# 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:  By the end of the 2020 school year, Lincoln Elementary School will improve the reading and math proficiency indicator from 63 to 71; Dayton Middle School will improve the MS Proficiency Indicator score on KPREP from 66.4 to 74; and DHS will improve the HS Proficiency Indicator score on the ACT from 60.6 to 67.

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* | 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. |
|---|---|---|
| • KCWP 1: Design and Deploy Standards<br>• KCWP 2: Design and Deliver Instruction<br>• KCWP 3: Design and Deliver Assessment Literacy<br>• KCWP 4: Review, Analyze and Apply Data<br>• KCWP 5: Design, Align and Deliver Support<br>• KCWP 6: Establishing Learning Culture and Environment | • KCWP1: Design and Deploy Standards Classroom Activities<br>• KCWP2: Design and Deliver Instruction Classroom Activities<br>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities<br>• KCWP4: Review, Analyze and Apply Data Classroom Activities<br>• KCWP5: Design, Align and Deliver Support Classroom Activities<br>• KCWP6: Establishing Learning Culture and Environment Classroom Activities | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 1: Collaborate to increase the reading proficiency indicator on KPREP at LES from 63% to 65% and the math proficiency indicator on KPREP from 63% to 65%. Collaborate to increase the reading and math Proficiency indicator on KPREP scores for Dayton Middle School from 66.4% to 67.9% and Dayton High School from 60.6% to 62.1% by 6/1/8 as measured by the reading and math KPREP and ACT scores. | Design and Deploy Standards | **Vertical/Horizontal Planning and Curriculum Alignment** – The district will provide a structure where teachers can meet in vertical and horizontal planning meetings to plan for instruction and to create and refine Quarterly/Unit Organizers and Curriculum Timelines, as outlined by the Academic Work Plan.  District administrators will provide ongoing coaching and feedback to teachers on effective practices for Tier I instruction and curriculum alignment to KCAS. | Curriculum documents in place for all grade levels, content areas, and all classes taught at Dayton Independent Schools | Currently taking place.  Teachers meet bi-monthly in district level teams and bi-monthly in school level teams. | |
| | | **Live Scoring** – School and district leaders will assist teachers in grades 3 – 8 with the implementation of a formal system for effectively scoring writing in the classroom and using feedback to improve student understanding of content.  Teachers will utilize Live Scoring twice per academic year for the purpose of assessing instruction and coaching students to proficiency by providing them with descriptive, effective feedback in ways that will | Improved Writing Scores across the district | We are a little behind on this.  We have completed Live Scoring in 7th and 8th grade ELA. | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | | allow them to improve in their demonstration of understanding through writing. | | | |
| | Design and Deliver Instruction Review, Analyze, and Apply Data | **Book a Week Program** – To support family involvement and connect literacy in the preschool program to the home, the district will provide opportunities for preschool teachers to provide students with one book to take home each week.  Teachers will design and deploy weekly activities to coincide with the book of the week. | Increased 3rd Grade Reading Scores | This program is continuing for all preschool students.  With the IAL grant, we are able to give books to students in all grade levels. | |
| | | **Flashback/PLC Meetings** – District and Building level administrators will meet with all grade level teachers once per week to review, discuss, and analyze the standards being taught and the student assessment data around those standards. | Increased Reading and Math Scores in grades 3 - 11 | These meetings take place weekly. Teachers are analyzing data each week. | |
| | Design, Align, and Deliver Support Design and Deploy Standards | **Reading One to One** – District office personnel will participate in the Reading One to One Program and work with a student each week for thirty minutes to improve the child's fluency and comprehension skills. | Increased Reading Scores for 3rd – 6th grade students | This program is in place. | |
| | | **Academic Work Plan** – Teachers will focus their work during district wide early release meetings on the Academic Work Plan.  The Academic Work Plan consists of the following: Quarterly/Unit Organizers, Curriculum Timelines, Creating/Revising Common Assessments and analyzing assessments and student work. | Curriculum documents in place for all grade levels and subject areas throughout the district. | Administration continually works with teachers to have all curriculum documents in place:  Curriculum Timeline, Quarterly/Unit Organizers, and Assessments uploaded to the OneDrive. | |
| Objective 2 | Design, Align, and Deliver Support Establishing Learning Culture and Environment | **Professional Learning Opportunities** – All teachers, including ELA and Math Teachers, will be given the opportunity to attend professional learning opportunities to improve their instructional practice.  Some of those trainings consist of:  KAGAN, Shared Inquiry, Eric Jensen Book Study. | Improved Instructional Strategies for all teachers throughout the district. | Two teachers from LES and two teachers from DHS will be attending a KAGAN training | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | | **Deeper Dive Walkthroughs** – District and building level administrators will implement a formal system to monitor effective instructional practices and systems for assessment of learning. Using the district created "Deeper Dive" Walkthrough protocol, district and school leaders will observe teachers and collect evidence to make decisions regarding professional learning and additional district support to teachers. | Improved Instructional Strategies for all teachers throughout the district | Deeper Dive Walkthroughs were completed during the first semester. Second semester walkthroughs begin this week. | |
| | Review, Analyze, Apply Data | **CASE Testing** – The district will monitor the implementation of CASE testing at LES and DMS to provide KPREP-like testing opportunities for students in grades K – 8, review students mastery towards standards, and to have intentional discussions with teachers to determine instructional changes that need to occur based on the data from CASE testing. | Increase percentage of students scoring P/D on the KPREP assessment | CASE testing has been administered twice this school year. The third and comprehensive CASE assessment will be administered in March. | |
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## 2: Separate Academic Indicator

