# 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

| **Goal 1:** Evarts Elementary will increase both Reading and Math percentages of proficient/distinguished students for elementary and middle school by 2% annually over the course of the next five years. By 2021, Elementary Reading will increase to 59.4%; Middle School Reading will increase to 70.7%; Elementary Math will increase to 42.2%; Middle School Math will increase to 59.4%. |
| --- |
| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf)
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 | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
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 | 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:** Evarts Elementary School will demonstrate proficiency in Reading by increasing Elementary Reading to 59.4% P/D; Middle School Reading will increase to 70.7% P/D. | KCWP 4: Review, Analyze, and Apply Data- District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who do not meet school benchmarks and cut scores. Teachers will develop academic support services for addressing the individualized needs of at-risk students. | Formative, interim, summative assessment results, as well as universal screener data, will be used to determine tiered intervention needs of all students, with emphasis placed on those who are identified for Tier II and Tier III intervention services. | RtI students meeting goals or moving throughout the Tiers.  |  | $2,500(Other) |
| Staff and students will receive services from Itinerate Reading Supervisor throughout the year to help analyze data and foster students’ literacy growth (e.g. Striving Readers Comprehensive Literacy Grant initiatives such as Being a Writer, Literacy Design Collaborative, etc.).  | Striving Readers Audit Documentation |  | None |
| EES will follow a clearly defined RTI process. The School Intervention Team will be in charge of overseeing the schoolwide RTI process. The School Intervention Team will meet to discuss, monitor progress, and manage movement among Tiers based on data (e.g. service frequency, intervention programs/strategies used, SMART goal measurement, and progress monitoring checks). | RTI students meeting goals or moving throughout the Tiers.  |  | None |
|  | The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts in Reading. | Improved scores on Universal Screener from participating students |  | $5,800(FRYSC) |
|  | The Save the Children grant will provide assistance to struggling students who are placed in Tier II for RTI Interventions. They will work to meet students’ literacy needs; specifically targeting those who are at-risk of falling behind their counterparts. They will work to improve Apprentice level students to Proficiency.  | Save the Children records and student growth goals |  | Grant Funds |
| KCWP 5: Design, Align and Deliver Support Teachers use various technology/online tools, and Guided Reading rotations to supplement and support classroom instruction. | Teachers in K-8 will utilize a variety of technology (STAR Reading, Study Island, Odysseyware, Zoom, Google Meet, etc.) in order to supplement classroom reading instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency. The classroom will lower the student-teacher ratio which would allow for more one-on-one interaction in the areas of reading and math. This data was confirmed by diagnostic data from progress monitoring, specifically STAR reading and math results. | Novice Reduction |  | $2,500(Other)$2,200(Gear-Up) |
| Expand the use of literacy technology. Staff will collaborate and receive support from Technology Department/School Technology Coordinator. |  |  |  |
| Students in Grades 1-3 will utilize the Lexia Core5 Reading Program. Lexia provides one-on-one differentiated literacy instruction for students of all abilities. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. | Lexia Reports and improvements on the school wide STAR Screening data |  | $6,000(Other) |
| Teachers in K-3 will conduct Guided Reading literacy rotations to meet the specific learning needs of all students. Students will participate in daily word study (using Words their Way program), reading aloud, independent reading, listening, and writing to reach each child at their specific instructional levels.  | Teacher observation, mentoring records |  | None |
| Teachers will use Google Classroom for virtual instruction. Students will gain knowledge and skills by responding to engaging and complex questions, problems, or challenges. Virtual learning is an alternative to rote paper-based instruction. Students complete activities online to demonstrate their learning. Virtual learning through Google Classroom ensures learning continues when in-person classes are not in session. | Teacher assessments and observation |  | $750(General) |
|  | KCWP 6: Establish Learning Culture and EnvironmentSchool Librarian will implement the One School, One Book program in order to unite students through literacy, provide a shared experience, and foster a strong school community.  | All students in Grades K-8 will participate in the One School, One Book (OSOB) program during the Spring of 2021. Many schools who have implemented this shared reading experience have shown increased proficiency on state testing. This will be our third OSOB event, so teachers will collaborate to implement fun literacy activities that are sure to promote interest in reading, improve comprehension, and supplement regular classroom instruction.  | Qualitative surveys |  | $800(Library) |
| **Objective 2:** Evarts Elementary School will demonstrate proficiency in Math by increasing Elementary Math to 42.2% Proficient/Distinguished; Middle School Math will increase from an actual score of 59.4% Proficient/Distinguished. | KCWP 4: Review, Analyze, and Apply Data- District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who do not meet school benchmarks and cut scores. Teachers will develop academic support services for addressing the individualized needs of at-risk students. | Formative, interim, summative assessment results, as well as universal screener data, will be used to determine tiered intervention needs of all students, with emphasis placed on those who are identified for Tier II and Tier III intervention services. | RTI students meeting goals or moving throughout the Tiers.  |  | $2,500(Other) |
| Staff and students will receive services from Itinerate Math Supervisor throughout the year to help analyze data and foster students’ academic prowess. |  |  | None |
| EES will follow a clearly defined RTI process. The School Intervention Team will be in charge of overseeing the schoolwide RTI process. The School Intervention Team will meet to discuss, monitor progress, and manage movement among Tiers based on data (e.g. service frequency, intervention programs/strategies used, SMART goal measurement, and progress monitoring checks). | RTI students meeting goals or moving throughout the Tiers.  |  | None |
| The Gear-Up Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts in Mathematics. | Improved scores on Universal Screener from participating students |  | $8,800(Gear-Up) |
| KCWP 5: Design, Align and Deliver Support Teachers use various online programs along with STEM activities to supplement and support classroom instruction.  | Teachers in K-8 will utilize a variety of technology (STAR Math, Reflex, Study Island, Odysseyware, Google Meet, Zoom, etc.) in order to supplement classroom math instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency. | Formative assessments |  | $2,500(Other)$2,200(Gear-Up) |
| Teachers design and deliver instruction that includes STEM activities and math tools (e.g. calculators: TI Innovators, robotics: TI Hubs and Rovers, etc.). Through the use of Hubs and Rovers, students work cooperatively to learn mathematical skills and meet proficiency. Various hands-on activities in math classrooms provide students with the instruction necessary to meet learning goals and improve mathematic achievement.  | Novice Reduction  |  | $2,000(Gear-up) |

