# 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 (*State your proficiency goal):* **All students at Green Hills Elementary School will achieve proficiency in reading and math.** |
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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)
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* [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)
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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: All students at Green Hills Elementary School will achieve proficiency in reading and math. To meet this goal, our students will demonstrate proficiency by increasing/maintaining the averaged Combined Reading Percentage of Proficient/Distinguished K-PREP scores for GHES ES/MS from an averaged Combined ES/MS Actual Score of 59.6% to an averaged Combined ES/MS Delivery Target of at least 73% by 04/30/2021 as measured by 2020-2021 K-PREP Proficiency rates. | RTI - We will identify at-rick students who are significantly behind their peers and provide RTI services to close that gap, or to identify those students who need referrals to special education | STAR Screener will be used to determine baseline scores and to provide progress monitoring and interventions for identified students. | STAR Administered a minimum of three times per year, more often for at-risk students. Results shared with all appropriate stakeholders. | Fall, Winter, Spring | District Funds |
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| GearUp Academic Specialist will work with students in grades 3-8 and will coordinate other tutoring efforts through the use of teachers to provide tutoring for targeted academic groups. Specifically, we have employed a retired teacher to work as the Gear-Up Tutor. She targets our students who scored at the apprentice level and are close to achieving proficiency | Academic Specialist will provide academic support for students in 7th and 8th grades to enhance their academic success. | STAR results, MAP testing | Fall, Winter, Spring | GearUp Grant |
| We will utilize multiple web-based programs to bolster our reading instruction. These include: Moby Max, Study Island, Reading Eggs, Accelerated Reader, Math Seeds, and others. | STAR Results and in-program progress monitoring. | Fall, Winter, Spring, plus continual in-program progress monitoring. | Instructional funds, district funds, Gear Up |
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| Objective 2: Objective 1: All students at Green Hills Elementary School will achieve proficiency in reading and math. To meet this goal, our students will demonstrate proficiency by increasing/maintaining the averaged Combined Math Percentage of Proficient/Distinguished K-PREP scores for GHES ES/MS from an averaged Combined ES/MS Actual Score of 27.1% to an averaged Combined ES/MS Delivery Target of at least 62.7% by 04/30/2021 as measured by 2020-2021 K-PREP Proficiency rates. | RTI - We will identify at-risk students who are significantly behind their peers and provide RTI services to close that gap, or to identify those students who need referrals to special education | STAR Screener will be used to determine baseline scores and to provide progress monitoring and interventions for identified students. |

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| STAR Administered a minimum of three times per year, more often for at-risk students. Results shared with all appropriate stakeholders. |
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 | Fall, Winter, Spring | District Funds |
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| GearUp Academic Specialist will work with students in grades 3-8 and will coordinate other tutoring efforts through the use of teachers to provide tutoring for targeted academic groups. Specifically, we have employed a retired teacher to work as the Gear-Up Tutor. She targets our students who scored at the apprentice level and are close to achieving proficiency | Academic Specialist will provide academic support for students in 7th and 8th grades to enhance their academic success. | STAR results, MAP testing | Fall, Winter, Spring | GearUp Grant |
| We will utilize multiple web-based programs to bolster our reading instruction. These include: Moby Max, Study Island, Reading Eggs, Accelerated Reader, and others. | STAR Results and in-program progress monitoring. | Fall, Winter, Spring, plus continual in-program progress monitoring. | Instructional funds, district funds, Gear Up |
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## 2: Separate Academic Indicator

