching.</p> <p>*Live Scoring.</p> <p>*Teachers will share samples of student work at professional team meetings to compare grading practices and have discussions for next steps.</p> <p>*Attend reading and writing training</p>	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	No Funding Required
	Differentiation	<p>*Teachers will work in conjunction with our instructional coaches to set up classroom structures that support differentiated approaches based on student's goals, skills, and learning preferences (including information learned from Poverty trng).</p> <p>*Sped consultant, school psychologist, and GT teacher to provide after school training on accommodations/differentiation.</p> <p>*Monitor the implementation of effective differentiation through lesson plans, walk-throughs, and student achievement data.</p>	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	No Funding Required

<p>Goal 1: By May 2019, Mercer County Intermediate School will increase the percentage of students scoring at or above proficiency by at least 5% in reading and math on the 2018-2019 KPREP assessment.</p>					
	Student Engagement	*Teachers will make a conscious effort to allow students to do more vs the teachers doing (i.e. having students reading passages, reading answer choices, lead the class in content reviews and questioning, think at high levels, show work under the ELMO and explain to the class, etc.)	Classroom observations	Continuous Monitoring	
	Software Programs to Support Learning	*Purchasing of various software programs to help support student learning (both in the school setting and for home use): Renaissance Learning – Accelerated Reader and Reading Plus Reflex Illuminate Dreambox Mystery Science Lexia Online resources that go with texts Reading Plus Zearn BrainPop Epic edHelper Flocabulary	Usage and Fidelity of Programs	Continuous Monitoring Throughout 2018-2019 School Year (Some Programs Generate/Email Usage Reports)	\$24000
	Instructional/Active Learning Strategies	*Implement instructional strategies such as problem-based learning and reciprocal teaching, peer tutoring, cooperative learning, hands-on learning, journaling, projects, role-play, simulations, and inquiry. *Implement active learning strategies such as cooperative learning, learning styles theory, tic tac toe method, multiple intelligences theory, and project-based learning (PBL).	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	No Funding Required
	Cooperative and Interactive Learning	*Student-led tasks. *Inquiry-based learning. *Simulations and role-playing. *Project Based Learning (PBL). *Kagan strategies/structures.	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	No Funding Required
	Collegial Professional Learning	*Teachers and/or administrators may have opportunities to visit high performing schools, observe colleagues within own building, and share professional conversations relating to implementing differentiation to meet the needs of all students. *Teachers will meet using professional learning communities (PLC's) to share expertise involving strategies/opportunities for students to self-assess, track progress of learning, and set goals.	On-Site Visits to Other Schools Monthly PLC Meetings	Meeting Minutes Submitted Monthly and Reviewed by SBDM	No Funding Required

<p>Goal 1: By May 2019, Mercer County Intermediate School will increase the percentage of students scoring at or above proficiency by at least 5% in reading and math on the 2018-2019 KPREP assessment.</p>					
		<p>*Teachers will meet in PLCs to analyze student evidence and learning to determine next steps for instructional improvements.</p> <p>*Common planning time with instructional coach(es) and admin as allows.</p>	Department Meetings w/ Instructional Coaches		
	Assessments	<p>*Professional on-going learning for creating balanced K-PREP type assessments (PBS, professional literature, obtaining examples from high performing schools, expertise of colleagues-content team meetings).</p> <p>*Continue CASL & Seven Strategies of Assessment for Learning within professional learning teams.</p> <p>*Revising assessments as needed.</p> <p>*Assessing students to the rigor required of the standard(s).</p> <p>*Teachers will administer common learning target assessments to increase student achievement. Each one will work with their content team (PLCs) and instructional coach to intentionally plan for effective assessments that align to common core standards, using the K-PREP format.</p> <p>*Monitor the implementation of common learning target assessments through lesson plans, walk-throughs, and common assessment reviews.</p> <p>*Monitor the implementation of learning target assessment analysis and plans for next steps of instruction through teacher assessment analysis reports; using professional learning teams (both within the actual grade level team as well as content teams) to make purposeful instructional decisions--looking at specific student work: identifying patterns/trends, strengths/areas for growth, and next steps.</p> <p>RUBRICS:</p> <p>*Peer Reviews where students evaluate each other's work – given a rubric.</p> <p>*Teachers use clearly defined rubrics and share them with students; students to help create as needed.</p> <p>*Teachers will orally and visually share rubrics with the students prior to an assignment.</p> <p>*Teachers will pass out a copy of the rubric for an assignment.</p> <p>*Teachers may keep a rubric posted during the time that an assignment is to be completed and refer to it often.</p>	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	No Funding Required

