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: By the end of the 2020 school year, Dayton Middle School will improve the MS Proficiency Indicator score on KPREP from 66.4 to 74 and will improve the HS Proficiency Indicator score on the ACT from 60.6 to 67.

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.)*	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.*	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.
- 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 Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the reading and math Proficiency indicator on KPREP scores for Dayton Middle School from 66.4% to 67.9% and Dayton High School from 60.6% to 62.1% by 6/1/8 as measured by the reading and math KPREP and ACT scores.	Review, Analyze, and Apply Data Design and Deploy Standards	**Weekly PLC Meetings** – Teachers will analyze students' performance and instruction. During these weekly meetings, teachers will meet in content alike groups and analyze formative evidence using the PDSA cycle in order to modify assessments and instructional strategies.	Decrease the percentages of students scoring Novice on state assessments		
		Academic Work Plan – Teachers will design, monitor and evaluate their Academic Work Plans throughout the school year. The curriculum shall be organized, stored, and submitted digitally to the Principal and the Director of Teaching and Learning in order to ensure all standards are being taught and assessed.	Curriculum documents in place for all grade levels and subject areas throughout Dayton High School		
	Design and Deliver Instruction Review, Analyze, and Apply Data AND Design and Deliver Instruction	**Live Scoring** – 7th/8th grade ELA teacher will implement live scoring two to three times a year to evaluate individual student writing progress, provide immediate feedback to students and improve writing by referencing the Kentucky Writing Scoring Guide.	Improved Writing Scores across the district		

Objective		Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes		Funding
			Goal Setting in RTI Classes – HS students will take the CERT assessment three times a year. Those students who have not met college readiness benchmarks will receive intervention in reading and/or math. Students will set individualized goals based on performance in Reading Plus and ALEKS in order to decrease students scoring Novice and Apprentice. For MS, CASE assessment results are factored into the RTI schedules of middle school students. These assessments are given three times a year and student schedules are adjusted accordingly. MS students that test out of reading and math RTI take an enrichment class in Project-Based Learning and/or Journalism.	Decrease the percentages of students scoring Novice on state assessments			
		Design and Deliver Instruction Review, Analyze, and Apply Data	**Standards Based Grading** – Students are given multiple opportunities to ensure academic performance meets the desired level required through teachers re-teaching standards and students retaking assessments in order to ensure that assessments are a true reflection of learning results. The addition of Mastery Connect for standards-based assessment. Formative assessment drives instruction for lesson planning around specific standards.	Students are assessed on standards/content and not on behavior. Also, successfully transitioning over to a new learning management system			
			Reading Inventory and Reading Counts - RI assessment reflects student Lexile level and Reading Counts is a program to encourage student reading. Teachers can use Lexile level to organize and target literacy circles and content studies. Students will take the Reading Inventory assessment three times	Decrease the percentage of students scoring Novice			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		during the school year to monitor growth in Lexile level. Students have the option of taking Reading Counts assessments. Each time they take an assessment they can earn a prize and recognition at the end of the year for different medals (gold or silver).			

2: Separate Academic Indicator

Goal 2: By the spring of 2020, Dayton Middle School will improve the Separate Academic Indicator Score from 54.8 to 63.8.

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 • 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 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 • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Writing Collaborate to increase the percentage of students scoring Proficient and/or Distinguished on the KPREP On Demand Writing assessment from 17.3% P/D to 30% PD.	Design and Deliver Instruction	**Free Write Friday** – students take part in "Free Write Friday" in which they either respond to a writing prompt or write freely for a chose amount of time. Students' responses are voluntarily shared with the class.	Increase percentage of students scoring P/D on the On Demand KPREP.		
		SPAM – Students are instructed to use the acronym SPAM, which stands for Situation, Purpose, Audience, Mode when answering a constructed response and/or On Demand Writing task.	Increase percentage of students scoring P/D on the On Demand KPREP.		
	Design and Deliver Instruction	**3.8 Paragraph** – students are taught the 3.8 paragraph model when writing On Demand writing tasks. Teachers use this model to provide students with structure and organization when writing.	Increase percentage of students scoring P/D on the On Demand KPREP.		
	Review, Analyze, Apply Data	**District Wide Feedback** – teachers in grades 4 – 12 meet bi-monthly to	Increase percentage of students scoring P/D		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		review, score, and analyze student writing samples. Teachers discuss strengths and areas of growth that are then given to back to the students.	on the On Demand KPREP.		
Objective 2: Social Studies Collaborate to increase the percentage of students scoring Proficient and/or Distinguished on the KPREP Social Studies assessment from 48.1% to 49.6%.	Design and Deliver Instruction	**Flashbacks** – students will complete opening activities that "Flashback" to content standards that have previously been taught. These flashback cover all standards but focus mainly on standards students are not mastering.	Increase the percentage of students scoring P/D on the Social Studies KPREP assessment.		
		Extended Response Questions – Students will complete extended response questions on assessments throughout the year. Students also complete the RACE strategy (Restate, Answer, Cite, Explain) on opening activities.	Increase the percentage of students scoring P/D on the Social Studies KPREP assessment.		
		Cold Reads – Students complete "Cold Reads" on passages they have not seen before to improve their confidence and ability in reading content passages.	Increase the percentage of students scoring P/D on the Social Studies KPREP assessment.		
	Design and Deliver Instruction	**Charts, Graphs, Maps** – Throughout the year, students are completing assessment questions that incorporate charts, graphs, and maps in an attempt to improve students ability to read and interpret these types of questions.	Increase the percentage of students scoring P/D on the Social Studies KPREP assessment.		
Objective 3: Science Collaborate to increase the percentage of students scoring Proficient and/or Distinguished on the KPREP		**Self-Reflections** – Students complete self-reflections on all 10 for 10 formative assessments and summative assessments to evaluate mastery towards standards.			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Science assessment from 22.5% to 30%.		**Summative Assessment Analysis –** Science teachers will meet in district wide teams, grades 4 – 12, twice a month to review and analyze summative assessment data. Teachers will share their assessment along with student work to analyze specific questions and standards that students are mastering and/or not mastering.			