| Goal 2 (*State your separate academic indicator goal):* **All students at Green Hills Elementary School will achieve proficiency in science, social studies, and On-Demand Writing.** |
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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)
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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: Objective 1: All students at Green Hills Elementary School will achieve proficiency in Science. To meet this goal, our students will demonstrate proficiency by increasing/maintaining the averaged Combined Science Percentage of Proficient/Distinguished K-PREP scores for GHES ES/MS from an averaged Combined ES/MS Actual Score of 32.5% to an averaged Combined ES/MS Delivery Target of at least 60% by 04/30/2021 as measured by 2020-2021 K-PREP Proficiency rates. | RTI - We will identify at-rick students who are significantly behind their peers and provide RTI services to close that gap, or to identify those students who need referrals to special education | We will utilize web-based programs such as Project-Based Learning (PBL.org), Study Island and Learning Blade to integrate additional science instruction into our base science curriculum. These resources will be accessed in all classrooms throughout the year. | Classroom assessments AND Study island assessments. | Continual through direct teacher observation and data collection through Study Island, and classroom assessments. | District, Gear Up and school instructional funds. |
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| We will enhance our Science instruction through the development of cross-curricular lessons that are derived from multiple sources in order to more broadly address science instructional needs by using other classes to bolster our core instruction. | We will utilize web-based programs such as Project-Based Learning (PBL.org), Study Island and Learning Blade to integrate additional science instruction into our base science curriculum. These resources will be accessed in all classrooms throughout the year. | Classroom assessments AND Study island assessments. | Continual through direct teacher observation and data collection through Study Island, and classroom assessments. | District, Gear Up and school instructional funds |
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| Objective 2: Objective 1: All students at Green Hills Elementary School will achieve proficiency in social studies. To meet this goal, our students will demonstrate proficiency by increasing/maintaining the averaged Combined Social Studies Percentage of Proficient/Distinguished K-PREP scores for GHES ES/MS from an averaged Combined ES/MS Actual Score of 76.4% to an averaged Combined ES/MS Delivery Target of at least 76.4% by 04/30/2021 as measured by 2020-2021 K-PREP Proficiency rates.Objective 3: All students at Green Hills Elementary School will achieve proficiency in On-Demand Writing. To meet this goal, our students will demonstrate proficiency by increasing/maintaining the averaged Combined Science Percentage of Proficient/Distinguished K-PREP scores for GHES ES/MS from an averaged Combined ES/MS Actual Score of 63.9% to an averaged Combined ES/MS Delivery Target of at least 64% by 04/30/2021 as measured by 2020-2021 K-PREP Proficiency rates. | RTI - We will identify at-rick students who are significantly behind their peers and provide RTI services to close that gap, or to identify those students who need referrals to special education | We will utilize web-based programs such as Project-Based Learning (PBL.org), Study Island and Learning Blade to integrate additional science instruction into our base science curriculum. These resources will be accessed in all classrooms throughout the year. | Classroom assessments AND Study island assessments. |

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| Continual through direct teacher observation and data collection through Study Island, and classroom assessments. |
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 | District, Gear Up and school instructional funds. |
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| We will enhance our social studies instruction through the development of cross-curricular lessons that are derived from multiple sources in order to more broadly address social studies instructional needs by using other classes to bolster our core instruction. | We will utilize web-based programs such as Project-Based Learning (PBL.org), Study Island and Learning Blade to integrate additional science instruction into our base science curriculum. These resources will be accessed in all classrooms throughout the year. | Classroom assessments AND Study island assessments. | Continual through direct teacher observation and data collection through Study Island, and classroom assessments. | District, Gear Up and school instructional funds |
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| We will enhance our on-demand writing instruction through the development of cross-curricular lessons that are derived from multiple sources in order to more broadly address on-demand instructional needs by using other classes to bolster our core instruction |  |  |  |  |
| We will continue to develop our writing program by ensuring that we include writing instruction throughout all content areas, and maintain rigorous standards to which our students are held accountable. | Ongoing formative and summative writing assessments that are scored according to rubrics and accepted standards. |  Continual through direct teacher observation and data collection through Study Island, and classroom assessments. | District Funds |

## 3: Gap

| Goal 3 (*State your Gap goal):* **Increase the average ES/MS math proficiency ratings for all students in the Free/Reduced gap group from 18.35% in 2018 to 62.7% in 2019.** |
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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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 | 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: 2019-2020 Gap Goal. Increase the Elementary math proficiency ratings for all students in the Free/Reduced gap group from 19.4% on the 2020 KPREP Assessment to 60.7% on the 2021 KPREP Assessment as indicated in the KPREP assessment results. | Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a substitute teacher part-time to fulfil this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences. In addition to our in-school ESS program, we have implemented an after-school ESS program to be offered in the Spring of 2020 that will provide meals, transportation, and instruction.  | In-school and after school ESS activities | STAR Assessments and Math Benchmark Assessments. | Three times per year for STAR and more often for RTI students.  | ESS $2,398Gear Up $8,465 |
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| Objective 2: 2020-2021 Gap Goal. Increase the Middle School math proficiency ratings for all students in the Free/Reduced gap group from 27.6% on the 2020 KPREP Assessment to 64.7% on the 2021 KPREP Assessment as indicated in the KPREP assessment results | Due to low attendance rates, the Extended School Services program was reviewed and deemed to be marginally successful with the after-school format. Therefore, GHES applied for and received a waiver that will enable our school to offer the ESS program to at-risk students within the regular school day. We are hiring a substitute teacher part-time to fulfil this role. The teacher will serve primary, elementary and middle school students. We hope to see marked improvements in math and reading scores as student access to the supplemental instruction will not be hindered by program absences. In addition to our in-school ESS program, we have implemented an after-school ESS program to be offered in the Spring of 2020 that will provide meals, transportation, and instruction.  | In-school and after school ESS activities | STAR Assessments and Math Benchmark Assessments. | Three time per year for STAR and more often for RTI students.  | ESS $2,398Gear Up $8,465 |
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## 4: Graduation rate

