

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Please note that the objectives (yearly targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions (and general information about goal setting) for each required planning component can be found on page 2 of this planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act, as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

[Link to Conway CSIP Addendum](#)

Improvement Priority #1	Improvement Priority #2
Establish a clear vision for high-quality and engaging instruction using the "Tight & Loose Expectations" as the foundation and develop and implement a coherent, schoolwide system of instructional expectations that ensures all students experience rigorous, standards-aligned, differentiated and learner-centered instruction in every classroom. Regularly revisit and internalize both the vision and the system, ensuring they include aligned collateral (e.g. observation forms, student-work protocols), clearly defined instructional look-fors, non-negotiables and student engagement expectations.	Clarify the current coaching system, implement a consistent coaching plan that provides organized, actionable feedback to guide teachers for improving student-centered instruction and monitor the effectiveness through regular learning walks.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldrige, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education 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;

[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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

By May of 2027, African American students will increase their KSA Reading scores from 11% to 19% P/D.

By May of 2027, African American students will increase their KSA Math scores from 8% to 15% P/D.

By May of 2027, Hispanic/Latino students will increase their KSA Reading scores from 3% to 16% P/D.

By May of 2027, Hispanic/Latino students will increase their KSA Math scores from 5% to 14% P/D.

By May of 2027, ECE students will increase their KSA Reading scores from 4% to 12% P/D.

By May of 2027, ECE students will increase their KSA Reading scores from 5% to 13% P/D.

Strategy: Professional Learning Communities and Instructional Coaching/Feedback

KCWP 2: All schools/districts are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction should be universal, high-quality, equitable, responsive, and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social-emotional competencies.

Activities:

(1)High Quality Instructional Resource Implementation (HQIR) and Professional Learning Communities (PLC)

Schools will implement High-Quality Instructional Resources (HQIR) with fidelity utilizing effective Professional Learning Communities (PLCs) practices (curriculum internalization, student-work analysis, data informed instructional decisions, etc.) to ensure Tier I instruction is intentional, aligned to the Kentucky Academic Standards, and grounded in evidenced based instructional practices. This will occur from August 2026 to May 2027 weekly.

PLC structures will be implemented to support consistent evidence-based instructional practices by engaging teachers in collaborative planning, analysis of student work, and refinement of instructional delivery. During PLCs, educators will:

- Plan and calibrate daily Tier I instructional practices to ensure instruction is universal, high-quality, equitable, and responsive
- Analyze formative and summative student data to determine instructional effectiveness and make timely adjustments
- Review student work to identify trends in proficiency, engagement, and access to grade-level tasks
- Identify and implement research-based strategies to address academic, behavioral, and social-emotional learning needs within Tier I instruction
- Teachers and Administrators will attend professional development opportunities with a focus on PLCs and Tier I instruction to increase knowledge and support growth.

School leadership will support PLC effectiveness by providing ongoing professional learning, protected collaborative time, and instructional coaching focused on HQIR implementation and evidence-based practices.

(2) Instructional Coaching and Feedback

Conway will implement instructional coaching and feedback cycles to strengthen Tier I instruction and ensure consistent use of evidence-based instructional practices aligned to the Kentucky Academic Standards. Coaching will support teachers in delivering instruction that is intentional, high-quality, equitable, and responsive for all students. This will occur from August 2026 to May 2027 weekly.

Administrators will provide ongoing, job-embedded support focused on effective implementation of High-Quality Instructional Resources (HQIR) and research-based instructional strategies. Coaching activities will include:

- Learning Walks and Classroom Observations aligned to priority instructional practices and HQIR expectations
- Timely, actionable feedback grounded in evidence from classroom instruction and HQIR implementation practices
- Coaching conversations focused on planning, modeling, and refining Tier I instructional delivery
- Support for differentiation and scaffolding to increase access to grade-level standards for all learners
- Teachers and Administrators will attend professional development opportunities with a focus on coaching and feedback to increase knowledge and support growth.

