

Comprehensive Improvement Plan for Schools

Rationale

School 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, schools 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 Increase the averaged combined reading and math K-Prep Proficiency/Distinguished Percentage for middle school students to 63% in 2020 | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy 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 district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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: 66% of Seventh and Eighth grade students will demonstrate a proficiency in Reading for James E. Bazzell in English Language Arts by 05/17/2018 as measured by KPREP | Teachers are involved in Literacy initiative. Teachers will be receiving coaching through the PEBC(Public Education Business Coalition) and teacher leaders in the building to implement the use of Literacy strategies in lessons | Activity 1- Literacy Coaching Training on teaching and incorporating Literacy Strategies into content material provided by PEBC. Using Workshop Model, lessons are designed for students to be active in the learning when material is gradually released Teachers use relevant tasks to create opportunities for student discussion. Using Authentic tasks that allow students to acquire and apply their knowledge, skills, and habits of mind. | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
| | . Incorporate instruction on basic reading skills, literacy strategies and writing into all content areas. A writing piece that walks students through the writing process will come from all content areas except Math | In faculty meetings and PLC groups, teachers will share strategies used and ideas gathered from book study on content specific topics. Learning Labs will be set up as well by each department member to highlight focus | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and | | |

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| | | strategies to get feedback from the group. | Implementation and Impact Checks will be used to gauge progress | | |
| | Increase amount of time teachers have to collaborate with content partners in order to better analyze the data accumulated from assessments used. Time is built into the schedule every week with Monday Morning Meetings. Teachers will use data analysis tools to measure effectiveness of lessons and plan accordingly | | | | |
| | | Data Teams occur on grade and content levels. At the grade or content level, teachers collaboratively analyze data from multiple data sources that include District Benchmark and other common formative assessments, identify strengths of learning and obstacles to student learning and determine instructional research-based instructional strategies that will best address their students and learning objectives. Teachers reconvene to analyze the effectiveness of the instructional strategies selected and implemented at the previous data team meeting by examining student performance data | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
| Objective 2: 57% of Seventh and Eighth grade students will demonstrate a proficiency at James E. Bazzell Middle School in Mathematics by 05/17/2018 as measured by KPREP | All students and teachers collect formative assessment data from a variety of sources | | | | |
| | | Teachers will develop formative assessments throughout the unit to monitor student learning/progress and re-teach learning targets to increase student learning. Units will include "pause" days to foster deeper learning and help learners who are struggling. Practice work will not be graded and students who perform poorly on end of unit assessments will go back, study, and retake tests to show mastery of learning targets. Teachers will receive on-going training from formative assessment experts, school staff, and GRREC to implement these practices. | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
| | Teachers participate in collaborative planning, observing, and analyzing instruction and review its impact on student | Increase amount of time teachers have to collaborate with content partners in order to better analyze the data accumulated from assessments used. Schedule double block planning every two weeks. Teachers will use data | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | understanding and achievement | analysis tools to measure effectiveness of lessons and plan accordingly | Implementation and Impact Checks will be used to gauge progress | | |
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2: Separate Academic Indicator

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| Goal 2 Increase the Separate Academic Indicator score on KPREP from 66.4 to 70.0 for 2019-20 school year. | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy 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 district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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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| We will create units of instruction, which are congruent to prioritized standards and assessments are developed and reviewed between grade levels - including pacing guides. | Systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., completed unit plans are consistently used by all staff to guide flow of instruction. | Use Research-based strategies that keep students engaged in the lesson. | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
| | | Instruction is modified based on formative assessments | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
| | Systematic vocabulary instruction is provided to all students in each | Vocabulary CODE strategy will be used within each unit of study to reinforce essential vocabulary. | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | subject area for each unit of study. | | Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
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| | 90% of students use literacy strategies to make sense of a text or problem and can identify how the strategy helps them learn. | <ul style="list-style-type: none">Incorporate instruction on basic reading skills, literacy strategies and writing into all content areas. A writing piece that walks students through writing process will come from all content areas except Math. | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
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| Objective 2 | | | | | |
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3: Gap

