Comprehensive Improvement Plan for Schools--LCMS, 19-20

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing the achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.
Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.
Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*
Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.
Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- **KCWP 1: Design and Deploy Standards**
- **KCWP 2: Design and Deliver Instruction**
- **KCWP 3: Design and Deliver Assessment Literacy**
- **KCWP 4: Review, Analyze and Apply Data**
- **KCWP 5: Design, Align and Deliver Support**
- **KCWP 6: Establishing Learning Culture and Environment**

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.
Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.
Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: Increase the combined proficiency indicator for reading and math from 80.6 in 2019 to 84.3 by May 2023 by May 2023 as measured by state-required assessments

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	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1 Increase the combined proficiency indicator for reading and math from 80.6 in 2019 to 84.3 by May 2023 by May 2023 as measured by state-required assessments.	KCWP 1: Design and Deploy Standards Assurance the current curriculum is valid and aligned.	**Curriculum Mapping and Alignment:** Staff will take current curriculum maps and common assessments and check for alignment with state standards. Teachers will make adjustments to incorporate non-mastered/not addressed standards in previous grade levels. Release time will be provided to some teachers/staff to make adjustments to maps and lessons	Central office staff & Principals	Updated Curriculum Maps, Common Assessments, and Pacing Guides	$1600 Section 7	Alignment will take place during 2019 summer mapping, review and revisions to map will occur during Dec/Jan PLCs after DPC review **I-**Maps, Assessments, and Pacing guides updated in Summer 2019. Teachers adjusted lesson planning during the school year to reflect changes they made in the summer.
		Adolescent Literacy Model Based on grant requirements a set percentage of staff will participate in ALM. This is an intensive professional development in literacy; including reading, writing, and speaking. Grant participants	Central office staff & Principals	ALM Training ALM Coaching Faculty Meetings PLC Agenda and Notes	ALM Grant	ALM training will occur in 2019 summer training and coaching during the school year. ALM strategies will be reviewed during grade level and content PLCs throughout the year. **I-**ALM strategies and organizers were embedded in lesson plans and viewed during walk-throughs.

			Central office staff & Principals			
		will share with other staff members.				
	KCWP 2: Design and Deliver Instruction Ensure Tier One Instruction and Assessment	**Professional Learning Communities: Department** Content PLC groups will meet as needed to discuss best practices and research based teaching strategies specific to the content. Professional learning will include, but not limited to attendance in a training event or district network meeting, coaching, and curriculum and resource/material alignment.	Central office staff & Principals	PLC agenda and notes	$750 PD	Throughout the school year and will vary by department or grade level need. **I**-PLC's met on Fridays to work on lesson plans, review data, and determine grade level, team, or department needs.
	KCWP 3: Design and Deliver Assessment Literacy Process used by the school to make learning targets, validity of assessments, Provides effective targeted practice for students.	**Professional Learning Communities: Grade Level** Teachers will use PLC time to analyze upcoming common assessments to ensure standards taught are intentionally included in lesson plans. Teachers will have time to collaborate to make any adjustments prior to students taking the assessment. After common assessment administrations, teachers will review item analysis to make instructional adjustments and intervention decisions. Teachers will engage in math practices training, utilize early release time to align maps, common assessments, and instructional materials such as Open Up Resources.	Central office staff & Principals	PLC notes, practices indicated in lesson plans, and differentiation indicated in lesson plans	$0	Throughout the school year and will vary by department or grade level need. **I**-Teachers met to review CA assessments and data. Item analysis and writing was reviewed. Reteaching plans were determined based on data.
		Teaching Strategies: Model ABE and ACE graphic organizers. R.O.W.D.Y will be used to assist students with answering math questions. Kagan	Central office staff & Principals	Lesson Plans and walk-through data	$0	Throughout the school year and will vary by department or grade level need. Live scoring will be used for scrimmaging 1-2 times per year.

