

# Comprehensive Improvement Plan for Districts

## Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 Increase the averaged combined K-PREP scores for elementary, middle and high school students from 46% proficient/ distinguished to 72% by 2019		
Which <b>Strategy</b> 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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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 Increase the reading K-PREP scores for elementary, middle and high school students from 53% proficient/distinguished to 74% by 2019	Curriculum and Assessment Alignment	All district elementary, middle and high school teachers meet monthly to work on curriculum and assessment alignment.	8/9/2018-5/24/2019	Principals, Coaches	None required
		Focused work by the district ELA coach to guide ELA teachers in specific revisions to curriculum maps and classroom assessments linked to the standards.	8/9/2018-5/24/2019	Principals, ELA Coach	None Required
	Data-Driven Instructional Support	Renaissance Learning assessment used 1-12 as a universal screener and more regularly to assess progress of students receiving RTI services. Teachers with immediate access to classroom level data to guide instructional changes.	8/9/2018-5/24/2019	School administrators, Technology, Jennifer Hatton	\$38,000.00
		MAP is used as a universal screener for K	8/9/2018-5/24/2019	School administrators, Technology, Jennifer Hatton	\$2,700.00
		Illuminate technology purchased district-wide to provide all teachers with student information, as well as instructional resources to supplement classroom-driven assessment.	8/9/2018-5/24/2019	Principals, Coaches, Teachers, Jennifer Hatton	\$16,218.00

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Administrator Support for Teachers	Staffing Support: A Title I Resource Coach and an ELA Coach (Districtwide) to provide support to teachers in areas of job-embedded professional development; curriculum development, and development and analysis of formative/summative assessments	8/9/2018-5/24/2019	Nekita Johnson and Karen Edwards	\$155,000.00
		District Instructional Support: A program coordinator to support principals and teachers at the school level through management of district programs, such as GT Services, Illuminate, Renaissance Learning, State PD funds and ESS services.	8/9/2018-5/24/2019	Jennifer Hatton	\$100,000.00
		District Instructional Leadership team will monitor school level student achievement, initiatives, instruction and assessments.	October- May	Jennifer Hatton, Superintendent and school level instructional team	\$0
Objective 2 Increase the math K-PREP scores for elementary, middle and high school students from 38% proficient / distinguished to 68% by 2019.	Curriculum and Assessment Alignment	All district elementary, middle and high school teachers meet monthly to work on curriculum and assessment alignment.	8/9/2018-5/24/2019	Principals, Coaches	None required
		Focused work by the district math coach to guide math teachers in specific revisions to curriculum maps and classroom assessments linked to the standards.	8/9/2018-5/24/2019	Principals, Math Coach	None required
	Data-Driven Instructional Support	Renaissance Learning assessment used K-12 as a universal screener and more regularly to assess progress of students receiving RTI services. Teachers with immediate access to classroom level data to guide instructional changes.	8/9/2018-5/24/2019	School administrators, Technology, Jennifer Hatton	\$38,000.00
		MAP is used as a universal screener for K	8/9/2018-5/24/2019	School administrators, Technology, Jennifer Hatton	\$2,700.00
		Illuminate technology purchased district-wide to provide all teachers with student information, as well as instructional resources to supplement classroom-driven assessment.	8/9/2018-5/24/2019	Principals, Coaches, Teachers, Jennifer Hatton	\$16,218.00

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Administrator Support for Teachers	Staffing Support: A Title I Resource Coach and a Math Coach (Districtwide) to provide support to teachers in areas of job-embedded professional development; curriculum development, and development and analysis of formative/summative assessments	8/9/2018-5/24/2019	Nekita Johnson and Jennifer Carter	\$75,000.00
		District Instructional Support: A program coordinator to support principals and teachers at the school level through management of district programs, such as GT Services, Illuminate, Renaissance Learning, State PD funds and ESS services.	8/9/2018-5/24/2019	Jennifer Hatton	None Required

2: Separate Academic Indicator

Goal 2 Increase the averaged combined K-PREP scores for elementary and middle school students from 65.8% to 75% by 2019.		
Which <b>Strategy</b> 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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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 Increase the averaged combined K-PREP scores for elementary and middle school students from 65.8% to 75% by 2019.	Curriculum and Assessment Alignment	All district elementary, middle and high school teachers meet monthly to work on curriculum and assessment alignment for science, social studies and on demand writing.	8/9/2018-5/24/2019	Principals, Coaches	None Required
		Focused work by the district ELA coach to guide ELA teachers in specific revisions to curriculum maps and classroom assessments linked to the standards with On demand writing.	8/9/2018-5/24/2019	Principals, ELA Coach	None Required
	Data Driven Instructional Support	Illuminate technology purchased district-wide to provide all teachers with student information, as well as instructional resources to supplement classroom-driven assessment.	8/9/2018-5/24/2019	Principals, Coaches, Teachers, Jennifer Hatton	\$16,218.00