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		<p>SCORING GUIDES:</p> <ul style="list-style-type: none">*Teacher-created scoring guides are reviewed with students prior to engaging in work.*Students have the opportunity to provide input into the scoring guides.*Teachers show an exemplary model of a finished product (or desired outcome) and ask students what they think is exemplary about it-- work together to create a scoring guide for their own products.			
	Literacy Initiative	<ul style="list-style-type: none">*Access and Disseminate Resources to Support Literacy Planning.*Teachers will implement research-based practices within instruction.*Teachers will provide technical reading opportunities for students across all curriculums, including PLCS and Arts & Humanities.*Revised writing plan.*School writing team meets with the teachers to analyze the student work & implementation processes of the writing program.*Identify gaps in literacy performance to determine professional development needed for instructional improvements.*Consult available resources to support literacy planning, professional learning and interventions (KDE literacy page, KEDC, CKEC, ELA Teacher Leader Networks) in research-based professional development for literacy supports/interventions across the curriculum.*Embed literacy (and literacy strategies) across all content areas (includes all strands: reading, writing, language, listening/speaking).*Leaders monitor implementation of literacy PD.*Access and implement Literacy Design Collaborative (LDC) tasks, ELA resources available through KEDC, and other online resources.*Enriched vocabulary across all content areas*Journeys Reading Series - Grades 3-5*Ready Core Reading & Writing Program - Grades 3-5	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	\$5500

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		<ul style="list-style-type: none">*Lexia and Reading Plus software programs*Fountas and Pinnell (3rd)*Smekens*Simple Solutions Grammar*Simple Solutions Comprehension*Integrating speaking/listening into every day instruction across all content areas.*Apply reading/writing strategies to informational/expository text across all content areas*Teachers meet to analyze student evidence and learning to determine instructional improvements.*Teams make necessary grade level or school wide adjustments to practice, if needed.*Differentiated Reading Clubs (during RTI time).*Order resources*Attend Training			
	Math Initiative	<ul style="list-style-type: none">*Access and Disseminate Resources to Support Math Planning*Teachers will implement research-based practices within instruction.*Plan using math processes to analyze gaps in instructional plans and inform improvements.*Support and monitor implementation of KCAS through development and implementation of math plans and pacing guides.*Focus on key mathematical concepts and vocabulary.*Support and monitor instructional practices and math curriculum on these focus areas to determine effectiveness.*Participate in aligned, research-based PD on math practices and interventions (KCM, CKEC, KEDC, Math Teacher Leader Networks).*Students to participate in small group instruction with the teacher.*Students to participate in cooperative group learning with student-led discussions.*Teachers will research, plan, and incorporate standards-based teaching.	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	\$6500

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		<ul style="list-style-type: none"> *Teachers will intentionally plan Inquiry-based student workstations/centers. *Teachers will implement Bar Models or Tape Diagram to solve Word Problems (students to improve mathematical problem solving). *Envisions math series - Grades 3-5; Primarily Eureka program. *Math Club: Automaticity (Reflex software – Dreambox software once successful completion of Reflex) and Simple Solutions Curriculum – monitored by Curriculum Support Staff. *Differentiated Math Clubs (during RTI time). **Teacher teams meet to determine instructional improvements based on student data. *Teachers and leaders make instructional planning adjustments, if needed, based on student evidence. *Monitor curriculum adjustments and improvements. *Order resources. *Attend trainings. *More exposure to voc. *Use of manipulatives 			
	Curriculum Assessment and Alignment	<ul style="list-style-type: none"> *Teachers will work collaboratively to align curriculum to standards both vertically and horizontally. *Review results of all programs and make improvements followed by monitoring. *Provide multiple program opportunities (i.e. college visits, field trips, A&H and other core content programs – on campus & on site, etc.). *Create student-friendly learning targets (LTs) that are congruent to the CC Standards. *Teachers post and reference LTs at least three times within every lesson. *Analyze curriculum to identify gaps. *Make necessary adjustments to curriculum as needed. *Utilize instructional resources aligned to KCAS. *Teachers implement the curriculum using best practices for instruction and assessment. *Implement multiple choice school-wide strategies. *Monitor implementation throughout the year. 	<p>Lesson plans, Assessments, KPREP and STAR Data</p> <p>Family Resource Center (FRC) as Collaborative Partner</p>	<p>Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year</p> <p>FRC Progress Reports shared at SBDM twice per year</p>	<p>No Funding Required</p> <p>FRC \$3900 PTO \$3000</p>