		will be used to increase student engagement in all content. Adolescent literacy model strategies and organizers will be embedded across content to increase academic dialogue and student understanding.				**I**-Live scoring was modified to be classroom scoring this year. Organizers were used as instructed. Students received small group reteaching based on scrimmage results.
	District leadership ensures teachers are using data, assessments, and using standards.	**Walk-throughs:** Principals and instructional staff will conduct walkthroughs in all content areas to monitor the implementation of teacher-created curriculum maps. Walkthrough forms will focus on teacher engagement, student engagement, management, lesson plans tied to core content and/or common core standards, formative assessments, congruence between classroom activities and lesson plans, optimal learning model, questioning and student and teacher interaction. Individual feedback will be communicated to teachers.	Central office staff & Principals	Walk-through data	$0	Department walk-throughs will be implemented at least twice per semester. **I**-Walk-throughs were done using common look for's and instructional feedback was emailed to the department as a whole.
		Learning Walks will be conducted with teachers and principals as a part of Rutherford coaching to focus on the teaching principals in walk-throughs. The emphasis is developing teachers in areas of their strengths and increasing awareness of these areas. Individual feedback will be communicated with teachers by administrators and/or peers.	Central office staff & Principals	Peer led walk-through notes and PLC feedback	$0	**I**-Staff received walkthroughs from their peer learning walks. Feedback based upon Rutherford principals were emailed to each teacher.
	KCWP 4: Review, Analyze and Apply Data	**Data Review:** Common assessments in Grade Cam will be administered at the end of units of instruction. They will	Central office staff & Principals	Data Wall, Agenda, Progress Monitoring Sheets	$0	Data review will occur three times per year after each I-Ready assessment. Other data will be reviewed when making decisions on student placement

	Monitor students' progress on standards (group and regroup students)	be scored collaboratively and Grade Cam reports will be analyzed. A district progress check will be given annually in December. I-Ready will be administered three times per year to assist teachers in monitoring student progress. All data will influence differentiation in lesson planning and flex time groupings.				**I-**It occurred twice this year due to school closure, but intervention plans and reassignment of students occurred as a results of data analysis from each administration.
	KCWP 5: Design, Align and Deliver Support Academic intervention systems for students. Data for academic interventions.	**Interventions:** Tiered interventions will be delivered in small groups or on an individual basis to students identified using I-Ready data. Technology such as but not limited to AM Math, MobyMax, and I-Ready lessons will be used to assist in tiered interventions.	Central office staff & Principals	Lesson plans and notes from interventions	$13,787.40 (ESS) $9,257.46 (Rural Schools)	Data review will occur three times per year after each I-Ready assessment. Other data will be reviewed when making decisions on student placement. **I-**Intervention groups (Tier 2 or 3) occurred with an intervention staff member.
		Professional Learning Communities: Teams Team teachers will review I-Ready and Common Assessment data after each administration to determine and review progress monitoring data on students in interventions. Special emphasis will be placed on targeting GAP students' needs.	Central office staff & Principals	Data Wall, Progress Monitoring Data	$0	Data review will occur three times per year after each I-Ready assessment. Other data will be reviewed when making decisions on student placement. **I-**It occurred twice this year due to school closure, but intervention plans and reassignment of students occurred as a results of data analysis from each administration.
	KCWP 6: Establishing Learning Culture and Environment Student expectations and parent communication.	**Conduct:** Teachers will review the code of conduct, the discipline grid, and classroom rules with students on the first days of school. All forms will be sent home to be signed by the parent. PBIS expectations will be reviewed with students before and after breaks.	Principals	Signed forms and walkthroughs of PBIS expectations	$1000 Section 6	PBIS behavior data will be reviewed monthly to measure progress and feedback will be shared with the committee for adjustments in the program. **I-**Discipline data and number of Hawk Tickets administered were used to determine additional supports needed with the initiative.

		An Open House and 6th Grade Night events will be held within the first two weeks of school will allow for parent questions.				
		Communication: Teachers will complete a required six hours of parent-teacher conferences during organized parent teacher events such as Spooktacular and Career Launch.(for 8th grade teachers and families only). Additional parent communication will occur during the planning period, on social media, phone conferences, or additional hours after school. Principals and the counselor also participate in parent conferencing.	Principals	Conference logs	$0	Conference logs will be shared with principals in November and February. **I**-Conferences occurred and teachers kept a parent log in November or were scheduled a shift in February to communicate with parents. Other conferences with parents were had during planning or after school.
	Ensuring a culturally responsive environment.	**Culture:** Principals will meet will teams monthly during PLC to review behavior concerns based on the behavior screener and teacher concerns.. Anti-bullying and Drug Free Campaigns will be conducted throughout the school once a year with all students. Hawks Leading Hawks students will be selected by their teachers from an application process. Student representatives will serve as an advisory and leadership council for the school. The Culture and Climate Committee will determine celebrations for sports recognition, academics, and attendance. Teams will determine rewards and incentives for their students. Sources of Strength and PBIS are being implemented this school year. Club opportunities will be expanded with offerings during the school day.	Principals	PLC agenda, Lesson plans, pictures, student involvement, Committee agenda	$1500 Section 7	Principals will meet with teachers monthly to discuss progress and solution planning. **PI**-School closure impacted the completion or timeline of Hawks Leading Hawks and end of the year celebrations. Behavior data was reviewed with teachers so intervention plans could be determined.