Coaching cycles will be collaborative and growth-oriented, using data and observation evidence to strengthen instructional consistency and effectiveness across classrooms.

Progress Monitoring:

(1) High Quality Instructional Resource Implementation (HQIR) and Professional Learning Communities (PLC)

Progress monitoring toward consistent, high-quality Tier I instruction will be monitored through multiple measures to ensure alignment to Kentucky Academic Standards (KAS) and effective implementation of the HQIR's evidence-based practices. Monitoring weekly by school administrators will include:

- **PLC Artifacts:** Agendas, lesson plans, student work protocols, and instructional planning documents demonstrating alignment to standards and HQIR implementation
- **Implementation Checks & Learning Walks:** Regular instructional learning walks using common look-for tools focused on HQIR fidelity, evidence-based instructional practices, and student engagement. Ensuring consistent use of HQIR and agreed-upon instructional practices across classrooms and grade levels.
- **Student Outcome Data:** Ongoing analysis of formative assessments, benchmark data, and classroom performance to measure growth and proficiency for all students
- **PLC Effectiveness Reviews:** Administrative review of PLC processes and outcomes using the PLC Observation Tool to determine the impact on instructional quality and student learning

Data from these sources will be reviewed bi-weekly by teacher leaders and administrators to determine progress, identify areas for refinement, and adjust instructional supports to ensure Tier I instruction remains high-quality, equitable, and responsive for all students. Progress monitoring of the system for HQIR implementation and PLCs will be completed monthly by the school turnaround team.

(2) Instructional Coaching and Feedback

The effectiveness of instructional coaching and feedback will be monitored weekly to ensure improved Tier I instructional practices and increased student outcomes. Monitoring by school administrators will include:

- **Coaching Logs & Documentation:** Records of coaching cycles, observation notes, feedback provided, and follow-up actions
- **Observations & Learning Walks Data:** Trends in implementation of evidence-based instructional practices and HQIR fidelity across classrooms
- **Teacher Implementation Evidence:** instructional adjustments, and classroom artifacts (anchor charts, word walls, teacher manual notes, etc) demonstrating use of feedback

- Student Learning Data: Formative assessments, benchmarks, and student work used to evaluate the impact of coached practices on student learning
- Reflection & Adjustment Reviews: Ongoing review of coaching outcomes to determine effectiveness and guide next steps

Data will be reviewed monthly by school leadership and instructional coaches to monitor progress, refine coaching supports, and ensure Tier I instruction remains aligned, equitable, and responsive for all students.

Funding:

SIF funds will be used to provide the required funds for any professional development with a focus on Tier I instruction, PLC, and Coaching & Feedback. - \$25,000

Title I- \$5,000

Strategy: Professional Learning Communities and Instructional Coaching/Feedback

KCWP 4: Schools/districts must communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement

Activities:

(1)High Quality Instructional Resource Implementation (HQIR) and Professional Learning Communities (PLC)

Conway will implement effective Professional Learning Communities (PLCs) as a schoolwide system for reviewing, analyzing, and applying data to improve student learning and achievement. PLCs will serve as the primary structure for ensuring a uniform process to instructional decisions based on meaningful evidence of student learning.

Within PLCs, educators will consistently engage in data-informed instructional decision-making by:

- Collecting and analyzing multiple sources of student learning evidence, including formative assessments, student work, and benchmark data
- Conway will develop and implement common protocols to interpret data and identify trends in student performance, engagement, and access to grade-level standards
- Determining instructional priorities and next steps aligned to Kentucky Academic Standards and High-Quality Instructional Resources (HQIR)

- Planning responsive Tier I instructional adjustments based on data analysis
- Monitoring the impact of instructional decisions on student growth over time

School leadership will ensure PLCs operate with consistent expectations, tools, and processes to support equitable and effective use of data across contents and grade levels.

(2) Instructional Coaching and Feedback

Conway will implement instructional coaching and feedback as a data-driven support system to strengthen teachers' use of evidence in instructional planning and delivery. Bi-weekly coaching will reinforce a uniform approach to interpreting and acting on meaningful student learning data to improve achievement.