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	Mastery Approach Learning	<p>*Students will use mastery approach where instruction is differentiated and students are provided with re-teaching and additional learning opportunities before, during, and after common assessments are administered.</p> <p>*Standards will be re-taught and re-assessed for mastery after each common assessment for those scoring below Proficient.</p> <p>*Students will work at a pace that allows them to gain a better understanding of the content.</p> <p>*Teachers will use a standards-based grading scale to demonstrate a mastery level of content standards in house; use a district grading scale for reporting to parents.</p> <p>*Individualized/small group conferencing and re-teaching will provide immediate feedback to students.</p> <p>*Lesson plans will reflect procedures and duration for all re-teaching administered within the core instruction (whole group and/or small group).</p> <p>*Implement "wrap-up" time to catch misconceptions, etc. PRIOR to common assessments being administered.</p> <p>*Student choice of learning opportunities creates an environment of ownership.</p> <p>*Students have opportunities to self-assess, monitor progress of learning, and set goals (i.e. data binders).</p>	Lesson plans, Assessments, KPREP and STAR Data	<p>Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year</p> <p>Learning Target/Common Assessment Data Reported to SBDM Monthly</p>	No Funding Required
	<p>School Instructional Coaches</p> <p>(One at MCIS 3 days/week to address all content areas, especially reading and math. One at MCIS one day/week to address math only. One at MCIS one day/week to address ELA, particularly in the area of writing.)</p>	<p>*School Instructional Coaches will work with teachers to support and help develop explicit lesson plans, learning activities, and assessment tasks that requires higher order thinking and differentiation of instruction to help increase student achievement.</p> <p>*Curriculum coaches working directly with teachers to a focus on providing effective teaching practices and instructional strategies, providing resources, and coaching for implementation of smaller group instruction and differentiation.</p> <p>*Planning more intentionally for our "protected/targeted" teaching time outside the core (i.e. "Math & Reading Club") to ensure true differentiated instruction is being implemented – and monitoring teachers' implementation of progress monitoring.</p> <p>*Assist in leading department meetings and common planning time meetings.</p>	Lesson plans, Assessments, KPREP and STAR Data	Weekly Department Meetings w/ Instructional Coaches	District Title I \$

<p>Goal 1: By May 2019, Mercer County Intermediate School will increase the percentage of students scoring at or above proficiency by at least 5% in reading and math on the 2018-2019 KPREP assessment.</p>					
		<p>*Working with teachers to utilize all of our research based resources (core programs, supplemental programs, software programs, Eureka, Smekens, Fountas and Pinnell, etc.).</p> <p>*Work directly with teachers to help plan next steps of instruction after analyzing learning target assessment data.</p>			
	Gifted and Talented	<p>*GT teacher will monitor each grading period for each GT student for progress towards proficiency (based on STAR in identified areas). An intentional plan will be developed collaboratively with teachers for each GT student not on target for reaching proficiency – and submitted to school counselor each grading period.</p> <p>*Increase opportunities for general education teachers to participate in GT PD.</p> <p>*GT teacher will provide teachers with an overview presentation within the first three weeks of school (i.e. common planning time) to address expectations for referrals (with timelines), GSSP forms, and Progress Reports.</p> <p>*GT teacher (or designated staff) will present comprehensive professional development at least once a year. This training will detail not only characteristics of the gifted child, but hands-on, practical real-world strategies for impacting GT student achievement in the classroom.</p> <p>*GT staff will offer PD prior to the referral window to review identification process as well as characteristics of gifted students vs bright students.</p> <p>*GT teacher will meet with teachers by the end of the first grading period to complete GSSP forms-(these go home at Christmas)- provide teachers with the guidance and support needed to complete the forms correctly.</p> <p>*GT teacher will publicize the referral window at least two weeks prior to the window opening through various means (website, OneCall, newsletters, and Open House) and explain the process to parents.</p> <p>*GT teacher will meet with teachers at the end of each grading period to evaluate the outcomes of collaborative</p>	GT Student Progress Reports	<p>Continuous Collaboration b/w GT Teacher and Regular Education Teachers</p> <p>Quarterly Reports to Administration</p>	District Support Service \$