2: Separate Academic Indicator

Goal 2: Increase the combined separate academic indicator for science, social studies and writing from 74.3 in 2019 to 77.4 by May 2023

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	Responsible Person	Measure of Success	Funding	Progress Monitoring Dates & Notes
Increase the combined separate academic indicator for science, social studies and writing from 74.3 in 2019 to 77.4 by May 2023.	KCWP 5: Design, Align and Deliver Support Schedule adjustment and realignment to meet needs of students.	See all GAP, Proficiency, and Growth activities.				
		Seminar STEM Classes, World Geography, Kentucky Studies, Financial Literacy, Music in Lit (writing focus), Movies in Lit (writing focus), and Mythology.	Central office staff & Principals	Updated Curriculum Maps, Common Assessments, and Pacing Guides	Section 6 $500	Classes will be reviewed for impact in Spring 2020 for any possible restructure to the schedule. **I**-More focus will be placed on reading, math and writing in the Fall. Some classes will resume for students not needing remediation. A high school credit class during seminar will be available during seminar.

3: Gap….

Goal 3: Increase achievement for all student groups so that the consolidated gap indicator for proficiency from 64.3 in 2018 to 71.7 by May 2023, increase the consolidated gap indicator for separate academic 58.9 in 2018 to 67.5 by May 2023 as measured by state-required assessments

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	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1 Increase achievement for all student groups so that the consolidated gap indicator for proficiency from 65.7 in 2019 to 71.7 by May 2023, increase the consolidated gap indicator for separate academic 61.3 in 2019 to 67.5 by May 2023 as measured by state-required assessments.	KCWP 5: Design, Align and Deliver Support Data review with teachers and students. Establishing and creating plan based on classroom data.	**Initial Data Review: GAP** Team teachers will review their first set of data from I-Ready, most recent KPREP scores, and GAP student identification to determine the best placement for student interventions or teacher mentoring needed to support identify GAP students.	Central office staff & Principals	PLC agenda and lesson plans	$0	Data review will occur three times per year after each I-Ready assessment. Other data will be reviewed when making decisions on student placement. **I-**Intervention plans and reassignment of GAP students occurred as a result of data analysis..
		Professional Learning Communities: Teams Team teachers will review I-Ready and Common Assessment data after each administration to determine and review progress monitoring data on GAP students in interventions and overall growth. PLC's will also include	Central office staff & Principals	PLC agenda and lesson plans	$0	Data review will occur three times per year after each I-Ready assessment. Other data will be reviewed when making decisions on student placement. **I-**It occurred twice this year due to school closure, but intervention plans and reassignment of students occurred

		differentiation plans for students on or above grade level.				as a results of data analysis from each administration. GAP students were a focus with strategies discussed to increase academic gaps.
		Data Review: Leadership Common assessment data in GradeCam, I-Ready data, and District Progress data will be reviewed two to three times per year by administration with discussions about GAP students' progress and success. Cadre leaders during department planning will review GAP data for instructional implications during departmental PLCs. All data will influence RTI, lesson planning, and seminar groupings (including pull-outs from band/chorus).	Central office staff & Principals	PLC agenda and lesson plans	$0	Data review will occur three times per year after each I-Ready assessment. Other data will be reviewed when making decisions on student placement. **I-**It occurred twice this year due to school closure, but intervention plans and reassignment of students occurred as a results of data analysis from each administration.
Objective 2	KCWP 5: Design, Align and Deliver Support	See all GAP, Proficiency, and Growth activities.				
	Ensuring all educators are successful through mindful PD. Using new resources to provide pedagogically sound strategies for our students.	**Adolescent Literacy Model** – staff will receive training on literacy instruction throughout the year and share strategies with other staff members.	Central office staff & Principals	PLC agenda and lesson plans Attend Training Faculty Meetings	ALM Grant	ALM strategies and activities will be embedded in lesson plans and discussed during PLCs. Training will be determined by staff rotation. **I-**The staff's training timeline was based upon if you were in Cohort 1-3. Staff discussed ALM work and strategies in their lesson plans during PLC's.

4: Growth

Increase the combined growth indicator for reading and math from 51.8 in 2019 to 54.8 by May 2023 as measured by state-required assessments.