Administrators will:

- Use student performance data and classroom evidence to identify priority instructional focus areas
- Conduct observations aligned to data-identified instructional needs
- Provide targeted feedback grounded in evidence from student learning and instructional practice
- Support teachers in applying data insights to refine Tier I instruction using HQIR
- Monitor the effectiveness of instructional adjustments through ongoing data review

Coaching cycles will emphasize the connection between instructional practice, evidence of student learning, and improved outcomes.

Progress Monitoring:

(1) High Quality Instructional Resource Implementation (HQIR) and Professional Learning Communities (PLC)

Progress will be monitored bi-weekly by evaluating the consistency and effectiveness of data use within PLCs and its impact on student outcomes using the look fors in the PLC Monitoring Tool. Monitoring measures will include:

- PLC Documentation: Agendas, data analysis protocols, and action plans demonstrating consistent review and application of student learning evidence
- Data Analysis Artifacts: Records of data discussions and instructional decisions aligned to identified student needs

- Instructional Action Evidence: Instructional adjustments linked directly to PLC data findings
- Student Growth Measures: Ongoing analysis of formative, benchmark, and summative assessment data
- Leadership Reviews: Administrative review of PLC effectiveness and fidelity to data protocols

Leadership teams will review monitoring data to refine PLC processes, ensure consistency across teams, and adjust supports to strengthen student growth and achievement. Monitoring will be done bi-weekly.

(2) Instructional Coaching and Feedback

The impact of instructional coaching and feedback will be monitored weekly through consistent collection and analysis of implementation and student outcome data. Monitoring will include:

- Coaching Records kept by the administration: Documentation of coaching cycles, data sources used, feedback provided, and instructional action steps
- Observation Trends: Analysis of instructional practice changes aligned to data-informed focus areas
- Teacher Implementation Evidence: Instructional artifacts reflecting data-based adjustments
- Student Outcome Data: Growth trends on formative, benchmark, and summative assessments
- Effectiveness Reviews: Leadership will review coaching impact to determine adjustments and next steps

Leadership will monitor data to ensure coaching remains aligned to student learning evidence, supports instructional improvement, aligned with instructional vision, and contributes to sustained student growth and proficiency.

Funding:

\$0.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By May of 2030, Reading will increase from 17% to 58% P/D for All students on KSA.

By May of 2030, Math will increase from 11% to 49% P/D for All students on KSA.

Objective(s):

By May of 2027, Reading will increase from 17% to 25% P/D for All students on KSA.

By May of 2027, Math will increase from 11% to 19% P/D for All students on KSA.

Strategy: Professional Learning Communities and Instructional Coaching/Feedback

KCWP 2: All schools/districts are to ensure their instructional program is intentional and aligned to Kentucky Academic Standards and current research. Tier I instruction should be universal, high-quality, equitable, responsive, and provided to all students. Consistent implementation of evidence-based instructional practices is essential for academic, behavioral, and social-emotional competencies.

Activities:

(1) High Quality Instructional Resource Implementation (HQIR) and Professional Learning Communities (PLC)

Schools will implement High-Quality Instructional Resources (HQIR) with fidelity utilizing effective Professional Learning Communities (PLCs) practices (curriculum internalization, student-work analysis, data informed instructional decisions, etc.) to ensure Tier I instruction is intentional, aligned to the Kentucky Academic Standards, and grounded in evidenced based instructional practices. This will occur from August 2026 to May 2027 weekly.

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- Analyze formative and summative student data to determine instructional effectiveness and make timely adjustments
- Review student work to identify trends in proficiency, engagement, and access to grade-level tasks

- Identify and implement research-based strategies to address academic, behavioral, and social-emotional learning needs within Tier I instruction
- Teachers and Administrators will attend professional development opportunities with a focus on PLCs and Tier I instruction to increase knowledge and support growth.

School leadership will support PLC effectiveness by providing ongoing professional learning, protected collaborative time, and instructional coaching focused on HQIR implementation and evidence-based practices.