## 2: Separate Academic Indicator

| **Goal 2:** Evarts Elementary will increase Science, Social Studies, and Writing percentages of proficient/distinguished students for elementary and middle school students. According to the 2019-2020 KPREP scores, the combined Science scores for P/D students for Elementary and Middle is currently 37.8; the Elementary Social Studies scores for P/D students for Elementary 59.5% ; the combined Writing scores for P/D students for Elementary and Middle is currently 42.3.  |
| --- |
| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| **Objective 1:** Evarts Elementary will demonstrate proficiency in Science by increasing the combined Elementary and Middle School KPREP scores by 5%. | KCWP 2: Design and Deliver Instruction Teachers use various instructional strategies and tools, Kagan Cooperative Learning strategies, STEAM activities, and a range of online programs to meet the individualized needs of students. | Teachers will implement the new science program that was designed around the Next Generation Science Standards. Science teachers link scientific inquiry and engineering through research, class demonstrations, and hands-on experiments. Students are asked to articulate questions that can be answered through investigation *and* then formulate problems that can be solved through these investigations. Strengthening the engineering aspect of the classroom promotes the development of science, technology, engineering and mathematics across the curriculum. Engaging in both inquiry and engineering activities help our students to become successful analytical thinkers who are better prepared to meet proficiency.  | Formative and Summative Assessments; Classroom Experiments |  | $40,000(160B, 160C, and 160D) |
| Teachers in K-8 will utilize Study Island technology in order to supplement classroom instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency. | Formative assessments |  | $2,500(Other)$2,200(Gear-Up) |
| **Objective 2:** Evarts Elementary will demonstrate proficiency in Social Studies by increasing the combined Elementary and Middle School KPREP scores by 5%. | KCWP 2: Design and Deliver Instruction Teachers use various instructional strategies and tools, Kagan Cooperative Learning strategies, and a range of online programs to meet the individualized needs of students. | Teachers in K-8 will utilize Study Island technology in order to supplement classroom instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency. | Study Island and Moby Max Reports |  | $2,500(Other)$2,200(Gear-Up) |
| Kahoot, Google Classroom, Kagan Cooperative Learning Strategies, Zoom, Google Meet, and other online learning platforms will be used to provide immediate and timely feedback to students about their learning. | Formative Assessments |  | None |
| **Objective 3:** Evarts Elementary will demonstrate proficiency in Writing by increasing the combined Elementary and Middle School KPREP scores by 5%. | KCWP 1: Design and Deploy Standards Through the Striving Readers Comprehensive Literacy (SRCL) Grant, teachers are working with LDC to align the Writing curriculum. New writing programs and initiatives are also being implemented. | Teachers will implement a “Guaranteed Curriculum” by offering writing lessons, activities, and assignments available through the Literacy Design Collaborative (LDC). This will ensure deep coverage of writing standards in the ELA classroom and across the curriculum. Using LDC modules for ELA instruction allows teachers to build student agency through the use of high-quality literature connected to reading and writing standards. | Writing products and module assessments |  | $1,000SRCL grant |
| Teachers in K-5 will implement the “Being a Writer” program with students to ensure writing standards are vertically and horizontally aligned across grade levels.  | Formative writing assessments |  | $2,000SRCL grant |
| KCWP 2: Design and Deliver Instruction Teachers use various instructional strategies and tools, Kagan Cooperative Learning strategies, and a range of online programs to meet the individualized needs of students. | Teachers in K-8 will utilize technology (e.g. Study Island) in order to supplement classroom instruction. This will impact student scores by increasing learning and help students reach a higher level of proficiency. | Formative assessments |  | $2,500(Other)$2,200(Gear-Up) |
| Writing teachers will follow a prescribed schoolwide Writing Plan in order to ensure students have a wide range of writing experiences in both literary and informational writing. | Student Writing Portfolios |  | None |

