

- **Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities**

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district’s CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district’s course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

Goal 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP Score for students at Franklin Simpson Middle School from 61.3 to 80.7 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KPREP Score for students at Franklin Simpson Middle School from 52.9 to 76.5 by 2030.

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.		
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP for students at Franklin Simpson Middle School from 61.3 to 63.1 by 2020.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support Strategy: Math Intervention Support	Tier 2 Math Instruction Identified Tier 2 students will be pulled to work with math teachers for additional instruction and/or work in IXL for 30 minutes(or other time as appropriate) daily during FLEX.	Evidence: Student Schedules Weekly Overviews STAR Reports Members Responsible: Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention		\$1300
		Tier 3 Math Instruction Identified Tier 3 students will receive intensive direct math instruction for a full class period targeting specific students’ needs and offering practice through direct instruction as well as computer based programs such as iXL.	Evidence: Student Schedules Weekly Overviews STAR Reports Members Responsible: Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention		\$1000

Objective 2: Increase the percentage of students scoring Proficient and Distinguished in Math on KPREP for students at Franklin Simpson Middle School from 52.9 to 55.0 by 2020.	KCWP 2: Design and Deliver Instruction	Tier 2 Reading Instruction Identified Tier 2 students will be pulled to work with reading teachers for additional instruction and/or work in a computer program.	Evidence: Student Schedules Weekly Overviews STAR Reports		READ 180 and System 44 Cost ???
	KCWP 4: Review, Analyze and Apply Data				
	KCWP 5: Design, Align and Deliver Support	Tier 3 Reading Instruction Tier 3 Reading students are serviced through a pull out program during their Wildcat Period. This will provide students extra support in specific reading areas. Students receive instruction in either Systems 44 or Read 180.	Members Responsible: Administrative Staff, CIA, Intervention Teachers, Simpson Co. Special Education Director		
	Strategy: Reading Intervention Support	Literacy Integration Teachers will meet after school, Learning Community Days, PD Days, and Planning Period Meetings (PPMs) for ongoing professional development and instructional planning. This will help to ensure increased knowledge and use of the strategies across contents for all teachers and students.	Evidence: Student Schedules Weekly Overviews STAR Reports Members Responsible: Teachers, CIA, Administrative Staff, District Personnel		\$0
	KCWP 5: Design, Align and Deliver Support	PLC's & PPMs Teachers are participating in bi-weekly PLC and Planning Period Meetings. The guided planning sessions are targeted toward ongoing professional development and student data analysis. PLC meetings are for content teacher partners to work together in improving student success through analysis and instructional planning.	Evidence: Student Schedules Weekly Overviews STAR Reports Members Responsible: Teachers, CIA, Administrative Staff, District Personnel		\$0
	KCWP 5: Design, Align and Deliver Support	Observations and Evaluations Teachers and administrators continue to master PGES for ensuring an effective teacher in every classroom. Professional growth plans, self-reflections, and observations are used to allow for continuous growth of all educators at FSMS.	Evidence: Student Schedules Weekly Overviews STAR Reports Members Responsible: CIA, School Administrators, Teachers		\$0
	KCWP 5: Design, Align and Deliver Support	Teacher Training Teachers will receive PD based on their individual needs as well as the needs of the school. Training will take place during the school year as well as in the summer. PD Topics include Engagement and Schoology. One day of PD will be incorporated throughout the school year on various topics. Teachers also participated in the Wildcat Summit where they were able to attend many different professional development topics presented by educators within our district.	Evidence: Student Schedules Weekly Overviews STAR Reports Members Responsible: Administration, Teachers and District Personnel		\$0
	Strategy: Professional Development				

	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Strategy: Incorporating Literacy</p>	<p>Writing Instruction</p> <p>Students and teachers will engage in writing performance tasks in their content areas. FSMS will adhere to the writing plan approved 12/10/2019.</p> <ul style="list-style-type: none">• Writing implementation will be monitored through Planning Period Meetings. Teachers will be required to bring writing samples each month.• Teachers will continue to utilize the Run the Race checklist on all short answer extended responses.	<p><u>Evidence:</u></p> <p>Writing Plan Planning Period Meetings Student Writing Pieces</p> <p><u>Members Responsible:</u></p> <p>MS Principal MS Assistant Principal MS CIA Teachers</p>		\$0

