**Comprehensive Improvement Plan for Conner High School**

# 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

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| Goal 1 (*State your proficiency goal):* By 2021, will increase the proficiency indicator (reading and math) of 74.8 to **84.8**.  |
| 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.)* * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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  | 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.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
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|  **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
| Objective 1: Increase all students reading proficiency from 54.9% to 84.9% by 2021  | Students will be placed in extended intervention programs based on 8th grade STAR/CERT scores to remediate their individual deficiencies.  | Offer Reading for College Success to provide assistance and remediation for students through targeted classroom interventions in addition to FFW and RA.  | Students will improve 2 or more points each year in CERT score at end of semester.  | Ongoing  |   |
| School leadership and teachers will support the RTI/tiered intervention process at all grade levels and ensure students in sub-populations (LEP, special education/disabilities, F/RL, African Americans, Hispanic) are targeted. RTI implementation through Study Skills class offered of daytime ESS waiver  | Students will improve 2 or more points each year in CERT score at end of semester  | Ongoing  | Day time ESS waiver  |
| Assess and monitor CERT scores and progress  | All students will take CERT Reading pretest at the beginning of each semester followed by a Post-test at the end of the end of the semester. Students will set a goal to improve and will be monitored by teachers and school leadership teams.  | All students meet or exceed individual CERT goal in Reading  | Ongoing  |   |

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|   **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
|  |  | All students will have access to CERT remediation materials, CERT Quizzes for formative assessment purposes, as well as targeted instruction.  | Increase in student use of CERT materials  | Ongoing  |   |
| Watchlist, Mentoring and Interventions  | Students will be referred to Tier II interventions through Persistence to Graduate tool and teacher referral. Classroom interventions will be used through differentiated instruction and targeted instruction. ESS will be offered both during and after school for remediation.  | Improved student CERT scores and grades in English. Formative assessment data. Grade reports  | Ongoing  |   |
| Teachers and school leaders will implement the Mentoring program for students that are identified for Tier II. Each student on the tier II list will have a mentor assigned to meet with weekly and monitor the student progress and advocate for their needs.  | Improved student CERT score and grades in English, grade reports  | Ongoing  |   |
| Objective 2: Increase all students math proficiency from 58% to 84%  | Using 8th grade STAR, Algebra I grades, ACT and CERT scores, teachers and school leadership teams will identify students performing below proficiency. Place student appropriately in specialized intervention courses.  | 9th grade students at high risk of failure/novice placed in CCR Math 11th grade students at high risk of failure/novice placed in Intro to Algebra II. 12th grade students below CCR Benchmark placed in College Prep Algebra. Students in specialty courses will have access to Moby Max, resources on Canvas and CERT, Small group instruction and personalized learning to reduce gaps in knowledge.  | Decrease failures and novice in Math, CERT, ACT, classroom formative assessments  | Ongoing  |   |
| Teachers and school leadership team will assess and monitor CERT and progress towards set goals.  | All Students will take CERT Math Pretest at the beginning of each semester followed by a Post-test at the end of the semester. Students will set an individual goal of improvement. Teacher will monitor goal.  | All students meet or exceed individual CERT goal in Math  | Ongoing  |   |
|  **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
|  |  | All students will have access to CERT remediation materials, CERT quizzes for formative assessment purposes, as well as targeted instruction to use towards meeting individual student goal.  | Increase in student use of CERT materials  | Ongoing  |   |
| Watch, Intervention and Mentoring  | Teachers and leadership team will refer students to Tier II interventions through Persistence to Graduate tool and teacher referral. Classroom interventions will be used through differentiated instruction and targeted instruction. ESS will be offered both during and after school for remediation  | Improved student CERT scores and grades in Math, ACT, classroom formative assessments  | Ongoing  |   |
| Teachers and school leadership will implement the Mentoring program for students that are identified for Tier II. Each student on the tier II list will have a mentor assigned to meet with weekly and monitor the student progress and advocate for their needs  | Improved student CERT score and grades in Math, ACT, classroom formative assessments, school data  | Ongoing  |   |
|   | Course alignment, pedagogy, and professional development  | Teachers and school leadership teams will utilize resources to build units/assessments aligned to Kentucky Core Standards, and improve instruction through small group instruction, differentiation, and give continuous access to resources through the Canvas platform. Incorporate Kagan strategies into instruction.  | Walkthroughs will show student engagement in tasks  | Ongoing  |   |

2: Separate Academic Indicator

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| Goal 2 (*State your separate academic indicator goal):* Increase the average writing proficiency rates for all students from 62.5 to 72.5%  |
| 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.)* * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
| Objective 1: Increase all student writing proficiency from 62.5% to 72.5%  | Students will write across the curriculum  | All students will incorporate and evaluate authentic/real world reading and writing assignments into their course curriculum.  | School data, ODW  | Ongoing  |   |
| Teachers will incorporate more authentic writing, i.e. blogs, emails, nonfiction pieces. Each unit, at every level, will have a common authentic writing piece. Teachers will incorporate 10 minutes On Demand Writing assignments within each unit. Process writing will include peer review and evaluation along with teacher review, evaluation, and reflection.  | School data, ODW  | Ongoing  |   |
| Constructive responses and analytical writing will be used in all social studies classes based on topics being discussed  | PLC, school data  | Ongoing  |   |
|   |   | Compile ODW tips sheet for all students taking ODW  | PLC  | Ongoing  |   |

