- **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? *(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 school/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.*	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 • 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	• 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	

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 2021.	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 placed in a Flex class with their regular math teacher. Students will receive direct instruction and use Freckle to work on focus stills identified by STAR.	**Evidence:** Student Schedules 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 during Flex with their regular math teacher. They will also use Freckle to help them master skills that they have missed in the past.	**Evidence:** Student Schedules 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 2021.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support Strategy: Reading Intervention Support	**Tier 2 Reading Instruction** Identified Tier 2 students will be placed in a Reading Intervention Flex class with their regular reading teacher. In this class students will receive direct instruction that will target skills that they need to improve on. Freckle will be used to aid in the intervention process.	**Evidence:** Student Schedules STAR Reports **Members Responsible**: Administrative Staff, CIA, Intervention Teachers, Simpson Co. Special Education Director		Freckle
		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.			
		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 STAR Reports **Members Responsible**: Teachers, CIA, Administrative Staff, District Personnel		$0
	KCWP 5: Design, Align and Deliver Support Strategy: Teacher Collaboration	**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 STAR Reports **Members Responsible**: Teachers, CIA, Administrative Staff, District Personnel		$0
	KCWP 5: Design, Align and Deliver Support Strategy: PGES	**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 STAR Reports **Members Responsible**: CIA, School Administrators, Teachers		$0
	KCWP 5: Design, Align and Deliver Support Strategy: Professional Development	**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 STAR Reports **Members Responsible**: Administration, Teachers and District Personnel		$0

	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy Strategy: Incorporating Literacy	**Writing Instruction** Students and teachers will engage in writing performance tasks in their content areas. FSMS will adhere to the writing plan approved 12/10/2019. ● 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.	**Evidence:** Writing Plan Planning Period Meetings Student Writing Pieces **Members Responsible:** MS Principal MS Assistant Principal MS CIA Teachers		$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? *(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 school/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.*	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 • 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	• 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	

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 2021.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support Strategy: Math Analysis and Math Instruction Implementation	**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:** STAR Reports **Members Responsible**: Administrators, Regular Ed. Teachers, Resource Teachers, Special Education Director		$1000 or STAR cost
		Math Intervention Classes Students in Tier 2 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 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 monitoring occurs using reports from TenMarks, IXL and data from classroom assessments.	**Evidence:** Student Schedules STAR Reports **Members Responsible**:		$1200 or cost of STAR and CASE

			Math Intervention Teacher, CIA, Administrators, Core Math Teachers, Instructional Assistants		
		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.	**Evidence:** Student Schedules KPREP Reports STAR Reports Infinite Campus **Members Responsible**: 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 2020-21 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.	**Evidence:** Student Schedules STAR Reports **Members Responsible**: 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 2021.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support Strategy: Reading Analysis and Math Instruction Implementation	**Extended School/Tutoring** Students will be given opportunities for extra help in all subjects as the need arises.	**Evidence:** After School Help Sign In **Members Responsible:** Teachers Administrators		$13,500
		Reading Intervention The Tier 3 Reading students will work in Freckle computer programs and receive direct instruction targeting specific skills. These students will be monitored and moved according to their progress. The Tier 2 Reading students will be placed in a Flex reading class and will use Freckle to monitor progress.	**Evidence:** Student Schedule Progress Monitoring Reports STAR Reports **Members Responsible**: Administrators, CIA, Guidance Counselor, Reading Intervention Teachers, Special Education Resource Teachers		Cost of Read 180 and Systems 44
		Literacy Strategies	**Evidence:**		$0

		Teachers will discuss various literacy strategies during PLCs/PPMs. These strategies can be found in the High Impact Instruction book that all teachers are reading this school year. The strategies discussed will be implemented in teacher's classrooms in order to improve literacy across the curriculum.	Planning Period Meeting Agendas **Members Responsible:** Teachers, CIA		
		Professional Development Structure A structure will be created and utilized for ongoing professional development to occur during the 2020-21 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.	**Evidence:** PLC Agendas PD Agendas **Members Responsible:** Teachers, CIA, Administrators		$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? *(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 • 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? *(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 - 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**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1: FSMS will have a 5% decrease in the percentage of students scoring Novice in Reading for the 2020-2021 school year as measured by KPREP.	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 Strategy: Reading Intervention	**Tier 2 Reading Instruction** The Tier 2 Reading students will be placed in an intervention class during Flex with their reading teacher. Students will use Freckle in order to help them reach their goals.	**Evidence:** Student Schedules STAR Reports **Members Responsible**: Administrators, CIA, Intervention Teachers, Special Education Teachers		$0 or cost of Freckle
		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 during Flex with their regular reading teacher. Freckle will be used to aid in data tracking for intervention.	**Evidence:** Teacher Schedule **Members Responsible:** Teachers, CIA, Administrators		Cost of STAR and CASE Assessments
		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