2: Gap

Goal 2: Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP for students at Franklin Simpson Middle School with disabilities from 21.1 to 60.6 by 2030. Increase the percentage of students scoring Proficient and Distinguished in Math on KPREP Score for students at Franklin Simpson Middle School with disabilities from 11.8 to 55.9 by 2030.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring Proficient and Distinguished in Reading on KPREP for students at Franklin Simpson Middle School with disabilities from 21.1 to 24.7 by 2020.	KCWP 2: Design and Deliver Instruction	STAR Data Analysis All teachers at FSMS that administer the STAR Assessment will have access to STAR data for their students, such as current STAR data, student progress on the STAR throughout the year, and student projection aligned to 2019 KPREP scores.	Evidence: Weekly Overviews STAR Reports Members Responsible: Administrators, Regular Ed. Teachers, Resource Teachers, Special Education Director		\$1000 or STAR cost
	KCWP 4: Review, Analyze and Apply Data				
	KCWP 5: Design, Align and Deliver Support				
	Strategy: Math Analysis and Math Instruction Implementation	Math Intervention Classes Students in Tier 2 of Math intervention will receive additional math instruction with their core math teacher for 30 minutes daily. Tier 3 Math students will receive intensive math instruction from the math intervention teacher for a full class period daily.	Evidence: Student Schedules Weekly Overviews STAR Reports Members Responsible: CIA, Administrators, Math Intervention Teacher, Special Education Director		\$0
		Data Analysis of Math Intervention Analyze performance of all students on the STAR and CASE Assessments. Reports are used to identify and focus on the needs of students for intervention. Progress	Evidence: Student Schedules Weekly Overviews STAR Reports		\$1200 or cost of STAR

		monitoring occurs using reports from TenMarks, IXL and data from classroom assessments.	<u>Members Responsible:</u> Math Intervention Teacher, CIA, Administrators, Core Math Teachers, Instructional Assistants		and CASE
		Student Achievement FSMS Leadership will analyze student achievement by gap groups specifically for math, relative to KPREP and school assessments to determine needs in reading, math, science, social studies, and writing. Data will be utilized to determine next steps.	<u>Evidence:</u> Student Schedules KPREP Reports STAR Reports Infinite Campus <u>Members Responsible:</u> Administrators, CIA, Regular Ed. Teachers, Special Education Teachers		\$0
		Professional Development Structure A structure will be created and utilized for ongoing professional development to occur during the 2019-20 school year. This will include ongoing professional learning on Learning Community Days, during faculty meetings, Planning Period Meetings, Wildcat Summit, and the sharing of walk-through data. Math teachers are participating in Advanc-Ed Math Trainings.	<u>Evidence:</u> Student Schedules Weekly Overviews STAR Reports <u>Members Responsible:</u> Administrators, CIA, Teachers, District Personnel		\$0
Objective 2: Increase the percentage of students scoring Proficient and Distinguished in Math on KPREP Score for students at Franklin Simpson Middle School with disabilities from 11.8 to 15.8 by 2020.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Extended School/Tutoring Students will be given opportunities for extra help in math and other subjects after school on Tuesdays and Thursdays.	<u>Evidence:</u> <u>Members Responsible:</u> Teachers Administrators		\$13,500
	KCWP 5: Design, Align and Deliver Support Strategy: Reading Analysis and Math Instruction Implementation	Reading Intervention The Tier 3 Reading students will work in either Read 180 or Systems 44 computer programs. These students will be monitored and moved according to their progress. The Tier 2 Reading students will be drafted to receive additional reading instruction during FLEX period.	<u>Evidence:</u> Student Schedule Progress Monitoring Reports STAR Reports <u>Members Responsible:</u> Administrators, CIA, Guidance Counselor, Reading Intervention Teachers, Special Education Resource Teachers		Cost of Read 180 and Systems 44