Goal 3 By the spring of 2020, increase the proficiency indicator for students on Free/Reduced Lunch from 56.4 to 64.4 at the HS and from 64.6 to 72.6 at the MS.

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 • 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 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 • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the proficiency indicator for Free/Reduced lunch students in the MS from 64.6 to 68.6 and in the HS from 56.4 to 60.4 by 5/31/19.	Design and Deliver instruction Design and deliver instruction	**Intervention Courses -** All students not meeting college readiness benchmarks on CERT will take math and/or English intervention classes to improve performance in the area(s) of college readiness they have not met. 7th, 8th, 9th and 10th grade students will enter at the beginning of a semester and exit these intervention classes upon meeting the college readiness benchmarks on the CERT assessment quarterly.	Decreased percentages of students scoring Novice on KPREP		
		Transition Ready Courses - All Juniors and Seniors who have not become transition ready will take an ACT/CCR preparation course in reading and/or math in order to help Juniors and Seniors become transition ready.	Increased percentage of students becoming Transition Ready		
	Establishing learning culture and environment Design and deliver instruction	**PBIS Data Analysis** - With the help of ABRI, the assistant principal will export discipline data from Infinite	Decrease the number of office referrals		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Campus for the PBIS committee to analyze, identify three areas of concern and the PBIS chairperson will share a data report with the committee's intervention suggestions for all staff quarterly in order to increase positive behaviors across the school.			
		PLC Analysis - Teachers will collectively analyze formative and summative assessment results in weekly same content PLC's to identify standards that students have struggled to learn in order to revise instruction.	Decrease the percentage of students scoring Novice on state assessments		
	Design and deliver assessment literacy Design, align and deliver support	**Standards Based Grading –** Grades will reflect progress on standards in order to communicate valid learning progress to students and parents.	Students are assessed on standards/content and not on behavior. Also, successfully transitioning over to a new learning management system		
		Student Assistance Team – A Student Assistance Team will monitor academic (i.e., CERT, Quarterly Assessments, and Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention, enrichment and mentoring.	Increased Graduation Rate		
	Design and deliver instruction	**PBL and Blended Learning Training** – Our blended learning media specialist and digital learning coach will attend professional development trainings in the area of Problem Based Learning and Blended Learning. They will train other teachers on early release days and a PD day in order to increase and improve instructional engagement and individualized learning..	Increase the number of trainings offered to staff to make them more aware of PBL and Blended Learning		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

4: Graduation rate

Goal 4: By the spring of 2020, Dayton High School will improve its 4 year graduation rate from 80.3% to 90%.

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 - 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 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 - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Collaborate to increase the four year graduation rate from 80.3% to 85% by June 2019.	Review, Analyze, and Apply Data Establishing Learning Culture and Environment	**Student Assistance Team** – A Student Assistance Team will monitor academic (i.e., CERT, Quarterly Assessments, and Academic Progress) and nonacademic (i.e., behavior and attendance) data of all students to support learning with targeted academic and behavioral intervention, enrichment and mentoring.	Increased Graduation Rate		
		DaytonA – An alternative program is in place at Dayton High School to provide another option for students that are at risk of dropping out of school. The school will monitor students in this program and work with them to graduate from high school.	Increased Graduation Rate		
	Establishing Learning Culture and Environment Establishing Learning Culture and Environment	**Credit Recovery** – A Credit Recovery Program is in place for students falling behind academically. Students having failed classes will be placed in the Credit Recovery Program to prevent	Increased Graduation Rate		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		these students from falling further behind.			
		Youth Service Center Services – The Youth Service Center Coordinator will put in a variety of programs to reduce barriers to learning and provide support for students that need it.	Increased Graduation Rate		
		Grading Policy – The school grading policy allows and supports students, who may have otherwise failed, to demonstrate learning on assessments and increases the number of students who pass.	Increase Graduation Rate		
		Additional Pathways – The school will continue to research and review additional career pathway options to allow for more choice and motivation for students to stay in school and graduate.	Increase the percentage of Career Ready students.		