Goal 2: By the spring of 2020, Lincoln Elementary School will improve the Separate Indicator score from 62 to 70, and Dayton Middle School will improve the Separate Academic Indicator Score from 54.8 to 63.8.

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* | 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. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| **Objective 1: Writing** Collaborate to increase the writing scores at LES from 38.5% P/D to 43% P/D on the 5th grade On Demand Writing Assessment, and at DMS from 17.3% P/D to 30% PD for the 2018 – 2019 school year | Design and Deploy Standards | **Common Writing Expectations** – the district will lead work focused around creating common writing expectations for all students, creating a continuum beginning in Kindergarten through 12th grade, and creating exemplars at each grade level. | Increase percentage of students scoring P/D on On Demand Writing | | |
| | Review, Analyze, and Apply Data | **Analyzing Writing** – On Demand Writing prompts will be scored by English teachers and administrators throughout the district. The scores, strengths and areas of growth, and next steps will be shared with 5th, 8th, and 11th grade students by the district office and building administration. | Increase percentage of students scoring P/D on On Demand Writing | | |
| | Design and Deploy Standards | **Writing Across the Curriculum** – Students in each grade level will write all three forms of writing: Narrative, Informative, and Persuasive. In grades 4 – 12, these pieces will be written across all content areas. | Increase percentage of students scoring P/D on On Demand Writing | | |
| | | **District Wide Feedback** – teachers in grades 4 – 12 meet bi-monthly to review, score, and analyze student | Increase percentage of students scoring P/D on On Demand Writing | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | | writing samples. Teachers discuss strengths and areas of growth that are then given to back to the students. | | | |
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| **Objective 2: Social Studies** Collaborate to increase the 5th grade social studies scores from 56.9% P/D to 61% P/D and the 8th grade social studies scores from 48.1% to 49.6% on the KPREP assessment. | Design and Deliver Instruction | **Flashbacks** – students will complete opening activities that "Flashback" to content standards that have previously been taught. These flashback cover all standards but focus mainly on standards students are not mastering. | Increase the percentage of students scoring P/D on the Social Studies KPREP assessment | | |
| | Design and Deliver Instruction | **Extended Response Questions** – Students will complete extended response questions on assessments throughout the year. Students also complete the RACE strategy (Restate, Answer, Cite, Explain) on opening activities. | Increase the percentage of students scoring P/D on the Social Studies KPREP assessment | | |
| | Design and Deliver Instruction | **Cold Reads** – Students complete "Cold Reads" on passages they have not seen before to improve their confidence and ability in reading content passages. | Increase the percentage of students scoring P/D on the Social Studies KPREP assessment | | |
| | | **Charts, Graphs, Maps** – Throughout the year, students are completing assessment questions that incorporate charts, graphs, and maps in an attempt to improve students ability to read and interpret these types of questions. | Increase the percentage of students scoring P/D on the Social Studies KPREP assessment | | |
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| **Objective 3: Science** Collaborate to increase the 4th grade science scores from 18.8% P/D to 25% P/D and the 7th grade science scores from 22.5% to 30% P/D on the KPREP assessment. | Design, Analyze and Apply Data | **Self-Reflections** – Students complete self-reflections on all 10 for 10 formative assessments and summative assessments to evaluate mastery towards standards. | Increase percentage of students scoring proficient/distinguished on the KPREP assessment. | | |
| | Design, Analyze and Apply Data | **Summative Assessment Analysis** – Science teachers will meet in district wide teams, grades 4 – 12, twice a month to review and analyze summative assessment data. Teachers will share their assessment along with | Increase percentage of students scoring proficient/distinguished on the KPREP assessment. | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | | student work to analyze specific questions and standards that students are mastering and/or not mastering. | | | |
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## 3: Gap