		<p>Literacy Strategies Teachers will continue to utilize and/or share strategies from 20 Literacy Strategies to Meet the Common Core during the 2019-20 school year. Teachers will incorporate these strategies into their classrooms to enhance student success in literacy across content areas.</p>	<p><u>Evidence:</u> Lesson Plans Plannig Period Meeting Agendas</p> <p><u>Members Responsible:</u> Teachers, CIA</p>		\$0
		<p>Professional Development Structure A structure will be created and utilized for ongoing professional development to occur during the 2019-20 school year. This will include ongoing professional learning on Learning Community Days, during faculty meetings, Planning Period Meetings, Wildcat Summit, and the sharing of walk-through data. Reading teachers will participate Run the Race, On Demand Writing Training, and Newsela.</p>	<p><u>Evidence:</u> PLC Agendas PD Agendas</p> <p><u>Members Responsible:</u> Teachers, CIA, Administrators</p>		\$0

3: Growth

Goal 3: Increase Math and Reading average Growth Score from 56.2 to 75 by 2030.					
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: FSMS will have a 5% decrease in the percentage of students scoring Novice in Reading for the 2019-2020 school year as measured by KPREP.	KCWP 2: Design and Deliver Instruction	Tier 2 Reading Instruction The Tier 2 Reading students will be drafted to receive additional reading instruction during FLEX period. with access to resources such as iXL.	Evidence: Student Schedules Weekly Overviews STAR Reports Members Responsible: Administrators, CIA, Intervention Teachers, Special Education Teachers		\$0 or cost of iXL
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 4: Review, Analyze and Apply Data	Tier 3 Reading Instruction Tier 3 students (identified through CASE and STAR data) will receive intensive direct reading instruction for a full class period targeting specific students’ needs and working on System 44 and Read 180.	Evidence: Teacher Schedule Members Responsible: Teachers, CIA, Administrators		Cost of STAR and CASE Assessments
	KCWP 5: Design, Align and Deliver Support				
	Strategy: Reading Intervention	Extended School/Tutoring Students will be given opportunities for extra help in reading and other subjects after school on Tuesdays and Thursdays.	Evidence: After School Schedule Members Responsible: Teachers Administrators		\$13500

<p>Objective 2: FSMS will have a 5% decrease in the percentage of students scoring Novice in Math for the 2019-2020 school year as measured by KPREP.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>Strategy: Math Intervention</p>	<p>Tier 2 Math Instruction</p> <p>Identified Tier 2 students will be pulled to work with math teachers for additional instruction and/or work in IXL computer program for 30 minutes daily (or other time as appropriate).</p>	<p><u>Evidence:</u></p> <p>Student Schedules Weekly Overviews STAR Reports</p> <p><u>Members Responsible:</u></p> <p>Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention</p>		<p>\$1300 or cost of iXL</p>
		<p>Tier 3 Math Instruction</p> <p>Identified Tier 3 students will receive intensive direct math instruction for a full class period targeting specific students' needs and work in the TenMarks and/or IXL computer program with either the special education resource teacher or math intervention teacher.</p>	<p><u>Evidence:</u></p> <p>Student Schedules Weekly Overviews STAR Reports</p> <p><u>Members Responsible:</u></p> <p>Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention</p>		<p>Cost of STAR, iXL</p>
		<p>Extended School/Tutoring</p> <p>Students will be given opportunities for extra help in math and other subjects after school on Tuesdays and Thursdays.</p>	<p><u>Evidence:</u></p> <p>After School Schedule</p> <p><u>Members Responsible:</u></p> <p>Teachers Administrators</p>		<p>\$13,500</p>