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Classroom assessment both formative and summative, will be used to drive instruction based on student needs.	8/9/2018-5/24/2019	Teachers, Coaches	None required
	Administrator Support for Teachers	Staffing Support: A Title I Resource Coach and an ELA Coach (Districtwide) to provide support to teachers in areas of job-embedded professional development; curriculum development, and development and analysis of formative/summative assessments for science, social studies and writing.	8/9/2018-5/24/2019	Nekita Johnson, Karen Edwards	\$155,000.00 ( 2 staffing positions)
		District Resource coach will attend Science academy and provide updated information and support for science teachers.	8/9/2018-5/24/2019	Nekita Johnson	\$300.00
		District Instructional Leadership team will monitor school level student achievement, initiatives, instruction and assessments.	October- May	Jennifer Hatton, Superintendent and school level instructional team	\$0

3: Gap

Goal 3 Increase the average combined reading and math proficiency percentage for all students in gap groups to 65% by 2019.		
Which <b>Strategy</b> 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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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 Increase the average combined reading and math proficiency percentage for all students in gap groups to 65% by 2019.	School Intervention Strategies	Students receive interventions in reading and math at <b>Mercer County Elementary</b> . Title 1 funds of \$190,008.00 are used to fund intervention staff and resources based on Title 1 Ranking Report school allocations. Reading and Math Intervention Programs Include- Elementary Level: SRA Corrective Reading/Reading Mastery, Barton Reading Program, Leveled Literacy, Lexia, Reading A to Z, Zearn, Dreambox, Edmark, Great Leaps, Earobics, ABMR Plus, Splash Math, Building Blocks and Khan Academy.	8/9/2018-5/24/2019	School Administrators, Teachers	\$190,008.00
		Students receive interventions in reading and math at <b>Mercer County Intermediate</b> . Title 1 funds	8/9/2018-5/24/2019	School Administrators, Teachers	\$161,880.00

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		of \$161,880.00 are used to fund intervention staff and resources based on Title 1 Ranking Report school allocations. Reading and Math Intervention Programs Include- Elementary Level: SRA Corrective Reading/Reading Mastery, Barton Reading Program, Leveled Literacy, Lexia, Reading A to Z, Journey’s Intervention Toolbox, Zearn, Great Leaps, Earobics, Edmark, Number World, Dreambox, Connected Math, Building Blocks and Khan Academy.			
		Students receive interventions in reading and math at <b>King Middle School</b> . Title 1 funds of \$110,346.30 are used to fund intervention staff and resources based on Title 1 Ranking Report school allocations. Reading and Math Intervention Programs Include- Reading Plus, ALEKS, Lexia and Khan Academy, Moby max and DRA, Splash Math and Ladders, and Prodigy.	8/9/2018-5/24/2019	School Administrators, Teachers	\$110,346.30
		Students who do not meet benchmarks on the ACT receive interventions in reading and/or math at the secondary level. Intervention classes reinforce skills and	8/9/2018-5/24/2019	School Administrators, Teachers	\$14,000.00



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		credit recovery classes are also available. In addition, the district is funding the cost for sophomores to take the ACT for free in February 2019. The high school does not receive Title I funds, but is supplemented at the district level through Title VI funds. The school is using CERT to help teachers better prepare the students for the skills needed to succeed on the ACT.			
	Student Academic Supports	Schools design and implement an after-school or Daytime ESS program. ESS Programs focus on individual student learning needs.	8/9/2018-5/24/2019	Jennifer Hatton, School Principals, ESS Teachers	\$93,909.00
		The school board has allocated \$50,000 from the general fund to support transportation home for students attending after-school tutoring.	8/9/2018-5/24/2019	District Transportation, Jennifer Hatton, School Principals	\$50,000.00
	Instructional Staff Support	Staff a Literacy/Math Instructional Resource Coach at the elementary schools to provide job-embedded literacy and math professional development and classroom resources.	8/9/2018-5/24/2019	Jennifer Hatton, Nekita Johnson, School Principals	\$75,000.00 staff position
		The math coach will work with math teachers and administrators to align our mathematics instructional program between all schools. The focus is primarily at the secondary level, but this	8/9/2018-5/24/2019	Jennifer Hatton, Jennifer Carter, School Principals	\$75,000.00 staff position