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		efforts (including student progress toward proficiency) and report results to principal. *GT teacher will provide teacher with the guidance and support needed to complete progress reports. *GT teacher will serve as the primary liaison between MCIS and other buildings when considering acceleration of grade placement.			

2: Separate Academic Indicator

Goal 2: By May 2019, Mercer County Intermediate School will increase the percentage of students scoring at or above proficiency by at least 5% in science, social studies, and writing on the 2018-2019 KPREP assessment.		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <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 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 Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 66.2% students will score at or above proficiency in social studies (vs 63%).	See Proficiency Goal.	See Proficiency Goal for Activities, Measure of Success, Progress Monitoring Date, and Funding.			
	Questioning				
	Embedded Writing				
	Differentiation				
Objective 2: By May 2019, 56.3% students will score at or above proficiency in writing (which was 2017 actual score vs. 41.9%).	Student Engagement				
	Software Programs to Support Learning				
	Instructional/Active Learning Strategies				
	Cooperative and Interactive Learning				
Objective 3: By May 2019, 23.2% students will score at or above proficiency in science (vs 22.1%).	Collegial Professional Learning				
	Assessments	Benchmark assessments; Teachers will administer TCT twice/year.			
	Curriculum Assessment and Alignment				
	Mastery Approach Learning				
	School Instructional Coaches				
	Gifted and Talented				

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Real World Learning	<p>*SS, Science, & Writing instruction grades 3-5</p> <p>*Classroom economy (collaboration with PLCS) to address problem-solving, real world skills, goal setting, critical thinking, and analyzing information – VAULT software program for 5th graders (money choices, income/career, credit/borrowing, insurance, savings/investing); Entrepreneur Projects (i.e. Market Day) for 5th graders (family nights).</p> <p>*Assemblies/Presentations in content areas for collaborative learning</p> <p>*Classroom entrepreneur simulation</p> <p>*Revolution simulation</p> <p>*Government simulation</p> <p>*Hands-on learning</p> <p>*3rd Biomes in Science and Text Features Surgery</p> <p>*4th grade Animal (or Insect) & Roller Coaster Projects in Science; Creating various budgets in math</p> <p>*5th grade Wax Museum (family night)</p> <p>*4-H guests</p> <p>*Collaborate with school counselor & FRC Director</p> <p>*STEAM Camp Invention</p> <p>*Lego Robotics</p> <p>*Letters to the editor, published pieces for newsletter entries, etc.</p> <p>*Second Steps</p>	<p>Lesson plans, Assessments, KPREP and STAR Data</p> <p>FRC (w/ collaboration from grade level teachers)</p>	<p>Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year</p> <p>Various Scheduled Family Evenings</p>	<p>No Funding Required</p> <p>FRC & PTO \$5000</p> <p>Community Partners \$4500 Title I \$500</p>