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Coaching cycles will be collaborative and growth-oriented, using data and observation evidence to strengthen instructional consistency and effectiveness across classrooms.

Progress Monitoring:

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- PLC Effectiveness Reviews: Administrative review of PLC processes and outcomes using the PLC Observation Tool to determine the impact on instructional quality and student learning

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- Student Learning Data: Formative assessments, benchmarks, and student work used to evaluate the impact of coached practices on student learning
- Reflection & Adjustment Reviews: Ongoing review of coaching outcomes to determine effectiveness and guide next steps

Data will be reviewed monthly by school leadership and instructional coaches to monitor progress, refine coaching supports, and ensure Tier I instruction remains aligned, equitable, and responsive for all students.

Funding:

SIF funds will be used to provide the required funds for any professional development with a focus on Tier I instruction, PLC, and Coaching & Feedback. - \$25,000

Title I- \$5,000

Strategy: Professional Learning Communities and Instructional Coaching/Feedback

KCWP 4: Schools/districts must communicate and implement a sustainable system for reviewing, analyzing, and applying data results. Leadership must ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement

Activities:**(1) High Quality Instructional Resource Implementation (HQIR) and Professional Learning Communities (PLC)**

Conway will implement effective Professional Learning Communities (PLCs) as a schoolwide system for reviewing, analyzing, and applying data to improve student learning and achievement. PLCs will serve as the primary structure for ensuring a uniform process to instructional decisions based on meaningful evidence of student learning.

Within PLCs, educators will consistently engage in data-informed instructional decision-making by:

- Collecting and analyzing multiple sources of student learning evidence, including formative assessments, student work, and benchmark data
- Conway will develop and implement common protocols to interpret data and identify trends in student performance, engagement, and access to grade-level standards
- Determining instructional priorities and next steps aligned to Kentucky Academic Standards and High-Quality Instructional Resources (HQIR)
- Planning responsive Tier I instructional adjustments based on data analysis
- Monitoring the impact of instructional decisions on student growth over time

School leadership will ensure PLCs operate with consistent expectations, tools, and processes to support equitable and effective use of data across contents and grade levels.

(2) Instructional Coaching and Feedback

Conway will implement instructional coaching and feedback as a data-driven support system to strengthen teachers' use of evidence in instructional planning and delivery. Bi-weekly coaching will reinforce a uniform approach to interpreting and acting on meaningful student learning data to improve achievement.

Administrators will:

- Use student performance data and classroom evidence to identify priority instructional focus areas
- Conduct observations aligned to data-identified instructional needs
- Provide targeted feedback grounded in evidence from student learning and instructional practice
- Support teachers in applying data insights to refine Tier I instruction using HQIR
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Progress Monitoring:

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- Data Analysis Artifacts: Records of data discussions and instructional decisions aligned to identified student needs
- Instructional Action Evidence: Instructional adjustments linked directly to PLC data findings
- Student Growth Measures: Ongoing analysis of formative, benchmark, and summative assessment data
- Leadership Reviews: Administrative review of PLC effectiveness and fidelity to data protocols

Leadership teams will review monitoring data to refine PLC processes, ensure consistency across teams, and adjust supports to strengthen student growth and achievement. Monitoring will be done bi-weekly.

(2) Instructional Coaching and Feedback

The impact of instructional coaching and feedback will be monitored weekly through consistent collection and analysis of implementation and student outcome data. Monitoring will include:

- Coaching Records kept by the administration: Documentation of coaching cycles, data sources used, feedback provided, and instructional action steps
- Observation Trends: Analysis of instructional practice changes aligned to data-informed focus areas
- Teacher Implementation Evidence: Instructional artifacts reflecting data-based adjustments
- Student Outcome Data: Growth trends on formative, benchmark, and summative assessments
- Effectiveness Reviews: Leadership will review coaching impact to determine adjustments and next steps

Leadership will monitor data to ensure coaching remains aligned to student learning evidence, supports instructional improvement, aligned with instructional vision, and contributes to sustained student growth and proficiency.

Funding:

\$0.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item.
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.