## 3: Achievement Gap

| **Goal 3**: By 2020, Evarts Elementary will reduce the achievement gap for Elementary students, specifically targeting Males on the KRPEP.  |
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| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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| --- | --- | --- | --- | --- | --- |
| **Objective 1:** Evarts Elementary will focus on improving KPREP scores for male students in Grades 3-5. This subgroup currently has a difference of -18.3%. This will be decreased by 5% by 2020.**(Elementary Males)** | [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)Using best practices, teachers will employ many instructional and cooperative learning strategies, as well as digital and online technology, into the curriculum in order to close the achievement gap and reduce percentage of students scoring novice. | Kahoot, Google Classroom, Kagan Cooperative Learning Strategies, Zoom, Google Meet, and other online learning platforms will be used to provide immediate and timely feedback to students and close mathematics achievement gaps. | Teacher lesson plansPrincipal Observation |  | None  |
| Teachers will utilize Reflex and Study Island technology to provide extra practice and assessment tasks like those used on state and local assessments in order to support student achievement and close achievement gaps. | Reflex and Study Island reports |  | $2,000(Title I, Part A)$2,200(Gear-Up) |
| [KCWP 5: Design, Align, and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)Using best practices, teachers will employ many instructional and cooperative learning strategies, as well as digital and online technology, into the curriculum in order to close the achievement gap and reduce percentage of students scoring novice. | Math teachers will concentrate on the development of Fact Fluency to help struggling learners meet proficiency. This will be done in a variety of ways from math centers and formative assessments to practice drills and guided math lessons.  | Math Fact Fluency Records/Reports |  | None |
| Teachers will utilized Renaissance Software Program of STAR Math to support mathematics achievement by providing extra assistance, practice, and assessments needed to monitor student learning and progress toward individualized learning goals. | Renaissance Software reports and progress monitoring data |  | $2,500(Other) |
| Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. Gear-Up Math Tutor will provide interventions and support.  | EES records |  | $4,000(Other) |
| All students will receive instruction through the use of RTI tiered instruction. Students in Tier I who are on target to meet end of year benchmarks will receive high quality classroom instruction. Students in Tier II who are in need of Intervention will receive additional small group instruction 3-5 times per week to target areas of greatest need. Students in Tier III will receive effective, timely assistance and interventions in a one on one setting 3-5 times per week in addition to classroom instruction. | RTI data and progress monitoring |  | $2,000(Other) |