3: Gap

<p>Goal 3:</p> <p>By May 2019, Mercer County Intermediate School will increase the percentage of Hispanic, free & reduced, 2 or more races, and disability students scoring at or above proficiency by at least 5% in math and reading on the 2018-2019 KPREP assessment.</p>					
<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
<p>Objective 1:</p> <p>By May 2019, 25.7% Hispanic students will score at or above proficiency in math; 32.7% in reading.</p>	<p><u>Strategies for Objectives 1-3</u></p> <p>After school ESS</p> <p>Daytime SAG (Students Achieving Greatness)</p>	<p><u>Activities for Objectives 1-3</u></p> <p>Targeting students (SAG Club - Students Achieving Greatness) using Simple Solutions and Math Interventions component of the Eureka series, as well as Ready Core. More exposure to voc. Use of manipulatives. Reading fluency, comprehension, writing, and math fluency is a great focus. Use of leveled readers that go along w/ our Journeys reading series, as well as write in readers.</p> <p>*Use of sample writing prompts from WIDA. The State ESL site for English language learners.</p> <p>*Reading from Reading A-Z and write about what was read.</p> <p>*Emphasis on AR and documenting the level being read.</p> <p>Family night for our Hispanic families to discuss test scores, resources with families, and explain about our after school SAG opportunity.</p> <p>Family night to recognize proficient students & explain the current KPREP state testing system to students & families.</p>	<p>STAR Data</p> <p>KPREP Data</p>	<p>Benchmark Assessments- given before instruction (August), mid-year, and end of year</p>	<p>\$15000</p>

<p>Goal 3: By May 2019, Mercer County Intermediate School will increase the percentage of Hispanic, free & reduced, 2 or more races, and disability students scoring at or above proficiency by at least 5% in math and reading on the 2018-2019 KPREP assessment.</p>					
<p>Objective 2: By May 2018, 33% free & reduced students will score at or above proficiency in math; 48.3% in reading.</p>	<p>Math Club & Reading Club (non-RTI students)</p>	<p>Intentional differentiated planning and deliver of instruction (i.e. rotation schedule for skills reinforcement, skills based games, & software programs, etc. at each students' ability level)</p>	<p>Walkthrough Data Professional Development Log</p>	<p>Simple Solution quizzes given after every four lessons Reflex progress monitored to determine students' instructional needs Acknowledgement and celebration of student progress</p>	<p>\$5000</p>
<p>Objective 3: By May 2018, 16.7% disability students will score at or above proficiency in math; 30.1% in reading.</p>	<p>Tier I/Core Instruction</p>	<p>Exit Slip Data- Used to reteach and adjust instruction; intentional collaboration opportunities for teachers; increase student engagement with student choice, small group, individualized centers, project based learning, and self-monitoring. More exposure to voc. Use of manipulatives.</p> <p>Differentiated instruction through small group, student choice, and centers (being even more intentional w/ assistance from school coaches, as well as school psych, sped consultant, and GT teacher). More exposure to voc. Use of manipulatives.</p>	<p>Lesson plans, Assessments, KPREP and STAR Data</p>	<p>Exit slip data Student samples, common assessments, Grade level and content level meetings to examine and discuss samples</p>	<p>No Funding Required</p>
	<p>Response to Intervention (RTI)</p>	<p>*Students will be assessed at least three times per year using the Renaissance universal screener (STAR) to identify learning gaps. Students will then receive Tier II and Tier III specific interventions. *Four Instructional Assistants have been hired to assist with Math/Reading Club instruction/practice. *Curriculum Support staff (CS) was hired to oversee our RTI program for MCIS. *CS will work closely with RTI teachers, IA's, students, and families to ensure research based programs & practices are being implemented to support student achievement for our bottom</p>	<p>STAR Data KREP Data</p>	<p>Rubrics Progress Monitoring Probes</p>	<p>Title I \$75000</p>

Goal 3:
By May 2019, Mercer County Intermediate School will increase the percentage of Hispanic, free & reduced, 2 or more races, and disability students scoring at or above proficiency by at least 5% in math and reading on the 2018-2019 KPREP assessment.