Objective 2: FSMS will have a 5% decrease in the percentage of students scoring Novice in Math for the 2020-2021 school year as measured by KPREP.	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 Strategy: Math Intervention	**Tier 2 Math Instruction** Identified Tier 2 students will be placed in a math intervention class with their regular math teacher during Flex period. The student will receive direct instruction and will use Freckle to help target focus skills that can be improved.	**Evidence:** Student Schedules STAR Reports **Members Responsible**: Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention		$1300 or cost of Freckle
		Tier 3 Math Instruction Identified Tier 3 students will be placed in a math intervention class with their regular math teacher during Flex period and will receive intensive instruction to help close gaps. . The student will receive direct instruction and will use Freckle to help target focus skills that can be improved.	**Evidence:** Student Schedules STAR Reports **Members Responsible**: Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention		Cost of STAR, Freckle
		Extended School/Tutoring Students will be given opportunities for extra help in math and other subjects after school as needed.	**Evidence:** After School Schedule **Members Responsible:** Teachers Administrators		$13,500

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? *(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 school/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.*	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: Provide a positive behavior support system for our students by decreasing the amount of behavior referrals in 2021 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 positive sense of accomplishment and personal recognition among students, teachers, and administration. Students will also recognize staffulty members each month.	**Evidence:** Twitter Thursday FSMS Facebook Page One Call Renaissance Assemblies Central Office Bulletin Board (November) **Members Responsible**:		$0

		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.	Administrators, Teachers, SSW, Counselor, CIA		
		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.	**Evidence:** Permission Slip P/T Conference Sign-up Sheet ILP's **Members Responsible**: Administrators, Teachers, CIA, SSW, Counselor, YSC		$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 2021.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 3: Design and Deliver Assessment Literacy Strategy: Data Analysis	**KPREP Analysis** Teachers analyze KPREP results to determine what instructional strategies need to be implemented to increase student proficiency.	**Evidence:** STAR Reports Guided Planning Professional Development **Members Responsible**: Administrators, CIA, All Teachers		$0
		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.	**Evidence:** Student Schedules STAR Reports KPREP Reports **Members Responsible**: Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention		$0
		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.	**Evidence:** Student Schedules Weekly Overviews STAR Reports **Members Responsible**: Administrators, CIA, Regular Classroom Teachers, Special Education, Teachers, and Intervention		$0

		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.	**Evidence:** CASE data PLC Meeting Notes **Members Responsible:** Teachers, CIA		Cost of CASE Assessment
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.	**Evidence:** ILP's **Members Responsible**: 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.	**Evidence:** ILP's Career Day Schedule Weekly Overviews **Members Responsible**: Administrators, Guidance Counselor		$100
		Transition to FSHS **Students will participate in the following activities to best transition 8th grade students to FSHS.** ● 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.	**Evidence:** Teacher Overviews Student Data (EXPLORE) Student Counseling Sessions (OP) Student Tour Schedule **Members Responsible:** 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? *(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 school/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.*	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: Increase the percentage of students scoring proficient or distinguished on the science assessment from 31% to 40%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support Strategy: Science Instruction	**Spiraling Content** 7th grade science teachers are spiraling 5th/6th grade content into their daily bell ringers. Visit other Science middle school teachers that are scoring at Science Index of least 65 on the KPREP.	**Evidence:** Bell ringers CER Examples Unit Assessments Projects **Members Responsible:** Teachers Administrators CIA		$0
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction Strategy: Content Writing	**Claim, Evidence, Reason** All Science teachers are including Claim-Evidence-Reasons (CER) in their classroom.	**Evidence:** CER Examples Unit Assessments Projects **Members Responsible:** Teachers Administrators CIA		$0

	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, and Deliver Support Strategy: Enrichment	**Extension Opportunities** All of our G/T students have been placed in a Summit class during Flex period so that they can receive daily extension opportunities.	**Evidence:** Student Schedule Science Fair **Members Responsible:** Teachers Administrators CIA		$0
Objective 2: Decrease the percentage of students scoring novice on the science assessment from 18% to 15%	KCWP 4: Review, Analyze and Apply Data Strategy: Data Analysis and Response	**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.Teachers also analyze common formative and summative assessment data at each PLC meeting.	**Evidence:** Bell ringers CER Examples Unit Assessments **Members Responsible:** Teachers Administrators CIA		$0
		Flex Period Students will receive math intervention, reading intervention, or Summit services based on each student's needs. These services will be given during the Flex Period.	**Evidence:** Schedules Assessment Data **Members Responsible:** Teachers Administrators CIA		$0
		Content Planning Teachers will utilize a new structure including content planning for the 2020-2021 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.	**Evidence:** PLC Meeting Notes Shared Google Slides **Members Responsible:** Teachers Administrators CIA		$0
		Extended School/Tutoring Students will be given opportunities for extra help in science and other subjects after school on Tuesdays and Thursdays.	**Evidence:** After School Schedule **Members Responsible:** Teachers Administrators		$13500