5: Growth

Goal 5: During the 2018 – 2019 school year, Dayton Middle School will increase the percentage of students scoring proficient and/or distinguished on the CASE Assessment from 47.5% to 55.5% in Math and 45.1% to 53.1% in Reading.

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.)*	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.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: For the 2018 – 2019 school year, collaborate to increase the percentage of students meeting Proficiency on the CASE assessment from 47.5% to 55.5% in Math and 45.1% to 53.1% in Reading.	Design and deliver instruction Review, analyze and apply data	**Intervention Courses -** Students in grades 7 and 8 not demonstrative proficiency on CASE will take math and/or English intervention classes to improve performance in the area(s) of college readiness they have not met. 7th and 8thstudents will enter at the beginning of a semester and exit these intervention classes upon meeting Proficient and/or Distinguished on CASE.	Increased percentage of students scoring Proficient and Distinguished on state testing		
		Data Days – Seven teachers across content areas will attend a district data day during the first semester to analyze KPREP/EOC data in order to recommend action steps and lead a school-wide data day with other teachers. These seven data day teacher leaders will lead data analysis around the 6 Key Core Work Processes with all teachers on a PD day before December 1st. Teachers will use data analysis on this day to develop suggestions for the 2018/2019 CSIP.	Teachers are more aware of school level data		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Review, analyze and apply data Design and deliver instruction	**PLC Protocol** – Teachers will analyze student performance and instruction in weekly PLC meetings. During these weekly meetings, teachers will meet in content-like groups and analyze formative and summative evidence using the PDSA cycle in order to modify assessments and instructional strategies.	Decrease the percentage of students scoring Novice on state assessments		
		KAGAN Training – Ensure new teachers to the district attend KAGAN Day one training, and provide KAGAN Day two training for all teachers in the district.	Decreased percentage of students scoring Novice on state assessments		
	Design and deliver instruction Review, analyze and apply data	**Friday School –** The Friday School lead teacher will report data related to reoccurring students and subject areas to the Student Assistance Team prior to SAT monthly meetings to provide students with Tier II and Tier III interventions.	Decrease the number of students failing classes		
		Student Voice Surveys – Teachers will survey students in January in every one of their courses with a 25 question online survey in the areas of support, transparency, understanding, discipline, engagement, nurture and trust. Teachers will share their survey results in weekly PLC's, discussed results with students and use results in their professional growth plans.	Improved Instructional Strategies for all teachers throughout the district		
	Review, Analyze, and Apply Data	**Student Goal Setting–** 7th and 8th grade students will meet with a member of the administrative team to review assessment scores on KPREP and CASE and to set goals on future CASE and KPREP testing.	Students are more aware of their individual data		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

6: Transition Readiness

Goal 6: By the spring of 2020, Dayton High School will increase its Transition Readiness percentage from 82.9% to 90%.

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 • 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 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 • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase our Transition Readiness percentage from 82.9% to 85% as measured by the percentage of graduating seniors that meet Academic Readiness Benchmarks and Career Readiness Benchmarks.	Design and Deliver Instruction Design, Align, and Deliver Support Design, Align, and Deliver Support	**Junior ACT Prep** – All juniors will take a Transition Readiness Class in which they will focus on test taking strategies and reading, math, and English skills.	Increased percentage of students graduating Transition Ready		
		CERT Testing – Students in grades 9 – 12 will take the CERT Assessment three times a year. CERT Testing is a formal system for measuring progress of students in English, Reading, and Mathematics and to determine transition readiness and appropriate interventions for students not meeting benchmarks.	Increased percentage of students graduating Transition Ready		
	Design and Deliver Instruction Design, Align, and Deliver Support	**4th Bell RTI** – Students not meeting College Readiness Benchmarks on the CERT Assessments will be placed in a 4th or 6th bell RTI class in which instruction will focus on English, Math and Reading Skills that students are lacking.	Increased percentage of students graduating Transition Ready		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Transition Readiness Monitoring – The district and school will monitor Transition Readiness programs. The Director of Teaching and Learning and the School Counselor will continue to create and update a Transition Readiness Spreadsheet that the principal will share with staff. The Transition Readiness Spreadsheet will be updated each time new transition readiness measures are met by students.	Increased percentage of students graduating Transition Ready		

7: Other (optional)

Goal 7 (*State your goal*):

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 • 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 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 • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					