	Professional Development	<p>10% of students. CS will observe RTI instruction via walkthroughs.</p> <p>*CS will collaborate with teachers & consult with principal to order intervention programs/resources/software.</p> <p>*CS will collaborate with SPED consultant, school psychologist, teachers, RTI facilitators, and families when educational decisions are being made.</p> <p>*Adjusting current RTI model --shifting toward more direct instruction and more individualization based on each student's gaps (Teachers teaching RTI).</p> <p>*Using our resources to create re-teaching/closing the instructional gap learning opportunities (skill driven teaching packets).</p> <p>*More exposure to voc.</p> <p>*Use of manipulatives</p> <p>*Smekens Writing Workshop</p> <p>*ESL Workshop</p> <p>*Eureka trainings</p> <p>*More Easy CBM training (CI to do w/ teachers individually)</p> <p>*Need time to explore ReadWorks and Epic programs.</p> <p>*Hoverboard training</p> <p>*Illuminate training</p> <p>*Ruby Payne's Framework for Understanding Poverty offered to new staff.</p> <p>*PLC's will be encouraged throughout the year in the areas of Closing the Achievement Gap, primarily targeting our lowest performing sub population areas.</p> <p>*Increase PD opportunities for differentiated instruction/accommodations, specifically addressing diverse and exceptional learners (SPED) – sped consultant, school psychologist and GT teacher presents to staff.</p> <p>*Teachers seek out content-related professional development.</p> <p>*Teachers will share best practices and collegial expertise via PLCs.</p> <p>*Teachers trained in Trauma Informed Care.</p>	Professional Development	Professional Development Log	\$500
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Goal 3:
By May 2019, Mercer County Intermediate School will increase the percentage of Hispanic, free & reduced, 2 or more races, and disability students scoring at or above proficiency by at least 5% in math and reading on the 2018-2019 KPREP assessment.

	Evidenced-Based Strategies & Practices	<ul style="list-style-type: none">*More intentional w/ SPED resource time in terms of the strategies we're using to better ensure progress is made.*More intentional about specially designed instruction and real progress monitoring – bridging gaps.*Teaching researched-based test taking strategies that are continuous from to year.*Individualizing student needs (continuum): Working folder w/ SPED work samples and effective SPED resources used to continue from year to year.*Reviewing accommodations to better address each individual student's needs.	Progress towards annual IEP Goals Classroom performance Gains on STAR Gains on KPREP	Progress reports at the end of each grading period After each STAR window	No Funding Required
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4: Growth

Goal 4: By May 2019, Mercer County Intermediate School will increase growth cut score from 15.5 to 16.3 on the 2018-2019 KPREP 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	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, Mercer County Intermediate School will increase at least 5% performance level growth percentage from 29% to 30.5% in reading.	Strategies for Objectives 1-2 After school ESS/SAG (and Daytime ESS/SAG targets our Novice students)	Activities for Objectives 1-2 Targeting students (SAG Club - Students Achieving Greatness) using Simple Solutions and Math Interventions component of the Eureka series, as well as Ready Core. More exposure to voc. Use of manipulatives. Reading fluency, comprehension, writing, and math fluency is a great focus. Use of leveled readers that go along w/ our Journeys reading series, as well as write in readers.	STAR Data KPREP Data	Progress Data in IC STAR data KPREP data	Daytime ESS \$15000 After School ESS \$8000
	Skills Inventory	RTI Students will be assessed using diagnostic reading inventories (i.e. DRA, Reading A to Z Skills Checks, STAR, Spelling Inventories, etc.) & diagnostic math inventories (i.e. STAR, math interviews/screeners, etc.), & Easy CBM progress monitoring.	Assessment Data	Ongoing Throughout 2018-2019 School Year	No Funding Required