3: Gap

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| Goal 3 (*State your Gap goal):* Increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): 22.8 to **32.8%.**  |
| 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.)* * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
| Objective 1: Increase proficiency in reading for students in the Gap group from 22.8% to 32.8%  | Provide individual interventions for all students below benchmark in Reading  | Teacher and leadership teams will assign students to Fast Forword/Reading Assistant – through a course or individually on their own.  | School data, CERT, ACT  | Ongoing  |   |
| Mentoring  | Tier II committee members review and revise a list of at risk students/GAP to be placed into mentoring program. Students will meet with mentor weekly to monitor student and advocate for student needs. All special education students will be assigned a mentor.  | School data, Persistence to Graduate Report, CERT, ACT, PLC  | Ongoing  |   |
| ESS/Study Skills  | Students will participate in an intervention program during school and/or after school for additional support in reading to gain essential skills and knowledge to close instructional gaps through one on one or small group instruction.  | School data, CERT, ACT, PLC  | Ongoing  |   |
| Professional Development  | All teachers will take part in Kegan Strategies PD to improve student engagement.  | PLC, Walkthroughs, School data  | Ongoing  |   |

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|   **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
|  |  | Special Education teachers will take part in IDEA training in IEP guidance document training and Anita Archer’s Explicit Instruction training   |  |  |  |
| Instructional Strategies  | Teachers and students will practice/model annotation and critical thinking strategies and weekly integration of context clues and inferencing. Teachers will incorporate Kagan structures and other high-yield, research based cooperative learning strategies to improve student engagement in the classroom.    | PLC, walkthrough data, ongoing classroom data  | Ongoing  |   |
| Objective 2: Increase proficiency in math for students in the Gap group from 22.8% to 32.8%  | Teachers and school leadership team will provide individual interventions for all students below benchmark in Math  | CCR math course is designed for students below STAR benchmark in 8th grade. CCR Math gives students access to personalized instruction through Khan Academy.   | CERT, ACT, School data  | Ongoing  |   |
| Introduction to Algebra II is designed for students below CERT benchmark, below an 80% in Algebra I and/or by student request. Students in this course have access to personalized instruction, master learning, 24-7 access to resources through Canvas, Khan Academy, and small group and differentiated instruction. The focus is foundational skills for Algebra II curriculum.   | CERT, ACT, School data  | Ongoing  |   |

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|   **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
|  |  | Transition Math is designed for ELL and Spec. Ed. Students needing remedial skill development prior to taking Algebra I. Students have access to personalized instruction, Khan Academy and targeted interventions.  | School data, CERT, ACT  | Ongoing  |   |
| CERT assessment and remediation  | CERT- All students will take a pre and post CERT test for each math course. CERT data will create targeted flashbacks and full class experiences. Individually students have access to personalized remediation and formative assessment quizzes for College Readiness Standards.  | CERT  | Ongoing  |   |
| ESS/Study Skills  | Students will participate in an intervention program during school and/or after school for additional support in math to gain essential skills and knowledge to close instructional gaps through one on one or small group instruction  | School data, CERT, ACT  | Ongoing  |   |
| Professional Development  | All teachers will take part in Kegan Strategies PD to improve student engagement. Special Education teachers will take part in IDEA training in IEP guidance document training and Anita Archer’s Explicit Instruction training  | PLC, Walkthroughs, School data  | Ongoing  |   |
| Instructional Strategies  | Teachers will incorporate Kagan structures and other high-yield, research based cooperative learning strategies in their daily instruction to improve student engagement in the classroom.  | PLC, Walkthroughs, School data  | Ongoing  |   |
|  **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
|  | Mentoring  | Tier II committee members review and revise a list of at risk students/GAP to be placed into mentoring program. Students will meet with mentor weekly to monitor student and advocate for student needs. All Special Education students will be assigned a mentor.  | PLC, CERT, Persistence to Graduate Tool, ACT, school data  | Ongoing  |   |
| Teachers and school leadership team will counsel students at every level to ensure correct placement into interventions and rigor of coursework.  | School data  | Ongoing  |   |