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	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
Increase the combined growth indicator for reading and math from 13.4 in 2019 to 15.8 by May 2023 as measured by state-required assessments.	KCWP 5: Design, Align and Deliver Support Data review with teachers and students. Establishing and creating plan based on classroom data.	**Professional Learning Communities: Teams** Team teachers will review I-Ready after each administration to determine and review progress monitoring data on students. Data review will focus on student growth for the second and third administration. Progress monitoring data will be reviewed. Data chats will be used with students for personal goal setting in I-Ready.	Central office staff & Principals	PLC agenda, walk-throughs, and progress monitoring data	$0	Data review will occur three times per year after each I-Ready assessment. Other data will be reviewed when making decisions on student placement **I-**It occurred twice this year due to school closure, but intervention plans and reassignment of students occurred as a results of data analysis from each administration.
		See Proficiency Goal activities		PLC agendas and lesson planning	See Proficiency costs	
		See Transition Ready activities		PLC agendas and lesson planning	See Transition Ready costs	

5: Transition Readiness

No goal required

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	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1	KCWP 6: Establishing Learning Culture and Environment Supports that are in place to increase a safe and optimal learning environment.	**Student Attendance:** Student attendance will be monitored. Students considered at risk for poor attendance (excused or unexcused) will be discussed with teachers. Students with five or more unexcused absences will be identified for the Truancy Diversion Program to be monitored by principal, counselor, and Director of Student Services.	Central office staff & Principals	Progress Monitoring notes	$500 Section 6 funds	TDP team will meet monthly to review students and determine who needs interventions or support. Incentives will be used for school attendance rewards and specifically for students meeting their TDP requirements. **I**-TDP met monthly to meet with families and students who were truant to school. Interventions were used to support them to prevent court appearance and continued truancy.
		Student Incentives: School wide and team incentives and activities will be used to reward students with perfect attendance and on the Honor Roll. Teachers and administration will discuss the value being at school.	Principals	Attendance lists	$100 or less	This will occur following each nine weeks. **I**-Incentive coupons were distributed to students on the Honor Roll and perfect attendance. Monthly team competition winners were displayed in the cafeteria.

		Parent Involvement: A Parent Teacher Student Organization (PTSO) will begin activities that positively encourage students to come to school, raise funds for the purchasing of student incentives and classroom activities.	Principals	$0	Space and support will be provided for PTSO to conduct their meetings and events. **I**-PTSO was active this year for fundraising to support student incentives.
		Career Activities: Career Launch activities and Career Day will be held yearly for 8th grade students to explore high school and career interests. Individual Learning Plans will be completed yearly in grade 6-8 to prepare them for the 8th grade career activities. Reality Store will help 8th graders explore further career and life options. Flex time work has been designed to teach work ethic essential skills and career exploration. Seventh and Eighth Grade Field Trips to ECTC and/or Launch Point will support technical fields understanding/ Career Day Speaks and student speakers will visit 8th graders to discuss different career fields.	Principals	$2000 Section 7	**PI**-ECTC trips were not used this year due to scheduling and weather. FLEX time was used to complete the Student Digital Portfolio which houses the student ILP. Reality store was cancelled due to school closure. Career Day, Career Launch, and Launch Point activities were utilized to expose students to different career fields and career paths available to them.

7: Other (optional)

Goal 7 *:* The school will show an increase from 75.9% to 85% on managing student conduct based on working conditions survey.

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	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
An inspected increase of 4 to 5 percent in Managing Student Conduct per year based on Teacher Survey.	LCWP6: Design, Align and Deliver Support Supports that are in place to increase a safe and optimal learning environment. School leadership processes and supports used to promote positive change within the school.	The School Culture and Climate Committee will meet to review discipline policy and procedures and will include PBIS initiative.	Principals	Student Handbook	NA	I-Committee met to revise the handbook to include more language regarding PBIS initiative.
		Administration and/or counselor will meet with teams on a monthly basis and review discipline data, concerns, and behavior screening data.	Principals	Notes	NA	I-Counselor and/or administrator met with teachers regarding discipline, behavior data, or other concerns to determine interventions needed.
		Provide staff student discipline data compared from previous month and previous year.	Principals	Faculty Meeting Agenda	NA	I-PBIS team reviewed data so it could be broken down and shared at monthly faculty meetings or via email.

		Google survey administered for working conditional goal.	Principals	Survey Results	NA	I-Teachers completed so a school working condition goal could be determined.
		Social emotional learning will be embedded in the curriculum for students. Professional learning will take place for all staff to better improve mental wellness with both staff and students.	Central office staff & Principals			I-Staff received Mental Health First Aid training during a faculty meeting. SEL lessons were embedded during FLEX time for teachers to use with students.
Objective 2		Teachers will engage in professional learning with social studies standards, literacy practices, and math practices as applicable to what they teach.	Central office staff & Principals			I-Staff training on applicable standards and revisions occurred during some PLCs and during the work days.