Goal 3: By the spring of 2020, increase the percentage of students with disabilities at Lincoln Elementary School scoring P/D from 35.3% to 50%.and at Dayton MS increase the proficiency indicator for students on Free/Reduced Lunch from 56.4 to 64.4, and at DHS and from 64.6 to 72.6.

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* | 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. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| At LES, Collaborate to increase the percentage of students with disabilities scoring at the P/D Level from 35.3% to 40%. <br><br> At DHS, Collaborate to increase the proficiency indicator for Free/Reduced lunch students in the MS from 64.6 to 68.6 and in the HS from 56.4 to 60.4 by 5/31/19. | Review, Analyze, and Apply Data <br> Design and Deliver Instruction | **Advisory Team Meetings** – The district will monitor the use of Advisory Team Meetings at Lincoln Elementary School between teachers of all grade levels to determine appropriate interventions for all students scoring below grade level. | All teachers are aware of student data and appropriate interventions for all students | | |
| | | **RTI** – The district will monitor the intervention that is taking place at all three levels.  The district will monitor school wide RTI at LES, the double block of reading and math taking place at DMS, and the 4th bell RTI block taking place at the high school. Students, who are not meeting grade level benchmarks, are placed in interventions.. | Decrease the percentage of students scoring Novice on KPREP | | |
| | Design and Deliver Instruction <br> Review, Analyze, and Apply Data | **Lexia/Reading Plus** – The district will monitor the use of Lexia/Reading Plus throughout the district.  All students in grades 3 – 11 not meeting grade level reading benchmarks will be placed on Lexia/Reading Plus to assist in | Decrease the percentage of students scoring Novice on KPREP | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | | improving students' fluency and comprehension. | | | |
| | | **Professional Learning Day –** The November Professional Learning Day will be designated to analyze KPREP scores, review individual student scores, and determine next steps for reducing novice percentages in all content areas. | All teachers are aware of student data | | |
| | Design, Align, and Deliver Support Design, Align, and Deliver Support | **Engaging Students With Poverty in Mind Resources –** The district purchased Eric Jensen's book, "Poor Students, Richer Teaching," for all staff members in the district, and the district will lead all staff members through a book study using this book. | Improved Instructional Strategies for all teachers throughout the district | | |
| | | **PBIS Implementation** – the Director of Student Services will continue to monitor and support work with school personnel to implement PBIS in both school buildings, in order to track progress towards the long term goal of advancing through the next Tier of PBIS intervention based on benchmark assessment from the PBIS committee. | Decrease the amount of office referrals for all students | | |
| | Design, Align, and Deliver Support | **KAGAN Training** – The district will continue the initiative of sending all teachers in the district to KAGAN training to learn about cooperative learning and decreasing the percentage of students not meeting grade level benchmarks. | Decrease the percentage of students scoring Novice on KPREP | | |
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## 4: Graduation rate