## 4: Growth

| **Goal 4**: Growth is based on a comparison of student performance from one year to the next in reading and mathematics. The school is assigned points (0-300) based upon a Growth Value Table. The more the student grows, the more points are awarded. Growth at Elementary is 64.2% and Middle School is 50.2%. |
| --- |
| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| **Objective 1:**Teachers will collaborate to increase our growth percentages for Elementary students. | [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who are performing below proficiency. Teachers will develop academic support services for addressing the individualized needs at-risk students.  | School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement. | RtI data |  | None |
| The FRYSC Americorps Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts, especially those marked as “On Watch” in order to provide the necessary interventions needed to move students from “On Watch” to “At/Above Benchmark” in order to reach proficiency. | FRYSC Americorps Tutoring records |  | $5,800(FRYSC) |
| [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)Teachers will work to improve student motivation in reading while providing them with various systems to monitor their own learning.  | Using STAR Instructional Planning Reports, teachers will track student’s progress in reading/math skills and then share this data with students. Various systems from tracking charts, game boards, journaling, and trend charts will be utilized by students (with teacher assistance) to track their reading progress.  | STAR Reading Reports |  | $6,730(Title 1) |
| The Save the Children grant will provide assistance to struggling students who are placed in Tier II for RTI Interventions. They will work to meet students’ literacy needs; specifically targeting those who are at-risk of falling behind their counterparts. They will work to improve Apprentice level students to Proficiency. | Save the Children Reports |  |  |
| [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)Teachers use cooperative learning and instructional strategies to foster enthusiasm for and involvement in literacy lessons/activities in the classroom.  | Teachers trained in the Kagan Cooperative Learning strategies will share their learning and resources with other teachers via school level professional learning opportunities, job embedded trainings, and peer coaching. Teachers will use the Kagan Cooperative Learning model to enhance instruction and reduce students scoring novice. | Principal observations |  | None |
| Teachers will meet with PLCs once monthly to share lessons and strategies for which they are experiencing the most success in the classroom. Furthermore, common planning times also allow teachers to collaborate across grade levels in order to share literacy strategies in order to reach proficiency. | PLC Minutes & Master Schedule |  | None |
| **Objective 2:** Teachers will collaborate to increase our growth percentages for Middle School students. | [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)District personnel, administrators, and teachers will collaboratively analyze student data and discuss students who are performing below proficiency. Teachers will develop academic support services for addressing the individualized needs at-risk students.  | School Intervention Team will meet to discuss and make necessary adjustments to the RtI process, including interventions necessary and movement among Tiers, based on data as needed for student improvement. | RtI data |  | None |
| Gear-Up Tutor will assist students who are identified by the Universal Screener for falling behind their counterparts, especially those marked as “On Watch” in order to provide the necessary interventions needed to move students from “On Watch” to “At/Above Benchmark” in order to reach proficiency. | Gear-Up Tutoring records |  | $8,800(Gear-up) |
| [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)Teachers will work to improve student motivation in reading while providing them with various systems to monitor their own learning. |
| Using STAR Instructional Planning Reports, teachers will track student’s progress in reading/math skills and then share this data with students. Various systems from tracking charts, game boards, journaling, and trend charts will be utilized by students (with teacher assistance) to track their progress.  | STAR Math Reports |  | $6,730(Title 1) |
| [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)Teachers use cooperative learning and instructional strategies to foster enthusiasm for and involvement in literacy lessons/activities in the classroom.  | Teachers trained in the Kagan Cooperative Learning strategies will share their learning and resources with other teachers via school level professional learning opportunities, job embedded trainings, and peer coaching. Teachers will use the Kagan Cooperative Learning model to enhance instruction and reduce students scoring novice. | Principal observations |  | None |
| Teachers will meet with PLCs once monthly to share lessons and strategies for which they are experiencing the most success in the classroom. Furthermore, common planning times also allow teachers to collaborate across grade levels in order to share instructional strategies in order to reach proficiency. | PLC Minutes & Master Schedule |  | None |

## 5: Transition Readiness

| **Goal 5**: Increase the percentage of students who exhibit transition readiness when exiting 8th grade students and entering High School. |
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| Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
 | Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%202%20Design%20and%20Deliver%20Instruction%20Classroom%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%203%20Design%20and%20Deliver%20Assessment%20Literacy%20Classroom%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data%20Classroom%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%205%20Design%20Align%20Deliver%20Support%20Classroom%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%206%20Establishing%20Learning%20Culture%20and%20Environment%20Classroom%20Activities.pdf)
 | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| **Objective 1:**Teachers will collaborate to attain a 2% increase in the average combined Middle School Reading percentages. | [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf):Teachers in Grade 5 will analyze KPREP scores, universal screening data, district benchmark assessments, and classroom quizzes to understand student learning needs.  | High achieving students will be placed in an advanced tract for enrichment opportunities in Reading via Gifted and Talented.  | KPREP Scores |  | None |
| Students who perform below proficient in Reading assessments will be given addition instruction via RtI Interventions to ensure they can successfully transition into middle school.  | RtI Progress MonitoringEES recordsKPREP Scores |  | $4,000(Other) |
| **Objective 2:** Teachers will collaborate to attain a 2% increase in the average combined Middle School Math percentages. | [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf):Middle School Teachers will analyze KPREP scores, universal screening data, district benchmark assessments, and classroom quizzes to understand student learning needs of 8th grade students.  | High achieving students will be placed in an advanced tract for enrichment opportunities in Math via Gifted and Talented.  | KPREP Scores |  | None |
| Students who perform below proficient in Math assessments will be given addition instruction via RtI Interventions to ensure they can successfully transition into high school.  | RtI Progress MonitoringEES recordsKPREP Scores |  | $4,000(Other) |
| [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)Middle School Teachers will work to provide the necessary supports for middle school students to experience a smooth transition to high school.  | Kentucky Individual Learning Plans (ILP) will be utilized by middle school teachers to ensure that classroom structures support differentiated approaches to reaching student goals for college and career pathways. School administrators (along with counselor and middle school teachers) will set clear, measurable, expectations for the ILP advising program. Clear expectations are also established for ILP usage, beyond basic compliance. | ILPs |  | None |
| GEAR Up, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federal program funded by the U.S. Department of Education. Gear Up provides federal funding for a partnership grant which serves students at EES in order to significantly increase the number of low-income middle school students who are prepared to enter and succeed in postsecondary education. Gear Up services are designed to raise the expectations of low-income students and families and to increase college attendance and success. | GEAR Up records |  | Gear-Up |