<p>Goal 4:</p> <p>By May 2019, Mercer County Intermediate School will increase growth cut score from 15.5 to 16.3 on the 2018-2019 KPREP assessment.</p>					
<p>Objective 2:</p> <p>By May 2019, Mercer County Intermediate School will increase at least 5% performance level growth percentage from 33% to 34.7% in math.</p>	Monitoring Systems	<p>Benchmark assessments-Grade Level Benchmark assessments will be administered at least 3 times during the year to ensure: 1) students are demonstrating growth and 2) curriculum is being taught with fidelity. Protocols will be used during Professional Learning Communities (PLC) to direct conversation during data analysis and “Next Step.”</p> <p>Common Assessments-Common assessments are given throughout the school year. Teachers will use Protocols to analyze individual data (Illuminate) and guide discussion of PLCs and to create “Next Steps” for students.</p> <p>Closure Activities-(e.g. exit slip, 3-2-1, quiz, journal entry, pair/share, gallery walk...) used to gauge student learning of the current objective and guide instruction.</p> <p>Data Wall-Displaying a visual, interactive representation of data that displays results over a period of time. It allows an “at a glance” look at the school’s data as a whole, for specific classrooms, and individual students.</p>	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	
<p>Objective 3:</p> <p>By May 2019, Mercer County Intermediate School will demonstrate at least 5% growth from a lower performance level to a higher performance level from 61% to 64% in the combined areas of reading and math.</p>					
<p>Objective 4:</p> <p>By May 2019, 48.1% students will score at or above proficiency in reading and math combined (vs current 45.8%); 54% for reading (vs 51.4%); 42.1% for math (vs 40.1%);</p>	Cognitive Engagement	<p>Teachers will</p> <ul style="list-style-type: none">1) Make learning meaningful to students2) Provide opportunities for autonomy <p>Integrate Collaborative Learning</p>	Lesson plans, Assessments, KPREP and STAR Data	Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	No Funding Required
	Students take responsibility for their own learning	<p>Teachers will</p> <ul style="list-style-type: none">1) Allow choice2) Model behaviors and attitudes that promote learning3) Encourage goal setting and give time for reflection4) Ask open-ended questions, with plenty of possible answers which lead to further questions.5) Talk less		Continuous Monitoring of Lesson Plans and Assessments throughout 2018-2019 School Year	No Funding Required

<p>Goal 4:</p> <p>By May 2019, Mercer County Intermediate School will increase growth cut score from 15.5 to 16.3 on the 2018-2019 KPREP assessment.</p>					
<p>Objective 5:</p> <p>By May 2019, Mercer County Intermediate School will demonstrate 50+% increase of ELL students scoring proficiency to at least 9 students (as 1 student scored proficient and 13 students scored apprentice).</p>	<p>Equitable Access</p>	<p>Zero teachers that are teaching one or more courses out-of-field.</p> <p>35 out of 45 teachers have 4 or more years of experience.</p> <p>Principal and Assistant Principal have 20 years of experience combined.</p> <p>5% current teacher turnover rate.</p> <p>654 Students Enrolled.</p> <p>127 Minority Students.</p> <p>405 students Experiencing Poverty (Free/Reduced Price Meals).</p> <p>18 ELL Students.</p> <p>110 Students with Disabilities.</p> <p>(Our students are served well in the educational setting. Our highest demographic of students falls within our free/reduced lunch population. We provide great support for our students via RTI program, counseling services (internal and external), mentoring program, high school buddies, and daytime and after school ESS. Our student-teacher ratio is lower than the staffing allocation, which helps to provide more teacher attention to a smaller class of students' needs.)</p>			
	<p><u>Strategies for Objective 1</u></p> <p>Literacy Initiative</p>	<p><u>Activities for Objective 1</u></p> <p>See Proficiency Goal.</p>			

Goal 4: By May 2019, Mercer County Intermediate School will increase growth cut score from 15.5 to 16.3 on the 2018-2019 KPREP assessment.					
	<u>Strategies for Objective 2</u> Math Initiative	<u>Activities for Objective 2</u> See Proficiency Goal.			

5: Transition readiness

Goal 5: By May 2019, Mercer County Intermediate School will increase the percentage of students performing at or above grade level (at least proficiency) in 5th grade reading and math by 5% (from the beginning of the year to the end of the year) on the STAR universal screener.						
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

<p>Goal 5:</p> <p>By May 2019, Mercer County Intermediate School will increase the percentage of students performing at or above grade level (at least proficiency) in 5th grade reading and math by 5% (from the beginning of the year to the end of the year) on the STAR universal screener.</p>