| Goal 4 By the spring of 2020, Dayton High School will improve its 4 year graduation rate from 80.3% to 90%. |
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| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*<br>• KCWP 1: Design and Deploy Standards<br>• KCWP 2: Design and Deliver Instruction<br>• KCWP 3: Design and Deliver Assessment Literacy<br>• KCWP 4: Review, Analyze and Apply Data<br>• KCWP 5: Design, Align and Deliver Support<br>• KCWP 6: Establishing Learning Culture and Environment | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*<br>• KCWP1: Design and Deploy Standards Classroom Activities<br>• KCWP2: Design and Deliver Instruction Classroom Activities<br>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities<br>• KCWP4: Review, Analyze and Apply Data Classroom Activities<br>• KCWP5: Design, Align and Deliver Support Classroom Activities<br>• 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. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 1: Collaborate to increase the four year graduation rate from 80.3% to 85% by June 2019. | Review, Analyze, and Apply Data<br>Establishing Learning Culture and Environment | **Student Assistance Team** - A Student Assistance Team at the high school will monitor academic (i.e., CERT, Quarterly Assessments, and Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention and enrichment. The district will monitor to ensure program effectiveness and an increase in the Academic achievement of all students. | Reduce barriers to learning for students AND Increased Graduation Rate | The Student Assistance Team is meeting on a regular basis to identify students with behavioral needs. | |
| | | **DaytonA** – The district will continue to monitor the implementation of programs to support students struggling academically i.e. "DaytonA, Credit Recovery | Increased Graduation Rate | DaytonA is in place for students that are struggling behaviorally and are in danger of not graduating. | |
| | Establishing Learning Culture and Environment<br>Establishing Learning Culture and Environment | **Credit Recovery** – A Credit Recovery Program is in place for students falling behind academically.  Students having failed classes will be placed in the Credit Recovery Program to prevent these students from falling behind. | Increased Graduation Rate | This program has been effective in allowing students to recover credits and keep students on track for graduation. | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | | **School Based Health Center –** The district will continue to provide support for and monitor the implementation of the School-based Health Center, designed to help remove barriers that may exist when students are absent from school when medical treatment is necessary. | Increased Attendance Rate | The School Based Health Center is at Lincoln Elementary School on Monday and Thursday.  They meet family's needs by diagnosing illnesses and prescribing medications for students in need. | |
| | Review, Analyze, and Apply Data | **Joint SBDM/Board Meeting –** The district will continue to monitor and support effective communication between the SBDM councils, the Board of Education, and the district office personnel with bi-annual reviews of the district mission statement, school/district goals, and assessment data. | All shareholders are aware of data and school needs | We have not done this yet. | |
| | | **\*\*We have created a Grad Rate Tracking System that lists all students in their correct Cohort Graduation year.  The administrative team has met twice and plans to meet bi-weekly to identify and follow up with students that are in danger of not graduating.** | | | |

## 5: Growth

| Goal 5: By the spring of 2020, 50% of students in grades K – 6 will be proficient and/or distinguished on the CASE Reading and Math assessment, and DMS will increase the percentage of students scoring proficient and/or distinguished on the CASE Assessment from 47.5% to 55.5% in Math and 45.1% to 53.1% in Reading. |

| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* <br> • KCWP 1: Design and Deploy Standards <br> • KCWP 2: Design and Deliver Instruction <br> • KCWP 3: Design and Deliver Assessment Literacy <br> • KCWP 4: Review, Analyze and Apply Data <br> • KCWP 5: Design, Align and Deliver Support <br> • KCWP 6: Establishing Learning Culture and Environment | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* <br> • KCWP1: Design and Deploy Standards Classroom Activities <br> • KCWP2: Design and Deliver Instruction Classroom Activities <br> • KCWP3: Design and Deliver Assessment Literacy Classroom Activities <br> • KCWP4: Review, Analyze and Apply Data Classroom Activities <br> • KCWP5: Design, Align and Deliver Support Classroom Activities <br> • 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 <br> At LES, Collaborate to increase the percentage of students meeting the Proficient and/or Distinguished level on the CASE assessment from 33.3% to 40% in Math and from 36.2% to 43% in Reading. <br> At DMS, For the 2018 – 2019 school year, collaborate to increase the percentage of students meeting Proficiency on the CASE assessment from 47.5% to 55.5% in Math and 45.1% to 53.1% in Reading. | Design and Deliver Instruction Design and Deliver Assessment Literacy | **Lexia/Reading Plus -** Students in grades 3 through 11 will participate in the computer intervention program, Lexia and/or Reading Plus. These students will be determined by teacher referral and performance on KPREP, MAP, AIMSweb, and other classroom data. | Decrease the percentage of students scoring Novice on KPREP | | |
| | | **District Wide Assessment Analysis** – Teachers in grades 4 – 12 will meet twice a month in content alike groups to analyze assessments, assessment data, and student work. | Decrease the percentage of students scoring Novice on the On Demand portion of KPREP | | |
| | Review, Analyze, and Apply Data Design and Deliver Instruction | **Analyzing Writing** – ELA teachers district wide will score On Demand Writing prompts written by students throughout the district. The scores, strengths and areas of growth, and next steps will be shared with the students by the district office and building administration. | Decrease the percentage of students scoring Novice on KPREP | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| | | **RTI** – The district will monitor the intervention that is taking place at all three levels.  The district will monitor school wide RTI at LES, the double block of reading and math taking place at DMS, and the 4th bell RTI block taking place at the high school.  Students, who are not meeting grade level benchmarks, are placed in interventions.. | Decrease the percentage of students scoring Novice on KPREP | | |
| | Review, Analyze, and Apply Data | **Flashback/PLC Meetings** – District and Building level administrators will meet with all grade level teachers once per week to review, discuss, and analyze the standards being taught and the student assessment data around those standards. | Improved Instructional Strategies for all teachers throughout the district | | |
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## 6: Transition Readiness