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		person is also collaborating with the elementary instructional coach.			
		The ELA will work mainly with ELA teachers, as well as school administrators, to align our reading and writing instructional program between all schools. The focus is primarily at the secondary level, but this person is also collaborating with the elementary instructional coach.	8/9/2018-5/24/2019	Jennifer Hatton, Karen Edwards, School Principals	\$75,000.00 staff position
		Utilizing a full-time ELL teacher to work with ELL students in language acquisition, ELA, and Math to increase student learning.	8/9/2018-5/24/2019	Jennifer Hatton, Summer Smothers, Chris Claunch, School Principals	\$50,000.00 staff position
Objective 2 Increase the average proficient in reading and math for students with disabilities by 10 %		Incorporate co-teaching classes.	8/9/2018-5/24/2019	Stephanie Rogers, SPED teachers, regular education teachers	\$0
		All teachers will be provided training for how to work with differentiation in the classroom and co-teaching. Beginning implementation will start in Jan and continued work on lesson design at high levels and assessment work will start in the summer.	Jan 2019 and Summer 2019	Stephanie Rogers, teachers, principals, Nekita Johnson, Karen Edwards, Jennifer Carter and Jennifer Hatton	\$0

4: Graduation rate

Goal 4 To continue to increase the graduation rate from 97.5% to 98.5% by 2019.		
Which <b>Strategy</b> 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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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 To continue to increase the graduation rate from 97.5% to 98.5% by 2019.	College Readiness Supports	12th grade students who did not make the ACT College Readiness Benchmarks have the opportunity to take the College Readiness Reading Class, both to help the student meet their high school reading graduation requirement, as well as to prepare for the next level.	8/9/2018-5/24/2019	School Administrators, English Teachers	None Required
		12th grade students who did not make the ACT College Readiness Benchmarks have the opportunity to take the College Readiness Math Class, both to help the student meet their high school math graduation requirement, as well as to prepare for the next level.	8/9/2018-5/24/2019	School Administrators, Math Teachers	None Required
		CERT – an ACT preparatory program for students that provides data for teachers to utilize in the classroom, as	8/9/2018-5/24/2019	High School Administrators and Core Teachers	\$4500.00

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		well as areas for growth for each student			
		10th grade students will take the ACT assessment in December to determine progress toward meeting the ACT College Readiness Benchmarks.	8/9/2018-5/24/2019	Spencer Tatum, Lee Goss, Mike Floro and high school teachers	\$9500.00
	Coordination of Mercer County Senior High and Mercer Central Alternative High School	The administration at both schools work together and with district administrators to identify barriers to graduation for individual students and work together to help the students succeed and graduate. Options include looking at credit recovery opportunities, online learning and being creative when problem solving.	8/9/2018-5/24/2019	Spencer Tatum, Jaziel Guerra, Cynthia Russell, Lisa Sparrow, Stacy Price, Esther Hayslett, teachers	None Required
	Positive Behavior Supports and Interventions System	All school staff trained to implement the Positive Behavior Supports and Interventions System (PBIS) to create and maintain an effective learning environment	8/9/2018-5/24/2019	Building administrators, PBIS school-based team. Stacia Angell	None Required
		All school staff develop a social culture needed for all students to achieve social, emotional and academic success.	8/9/2018-5/24/2019	Building administrators, PBIS school-based team. Stacia Angell	None Required
		District creation of a Dropout Prevention Coordinator to identify and work with at-risk students at both the middle and high school level.	8/9/2018-5/24/2019	David Buchanan, Esther Hayslett, Middle / High School counselors	\$40,000.00 staff position
Objective 2					

5: Growth

Goal 5 By May of 2019, Mercer County students performing at or above grade level on the Renaissance Learning and MAP universal screener (reading and math) will increase by 5% based on the fall of 2018 data.		
Which <b>Strategy</b> 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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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 of 2019, Mercer County students performing at or above grade level on the Renaissance Learning and MAP universal screener (reading and math) will increase by 5% based on the fall of 2018 data.	Curriculum and Assessment Alignment	All district elementary, middle and high school teachers meet monthly to work on curriculum and assessment alignment.	8/9/2018-5/24/2019	Principals, Coaches	None Required
		Focused work by the district ELA coach to guide ELA teachers in specific revisions to curriculum maps and classroom assessments linked to the standards.	8/9/2018-5/24/2019	Principals, ELA Coach	None Required
	Data-Driven Instructional Support	Renaissance Learning assessment used 1-12 as a universal screener and more regularly to assess progress of students receiving RTI services. Teachers with immediate access to	8/9/2018-5/24/2019	School administrators, Technology, Jennifer Hatton	\$38,000.00