| Goal 4 (*State your Graduation Rate goal):* ***Not Applicable*** |
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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**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
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| Objective 1 |  |  |  |  |  |
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| Objective 2 |  |  |  |  |  |
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## 5: Growth

| Goal 5 (*State your Growth goal):* ***We will increase the math scores for all assessed grade levels for the 2019 KPREP Assessment cycle.*** |
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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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* [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: 20% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by increasing the number of students who score above novice and apprentice on the 2021 KPREP assessment in Mathematics by 04/30/2021 as measured by the number of novice and apprentice scores in mathematics for grades 3-8 on the 2021 KPREP mathematics assessment compared to the 2019 data. | GearUp Academic Specialist - The Academic Specialist will work with 7th and 8th grade students to increase the number of proficient students in mathematics. Specifically focusing on math, the academic specialist will collaborate with the classroom teacher, and offer ancillary services design to promote achievement, thereby decreasing the numbers of novice scores | The academic Specialist will tutor students in mathematics, both in collaboration with the classroom teacher, and through pull-out activities design to promote achievement. Students will receive a mix of technologically based tutoring, and individualized help by the academic specialist. In addition, we are adding ESS Daytime tutors that will increase our ability to offer interventions to other students that may need additional services. | STAR Assessment Scores, Math Benchmark Results, MAP Testing, KPREP Assessment. | Three time per year for STAR and more often for RTI students.  | ESS Funds: $2,398GearUp Funds: $20,000 plus $8,465 for tutoring. |
| We will employ a tutor who will work with students to specifically address those who are underperforming. The tutor, a retired teacher, will conduct small group activities specifically designed to elevate novice scores, and to increase the number of proficient students in mathematics. This tutor is funded through the GearUp grant and will address a wider audience than the Academic Specialist. The tutor will work1/2 days per week, up to 3 days per week, until the funds are exhausted. | STAR Assessment Scores, Math Benchmark Results, MAP Testing, KPREP Assessment. | Three time per year for STAR and more often for RTI students.  | ESS Funds: $2,398GearUp Funds: $8,465 |
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| Objective 2 |  |  |  |  |  |
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## 6: Transition Readiness

| Goal 6 (*State your Transition Readiness goal):* **To ensure that students who enter high school are prepared for that transition.** |
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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)
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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: To demonstrate a proficiency to ensure that at least 65% of GHES students are proficient in reading and that 50% are proficient in math reflecting college/career readiness by 04/30/2021 as measured by the percentages of 8th grade students that are proficient/distinguished in math and reading on the 2021 KPREP assessment. | College and Career Advising: Assist students in becoming informed about career choices and requirements. ILP Development | Operation Preparation is a collaborative effort between the high school counselors, the middle school counselors and the FRYSC that is designed to acclimate our outgoing 8th grade class to the high school setting through the development of peer mentors and school visits. | The numbers of students who make a smooth transition to the high school setting. We anticipate that 90% of our students will make a successful transition. |  | District In-Kind |
| In conjunction with the classroom teachers and school counselors, each middle school student will complete and maintain an ILP. This ILP will help the students develop a plan and purpose for their educational program, which will in turn motivate them to achieve their academic goals to realize their personal goals. | Each ILP will be monitored by our counselor for completeness and applicability. The ILP guides our students and promote smooth transitions.  |  | District funds. |
| CTE Advisory Committee |  |  |  |  |
| Organize a program committee for CTE Programs to create career pathways for each CTE program that leads to an industry certification and/or KOSSA certification. Utilize common core standards and career and technical standards in lesson plans and curriculum maps located in CIITS. | Supervisory review of lesson plans. |  | District Funds |
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## 7: Other (optional)

| Goal 7 (*State your goal):* |
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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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 | 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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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1 |  |  |  |  |  |
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