| Goal 6:  By the spring of 2020, Dayton High School will increase its Transition Readiness percentage from 82.9% to 90%. |
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| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* <br>• KCWP 1: Design and Deploy Standards <br>• KCWP 2: Design and Deliver Instruction <br>• KCWP 3: Design and Deliver Assessment Literacy <br>• KCWP 4: Review, Analyze and Apply Data <br>• KCWP 5: Design, Align and Deliver Support <br>• KCWP 6: Establishing Learning Culture and Environment | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* <br>• KCWP1: Design and Deploy Standards Classroom Activities <br>• KCWP2: Design and Deliver Instruction Classroom Activities <br>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities <br>• KCWP4: Review, Analyze and Apply Data Classroom Activities <br>• KCWP5: Design, Align and Deliver Support Classroom Activities <br>• 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. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|---|---|
| Objective 1 <br>Increase our Transition Readiness percentage from 82.9% to 85% as measured by the percentage of graduating seniors that meet Academic Readiness Benchmarks and Career Readiness Benchmarks. | Review, Analyze, and Apply Data <br>Design, Align, and Deliver Support | **Transition Readiness Training and Support** – District and school leaders, in collaboration with the guidance office, will monitor graduation data, academic progress, and transition readiness (through an analysis of ACT, KOSSA, Industry Certification, and the ASK Assessment) | Increased Transition Readiness percentage | | |
| | | **Career Pathways Communication** – The district will support Transition Readiness communication between teachers to provide students access to programs that align with career pathways identified in their ILP.  The TEDS Coordinator/High School Business Teacher will track the students and progress in these career pathways to make decisions requiring additional district support. | Increased Transition Readiness percentage | | |
| | Design and Deliver Instruction <br>Design, Align, and Deliver Support | **Junior CCR Class** – All juniors will take a Transition Readiness Class in which they will focus on test taking | Increased percentage of students meeting Transition Readiness Benchmarks | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | | strategies and reading, math, and English skills. | | | |
| | | **CERT Testing** – the district will continue to provide support to school administration and teachers during CERT Testing, a formal system for measuring progress of students in English, Reading, and Mathematics and to determine transition readiness and appropriate interventions for students not meeting benchmarks. | Increased percentage of students meeting Transition Readiness Benchmarks | | |
| | Design, Align, and Deliver Support<br>Design, Align, and Deliver Support | **Operation Preparation** – District Administrative Team (Superintendent, Director of Teaching and Learning, and Director of Student Services) will develop and promote Operation Preparation district wide to promote transition readiness.  Through the use of a monitoring system within the guidance office at each school, the district will provide support to students regarding their ILP completion status, career interests, and their progress towards meeting Transition Readiness benchmarks as needed. | Increased percentage of students meeting Transition Readiness Benchmarks | | |
| | | **Transition Readiness Monitoring** – The district will continue to support and monitor Transition Readiness programs.  The Director of Teaching and Learning and the School Counselor will continue to create and update a Transition Readiness Spreadsheet that will be shared with staff members during weekly PLC's.  The Transition Readiness Spreadsheet will be updated each time new transition readiness measures are met by students. | Increased percentage of students meeting Transition Readiness Benchmarks | | |
| Objective 2 | | | | | |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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## 7: Other (optional)

| Goal 7 (*State your goal*): |
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| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*<br>• KCWP 1: Design and Deploy Standards<br>• KCWP 2: Design and Deliver Instruction<br>• KCWP 3: Design and Deliver Assessment Literacy<br>• KCWP 4: Review, Analyze and Apply Data<br>• KCWP 5: Design, Align and Deliver Support<br>• KCWP 6: Establishing Learning Culture and Environment | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*<br>• KCWP1: Design and Deploy Standards Classroom Activities<br>• KCWP2: Design and Deliver Instruction Classroom Activities<br>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities<br>• KCWP4: Review, Analyze and Apply Data Classroom Activities<br>• KCWP5: Design, Align and Deliver Support Classroom Activities<br>• 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. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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