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		classroom level data to guide instructional changes.			
		MAP is used as a universal screener for K	8/9/2018-5/24/2019	School administrators, Technology, Jennifer Hatton	\$2,700.00
		Illuminate technology purchased district-wide to provide all teachers with student information, as well as instructional resources to supplement classroom-driven assessment	8/9/2018-5/24/2019	Principals, Coaches, Teachers, Jennifer Hatton	\$16,218.00
	Instructional Staff Support	Staff a Literacy/Math Instructional Resource Coach at the elementary schools to provide job-embedded literacy and math professional development and classroom resources.	8/9/2018-5/24/2019	Jennifer Hatton, Nekita Johnson, School Principals	\$75,000.00 staff position
		The math coach will work with math teachers and administrators to align our mathematics instructional program between all schools. The focus is primarily at the secondary level, but this person is also collaborating with the elementary instructional coach.	8/9/2018-5/24/2019	Jennifer Hatton, Jennifer Carter, School Principals	\$75,000.00 staff position
		The ELA coach will work mainly with ELA teachers, as well as school administrators, to align our reading and writing instructional program between all schools. The focus is primarily at the secondary level, but this	8/9/2018-5/24/2019	Jennifer Hatton, Karen Edwards, School Principals	\$75,000.00 staff position

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		person is also collaborating with the elementary instructional coach.			

### 6: Transition Readiness

Goal 6 Improve the transition readiness (academic and career) percentage from 74.4% to 80% by 2019.		
<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Improve the transition readiness (academic and career) percentage from 74.4% to 80% by 2019.	College Readiness Supports	12th grade students who did not make the ACT College Readiness Benchmarks have the opportunity to take the College Readiness Reading Class, both to help the student meet their high school reading graduation requirement, as well as to prepare for the next level.	8/9/2018-5/24/2019	School Administrators, English Teachers	None Required
		12th grade students who did not make the ACT College Readiness Benchmarks have the opportunity to take the College Readiness Math Class, both to help the	8/9/2018-5/24/2019	School Administrators, Math Teachers	None Required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		student meet their high school math graduation requirement, as well as to prepare for the next level.			
		CERT – an ACT preparatory program for students that provides data for teachers to utilize in the classroom, as well as areas for growth for each student.	8/9/2018-5/24/2019	High School Administrators and Core Teachers	\$4500.00
		10th grade students will take the ACT assessment in December to determine progress toward meeting the ACT College Readiness Benchmarks.	8/9/2018-5/24/2019	Spencer Tatum, Lee Goss, Mike Floro and high school teachers	\$9500.00
Objective 2 Improve the career readiness percentage towards a cumulative percentage of 80% by 2019	Career Readiness Supports	School Programs Continuous Review – Schools will consistently review requirements of Visual / Performing Arts, Practical Living and Writing programs, which will be reviewed by the Site-Based Councils and given final approval by the superintendent.	8/9/2018-5/24/2019	School Administrators, Committees of teachers, SBDM council members, Dennis Davis	None Required
		Operation Preparation - Students at all grade levels are introduced to college and career readiness activities to develop a mindset that is focused on going to college and entering the world of work. These activities include college visits, Career Day, career fairs and job shadowing, as well as other school-specific activities.	8/9/2018-5/24/2019	Jennifer Hatton, Principals, Teachers	None Required



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Professional Skills Day – Curriculum on job-readiness delivered by 12 <sup>th</sup> Grade English teachers and coordination with area businesses to allow for on-site job shadowing for students.	8/9/2018-5/24/2019	High School Administrators, Teachers, Community Individuals	None Required
10% increase in students attending Career Academy. 10% increase of career certifications and internships.		Mercer District, in partnership with other districts, will work with local industry partners to develop and expand the Career Academy to increase student certifications and internships with local employers.	Enrollment scheduled by Aug 2019. Certifications completed by May 2020	Esther Hayslett, Dennis Davis, Spencer Tatum	\$5,000.00

7: Other (optional)

Goal 7 (State your goal):		
Which <b>Strategy</b> 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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> 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"><li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li></ul>	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					
Objective 2					