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| Goal 3 Increase the average combined reading and math proficiency ratings for students with disability to 36% in 2020 | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy 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 district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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 1: .We will have Intervention systems in place to respond to learners at each level. | Utilize KPREP, STAR Math, and Unit Tests to identify areas of need with students. At-risk students will be targeted for supplemental math groups (Tier II) and Title I math intervention (Tier III). | <ul style="list-style-type: none">Use Progress Monitoring tools (formative assessments) to help differentiate teaching in classes. Identify "Gap" students and monitor their progress closely | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
| | | Using Workshop Model, lessons are designed for students to be active in the learning when material is gradually released Teachers use relevant tasks to create opportunities for student discussion | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 2 Use learning framework based on the ideas of student ownership and independence, using goals and results to drive improvement, relevant and challenging learning tasks and a collaborative approach to building teacher and student efficacy. | | | | | |
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| | We are focusing on providing additional comprehension strategy instruction and vocabulary instruction to our gap and ECE populations. | Training on teaching and incorporating Literacy Strategies into content material provided by PEBC. Using Workshop Model, lessons are designed for students to be active in the learning when material is gradually released Teachers use relevant tasks to create opportunities for student discussion. Using Authentic tasks that allow students to acquire and apply their knowledge, skills, and habits of mind. | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
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| | Explicit vocabulary instruction should be provided by all content area teachers and supported during intervention time therefore providing multiple exposures | Activities tied to Vocabulary Code Strategy | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
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4: Graduation rate

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| Goal 4 (State your Graduation Rate goal): | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy 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 district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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 1 | | | | | |
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| Objective 2 | | | | | |
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5: Growth

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| Goal 5 (State your Growth goal): We will increase our Growth Indicator Score from 58.1 to 61.0 for 2019-20 school year. | | |
| 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.) <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 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.) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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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|---|---|---|--|----------------------------------|---------|
| 90% of students can identify the learning standard/target and criteria for success and can articulate what they know, need help with and the next steps to learn content. | Processes are in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, and purpose) and know the criteria for success. | Learning Targets are posted, identified, discussed and reflected on in each lesson. Success Criteria is used in conjunction with Learning Targets | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
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| | Systems are in place to ensure students take responsibility for their own learning. | Teachers will develop success criteria to go hand in hand with learning targets to help students identify what they need to accomplish and how it will be accomplished. | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
| | | Use task,, process, and self-regulation feedback to motivate students to seek better understanding | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| | | | Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
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| All students and teachers collect formative assessment data from a variety of sources | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. | Teachers will develop formative assessments throughout the unit to monitor student learning/progress and re-teach learning targets to increase student learning. Units will include "pause" days to foster deeper learning and help learners who are struggling. Practice work will not be graded and students who perform poorly on end of unit assessments will go back, study, and retake tests to show mastery of learning targets | Quarterly Assessments, Benchmark Testing, Progress Monitoring using STAR, Unit Analysis, Instructional Rounds, and Implementation and Impact Checks will be used to gauge progress | | |
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6: Transition Readiness

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| Goal 6 Student will demonstrate organization, study skills and positive mindset in order to participate successfully in academic classes. | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy 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 district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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 1: All students and teachers will differentiate between growth and fixed mindset in order to set goals to improve routines and learning. | Using Pride Time classes and Monday Morning Meetings, students will be introduced to growth mindset ideas and problem solving strategies. | Student Leadership team will be working with Ms. Jackson and Mr. Porter to address concerns and barriers to learning with students. They will develop activities to introduce topics to students. | Good Learner Survey and Mindset surveys. | | |
| | | Opportunities for students to see need for transition skills, such as Reality Store, Operation Preparation and Technical Center tours. | Good Learner Survey and Mindset surveys. | | |
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| Objective 2: Create a culture of high expectations with study habits and organization. | Using Pride Time classes and Monday Morning Meetings, students will be introduced to organization and study skill strategies. | Student Leadership team will be working with Ms. Jackson and Mr. Porter to address concerns and barriers to learning with students. They will develop activities to introduce topics to students. | Good Learner Survey and Mindset surveys. | | |
| | | Teachers will incorporate Qualities of Good Learners in Learning targets to help students develop good habits. | Good Learner Survey and Mindset surveys. | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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7: Other (optional)

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| Goal 7 (State your goal): | | |
| <p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | <p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |

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| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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