## 4: Graduation rate

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| Goal 4 (*State your Graduation Rate goal):* Increase the Graduation Indicator from 96.1 to **98.1** by 2021, as measured by the combined 4 and 5 Year Cohort Graduation Rate.  |
| 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.)* * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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| Objective 1: Provide access for 100% of student to achieve a high school diploma in 4 years  | Continue to utilize various alternate programs such as the Drop-In Program, District Diploma, and Virtual Program with students who are not on grade level to graduate.  | Teachers and school leadership team will utilize the Persistence to Graduation Tool, CERT, intervention rosters, and other tools to identify students who are at risk of failing.   | Reduction in students at risk  | Ongoing  |   |
| Teachers and school leadership team will provide Credit Recovery, summer school, ESS, and online opportunities to recover credits lost due to failure/incompletes.  | Grade reports, CERT, ACT  | Ongoing  |   |
| Teachers and school leadership team will work with YSC to help remove barriers for students that are at risk of failing or not graduating.   | School data  | Ongoing  | YSC grant $67,000  |
| Teachers and school leadership team will have placement meetings with all stakeholders to determine the best placement and plan for each student to achieve a high school diploma.  | Attendance at meetings  | Ongoing  |   |
|  **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
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| Remediation and Mentoring  | Teachers will remediate I’s within the course, after each grading quarter, and two weeks after school before the end of the semester.   | Grade reports, CERT, ACT  | Ongoing  | ESS  |
| Teachers and school leadership teams will develop school culture supports, both academic and behavioral through mentoring program to support learning for all.   | Data collected on reduction of students not on track to graduate  | Ongoing  |   |
| Objective 2: Target students with credit deficits.   | Allow students to graduate with their cohort  | Teachers and school leadership teams will run failure reports and monitor student progress.  | Failure reports  | Ongoing  |   |
| Teachers and school leaders will refer students that have credit deficiencies to the Tier II and Mentoring program  | Data reports on mentoring program  | Ongoing  |   |
| Teachers and school leadership team will create Canvas Courses for remediation and credit recovery through Edgenuity.  | School data reports  | Ongoing  |   |
| Teachers and school leadership teams will provide Credit Recovery programs both after school and during the summer.   | School data reports  | Ongoing  |   |
| Objective 3: Provide alternative programs to cater to different learning styles   | Broaden the scope of opportunities for students by expanding into nontraditional high schools and methods  | Teachers and school leadership teams will identify the target student group for Early College, Design School, Fire/EMS, Homebuilders, Imagineering, and Ignite.  | School data report  | Ongoing  |   |

## 5: Transition Readiness

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| Goal 6 (*State your Transition Readiness goal):* Increase the transition indicator from 67.9 (2018) to 77.9 by 2021.  |  |
| 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.)* * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)

  | 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.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%202%20Design%20and%20Deliver%20Instruction%20Classroom%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%203%20Design%20and%20Deliver%20Assessment%20Literacy%20Classroom%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data%20Classroom%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%205%20Design%20Align%20Deliver%20Support%20Classroom%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%206%20Establishing%20Learning%20Culture%20and%20Environment%20Classroom%20Activities.pdf)
 | 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 number of students in early college and dual credit.  | Teachers and school leadership teams will provide support to ensure student success.  | Meet with parents to set clear expectations. Meet with students weekly basis to provide academic structure and support.   | Passing rate of students in dual credit courses  | Ongoing  |   |
| Hold annual parent information sessions comparing the various options   | Attendance of parents at sessions  | Ongoing  |   |
| Utilize the PLC to create more effective communication between college and high school.   | PLC minutes  | Ongoing  |   |
| Objective 2: Expand the internship program through expanding pathways.  | Analyze student ILP data to determine student career goals  | Teachers and school leadership team will develop a curriculum and pathway promoting students interning in the area of law.  | Pathway implemented  | Ongoing  |   |
| Teachers and school leadership team will facilitate a CTE recruitment event for students  | Attendance at event  | Ongoing  |   |
|  **Objective**  | **Strategy**  | **Activities to Deploy Strategy**  | **Measure of Success**  | **Progress Monitoring Date & Notes**  | **Funding**  |
| Objective 3: Provide authentic career and workplace learning experiences.  | Communicate and facilitate opportunities with YSC and area business or community members to expand student access to real life experiences.  | Teachers and school leadership team will bring area business members in to conduct mock interviews for seniors.  | Attendance at event and student feedback  | Ongoing  |   |
| Create worksite experiences through Navigo, Coop, internship experiences, and externships for students/teachers.  | Number of students participating  | Ongoing  |   |
| Provide all students the opportunity to explore and utilize technology tools (Xello) and applications effectively and productively to advance them on their path to career and college readiness  | Xello reports  | Ongoing  |   |
| Increase access and opportunities for all students to participate in science, technology, engineering and mathematics (STEM) programs.  | Course availability   | Ongoing  |   |
| Teachers and school leadership team will work closely with YSC to remove barriers and help students be prepared to transition to college or career.  | School data  | Ongoing  | YSC grant $67,000  |
| Host various high demand businesses to present opportunities to parents and students, i.e. KYFame, supply chain, etc.  | Attendance at event  | Ongoing  |   |

7: Other (optional)

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| Goal 7 (*State your goal):*  |  |  |
| 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.)* * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf)
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  | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below ma be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%202%20Design%20and%20Deliver%20Instruction%20Classroom%20Activities.pdf)
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* [KCWP4: Review, Analyze and Apply Data Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data%20Classroom%20Activities.pdf)
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 | 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  |   |   |   |   |   |
|   |   |   |   |
|   |   |   |   |   |
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|   |   |   |   |