4: Transition readiness

Goal 4: Increase the overall percentage of students ready to make a successful transition to high school.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">• KCWP 1: Design and Deploy Standards• KCWP 2: Design and Deliver Instruction• KCWP 3: Design and Deliver Assessment Literacy• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">• KCWP1: Design and Deploy Standards - Continuous Improvement Activities• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective	Strategy	Activities to deploy strategy		Measure of Success	Funding
Objective 1: Provide a positive behavior support system for our students by decreasing the amount of behavior referrals in 2020 by 5%.	KCWP 6: Establishing Learning Culture and Environment KCWP 4: Review, Analyze and Apply Data Strategy: Improving School Culture and Climate	PBIS FSMS will continue to implement PBIS (Positive Behavior Intervention Support) through a partnership with the Kentucky Center for Instructional Discipline. A PBIS committee will have the charge of monitoring the implementation by analyzing the data. A Behavior Team will be established to do child studies on students with 3 or more office referrals. A system will be established by this team to support these Tier 2 & 3 students. This team will meet at least every 9 weeks. PBIS Data is shared monthly with teachers through faculty meetings. The PBIS committee meets monthly to analyze and discuss student behaviors at FSMS. Teachers will submit positive referrals for students that are exhibiting positive behaviors within the school day. Universal procedures signs are posted throughout the building to remind students of transition expectations.		Evidence: Faculty Meeting Agendas PBIS Report Yellow Positive Behavior Form Parent Contact (SSW) Members Responsible: Administrators, CIA, Teachers, SSW, Counselor	\$0
		Communicating Celebrations and Achievements FSMS will communicate through various media (Ex: school website, newspaper, school reach, radio spots, parental portal, daily emails, parent newsletters, blogs, social media) for the purpose of fostering individual school pride and leadership initiatives through celebrations of achievements and success. This will increase a		Evidence: Twitter Thursday FSMS Facebook Page One Call Renaissance Assemblies	\$0

		<p>positive sense of accomplishment and personal recognition among students, teachers, and administration. Students will also recognize staff/faculty members each month.</p> <p>FSMS has started a Renaissance program with the focus of recognizing and rewarding students for individual achievements. Renaissance assemblies will be held once a quarter, and will include teachers recognizing hard working students, games, and dances.</p>	<p>Central Office Bulletin Board (November)</p> <p><u>Members Responsible:</u> Administrators, Teachers, SSW, Counselor, CIA</p>		
		<p>Parent Participation FSMS will develop and implement strategies to encourage parents/community members to be active partners and participate in educational activities. Activities will include but are not limited to: Parent/Teacher conferences, parent nights, STOP Program, Operation Preparation, Health Fair, Reality Store, Open House, District Registration, and 6th grade orientation.</p>	<p><u>Evidence:</u> Permission Slip P/T Conference Sign-up Sheet Weekly Overviews ILP's</p> <p><u>Members Responsible:</u> Administrators, Teachers, CIA, SSW, Counselor, YSC</p>		\$1500
Objective 2: Achieve college and career readiness by scoring at least 60% P/D in Reading and Math at each grade level as measured by CASE Assessment for 2019.	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Strategy: Data Analysis</p>	<p>KPREP Analysis Teachers analyze KPREP results to determine what instructional strategies need to be implemented to increase student proficiency.</p>	<p><u>Evidence:</u> Weekly Overviews STAR Reports Guided Planning Professional Development</p> <p><u>Members Responsible:</u> Administrators, CIA, All Teachers</p>		\$0
		<p>Intervention Students will be intentionally scheduled for Advanced Math and Advanced ELA classes based on their KPREP, STAR data, and CASE Assessment data to receive targeted instruction and support in reading and math. Students performing below 25 percentile based on KPREP, STAR, and CASE could be placed in intervention classes for additional reading and math support.</p>	<p><u>Evidence:</u> Student Schedules Weekly Overviews STAR Reports KPREP Reports</p> <p><u>Members Responsible:</u> Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention</p>		\$0
		<p>Student Grouping for Flex Time Tier 2 math students who are not on grade level on KPREP, STAR, or CASE will receive direct instruction during Flex period the last 30 minutes of the day. Students not in Tier 2 math will be grouped based on classroom formative/summative assessments to receive reinforcement of skills and content.</p>	<p><u>Evidence:</u> Student Schedules Weekly Overviews STAR Reports</p>		\$0