Objective 1: By May 2019, Mercer County Intermediate School 5 th grade will increase the number of students performing on grade level from 54% to 56.7% in reading.	School Instructional Coaches	*Intentionally plan for increased communications and opportunities to bridge gaps resulting in easier instructional and social transitions between MCES and MCIS & MCIS and KMS.	KPREP Assessment Data	Collaboration & PLC's with Instructional Coaches	District Title I \$
		*Intentionally plan PLC's and other collaborative meetings between 5th grade content teachers to monitor progress toward 56.7% in reading & 37.8% in math goals at least three times during the year.	PLC's		
Objective 2: By May 2019, Mercer County Intermediate School 5 th grade will increase the number of students performing on grade level from 36% to 37.8% in math.			*Facilitate collection of reports from content teachers throughout the year detailing how many students are on grade level in reading/math according to STAR and plans for improvement.		
	Vertical Alignment	*Plan, implement and facilitate end of year meetings between 5th and 6th grade general and special education staff to analyze data and prepare next step initiatives for incoming 6th graders.	STAR Data	Meeting Minutes	No Funding Required
	Learning Target Mastery	*General Education teachers will keep detailed records of each student's progress toward mastery on each standard. *Learning Target analysis is collected to provide feedback via Illuminate so teachers can plan next steps. *Standards not mastered on common assessment will be re-taught and re-assessed. *Individual remediation plans (including home involvement, technological component of Lexia/Dreambox/Reflex, etc.) will be developed for any student not mastering content after being re-taught and re-assessed. *Special Education staff will monitor progress toward mastery for each student on his/her caseload.	Lesson plans, Assessments, KPREP and STAR Data	Ongoing Throughout the 2018-2019 School Year	No Funding Required

Goal 5:
By May 2019, Mercer County Intermediate School will increase the percentage of students performing at or above grade level (at least proficiency) in 5th grade reading and math by 5% (from the beginning of the year to the end of the year) on the STAR universal screener.

	School Counselor and FRC Director	<p>*Parents will be informed of child's progress on mastery in reading & math during parent/teacher conference in addition to grades, STAR and KPREP information.</p> <p>*School counselor and Family Resource Center Director will create transition activities including but not limited to guidance lessons for 5th graders to aide in transition to middle school and success finishing 5th grade, planned visits to KMS campus, and other transitional activities.</p> <p>*Specific guidance lessons taught to 5th graders on the following possible topics: motivation, study skills, note taking, social skills, making new friends, goal setting, etc.</p>	<p>Transition Day KMS Visit</p> <p>Email Communications amongst School Counselor, FRC Director, Mercer County Extension Office, 4-H Leadership, Teacher Leaders at MCSHS and MCIS</p>	<p>Before Last Day of School in May</p> <p>Monthly</p>	No Funding Required
	Counseling Groups	<p>*Needs assessment given to all teachers to compose list of students not performing on grade level because of environmental or behavioral concerns.</p> <p>*Using data from needs assessment, school counselor will create, manage, and implement strategies for small group of students in 5th grade struggling with motivation, apathy, and study skills.</p> <p>*Mandatory parent involvement will be required for all small group members.</p> <p>*Groups will have both a therapeutic and an accountability component. Students will earn rewards and receive positive reinforcement for creation and attainment of self-created goals.</p>	<p>Guidance Lessons</p>	<p>Ongoing Throughout the 2018-2019 School Year</p>	

Goal 5:
By May 2019, Mercer County Intermediate School will increase the percentage of students performing at or above grade level (at least proficiency) in 5th grade reading and math by 5% (from the beginning of the year to the end of the year) on the STAR universal screener.

	Goal Setting	<p>*All students will create at least one goal in reading and math prior to ending of school year (Goal can be related to STAR or KPREP but must include growth).</p> <p>*Teachers and students will work together to create strategies for goal attainment.</p> <p>*Teachers will meet with each student at least once prior to KPREP testing to discuss expectations, growth and goals for KPREP testing.</p>	STAR Data KPREP Data	Prior to KPREP	No Funding Required
	Summer Slide	<p>*Incoming 3-5 students will have access to MCIS Summer Slide program, requiring students below grade level to complete. Program enables students to earn prizes and rewards for completing work during the summer vacation.</p> <p>*Collaborative communication between 5th and 6th grade content teachers will create system of procedures for Summer Slide program. Below grade level 5th grade students will be required to participate.</p>	Future Assessment Data	Ongoing Throughout the 2018-2019 School Year	ESS Summer \$3,524.65