			<u>Members Responsible:</u> Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention		
		CASE Assessment Students will take the CASE assessment three times a year in Math and Reading. Data will be analyzed during PLC to drive instructional decision making.	<u>Evidence:</u> CASE data PLC Meeting Notes <u>Members Responsible:</u> Teachers, CIA		Cost of CASE Assessme nt
Objective 3: By May of 2020, at least 90% of students will participate in transition ready activities.	KCWP 6: Establish Learning Culture and Environment Strategy: College/Career Exploration	Operation Preparation Local community members will assist students in career exploration and career planning based on ILPs.	<u>Evidence:</u> ILP's <u>Members Responsible:</u> Administrators, Guidance Counselor		\$100
		Career Day Students will have the opportunity to explore possible careers after having completed an interest inventory through their ILPs. Local community members will meet with the students and discuss possible career paths and criteria for meeting skills needed for success within the possible career choices.	<u>Evidence:</u> ILP's Career Day Schedule Weekly Overviews <u>Members Responsible:</u> Administrators, Guidance Counselor		\$100
		Transition to FSHS Students will participate in the following activities to best transition 8th grade students to FSHS. <ul style="list-style-type: none"> 8th grade students will participate in tours to FSHS in the Spring 2019. 8th grade students will participate in Operation Preparation to provide an advisor/advisee counseling session to inform them of career pathways they might be interested in at FSHS. 8th grade students will participate in Homecoming Pep Rallies to become a part of the celebrations at FSHS. Renaissance team members participate in an annual Leadership Day at FSHS. 8th grade students will participate in the South Central Kentucky Career Expo to gain knowledge about post-graduation opportunities. 	<u>Evidence:</u> Teacher Overviews Student Data (EXPLORE) Student Counseling Sessions (OP) Student Tour Schedule <u>Members Responsible:</u> Middle School Principal Middle School Counselor Middle School CIA Teachers		\$0

5: Separate Academic Indicator

Goal 5: Increase Science Index KPREP Score for students scoring Proficient and Distinguished at Franklin Simpson Middle School from 30.6 to 65.3 by 2030.		
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring proficient or distinguished on the science assessment from 31% to 40%	KCWP 1: Design and Deploy Standards	Spiraling Content 7th grade science teachers are spiraling 5th/6th grade content into their daily bell ringers.	Evidence: Bell ringers CER Examples Unit Assessments Projects		\$0
	KCWP 2: Design and Deliver Instruction	Stemscopes used as a supplemental resource in 7th grade.			
	KCWP 5: Design, Align and Deliver Support	Visit other Science middle school teachers that are scoring at Science Index of least 65 on the KPREP.	Members Responsible: Teachers Administrators CIA		
	Strategy: Science Instruction				
	KCWP 1: Design and Deploy Standards	Claim, Evidence, Reason All Science teachers are including Claim-Evidence-Reasons (CER) in their classroom.	Evidence: CER Examples Unit Assessments Projects		\$0
	KCWP 2: Design and Deliver Instruction		Members Responsible: Teachers Administrators CIA		
	Strategy: Content Writing				

	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>Strategy: Enrichment</p>	<p>Extension Opportunities The G/T group will spend the entire spring semester receiving extra science instruction during Wildcat Time.</p>	<p>Evidence: Student Schedule Teacher Overviews Science Fair</p> <p>Members Responsible: Teachers Administrators CIA</p>		\$0
Objective 2: Decrease the percentage of students scoring novice on the science assessment from 18% to 15%	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Strategy: Data Analysis and Response</p>	<p>Common Assessments Common Assessment data will be used to determine intervention needs and drive professional learning community discussions. Teachers will analyze the results of common assessments to discuss what strategies worked vs. which did not. Further, the data will help teachers determine next steps in providing reteaching opportunities and extra supports.</p>	<p>Evidence: Bell ringers CER Examples Unit Assessments</p> <p>Members Responsible: Teachers Administrators CIA</p>		\$0
		<p>Flex Period Students will receive extra help in science during the FLEX period based off of performance on common assessments analyzed by science teachers</p>	<p>Evidence: Schedules Assessment Data</p> <p>Members Responsible: Teachers Administrators CIA</p>		\$0
		<p>Content Planning Teachers will utilize a new structure including content planning for the 2019-2020 school year. Teachers will have the opportunity to meet regularly to discuss strategies, analyze assessments, and make informed instructional decisions regarding their students based on data.</p>	<p>Evidence: PLC Meeting Notes Shared Google Slides</p> <p>Members Responsible: Teachers Administrators CIA</p>		\$0
		<p>Extended School/Tutoring Students will be given opportunities for extra help in science and other subjects after school on Tuesdays and Thursdays.</p>	<p><u>Evidence:</u> After School Schedule</p> <p><u>Members Responsible:</u> Teachers Administrators</p>		\$13500