

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 the 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: Increase the averaged combined reading and math proficiency rates for all students from 37.9% to 49.2% by 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.)*

- [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 the necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Increase the reading proficiency rates for all students from 45.3% to 50.3% by 2021 as measured by K-PREP.</p> <p>Objective 2 Increase the math proficiency rates for all students from 30.5% to 36.8% by 2021 as measured by K-PREP</p>	<p>KCWP 2: Design and Deliver Instruction Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1,2) Addressing this process also ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p>Activity 1: Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.</p> <p>Activity 2: Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLCs will review formative and summative assessments and data - Administrators and Leadership Team will review observation data of PLC process</p> <p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - ELEOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher’s google drive. -Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and</p>	<p>Activity 1:PDSA units are submitted at the start of each quarter and reviewed by either the principal, assistant principal or instructional coach. PDSA unit plans are additionally reviewed and used in weekly content PLC meetings.</p> <p>Activity 2: The principal and assistant principal will gather eleot data from teacher observations. Data will be reviewed weekly with the instructional leadership team (principal, assistant principal, instructional coach, counselor) to determine effectiveness of instruction. Data will be shared with staff monthly.</p>	<p>\$0</p> <p>\$0</p>

		<p>Activity 3: Host an annual literacy / math parent event to promote and inform on literacy strategies used at BLMS supplemented with Title 1 funds.</p>	<p>fidelity of implementation of the curriculum.</p> <p>-Sign in sheets will be used to track attendance. -Annual Title 1 survey will provide data on effectiveness of program</p>	<p>Activity 3: Following each event, the ILT will review participation and survey data to determine steps from improvement</p>	<p>\$0</p>
	<p>KCWP 4, Review, Analyze and Apply Data</p> <p>Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice.</p>	<p>Activity 1: Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance.</p> <p>Activity 2: Monitor and revise content PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic support for individual students.</p> <p>Activity 3: Deploy PowerUp for reading intervention with students not meeting proficiency on KPREP assessment.</p>	<p>-Progress monitoring of online interventions -Formative and Summative assessment data analyzed in PLC - Benchmarking data from CASE - Behavior Data - Attendance Data</p> <p>-PDSA planning documents uploaded into Google Drive - Study portion of PDSA protocol identifying students needing additional support uploaded into Google Drive</p> <p>-Weekly progress monitoring - CASE Assessment data</p>	<p>Activity 1: MTSS Coach will meet weekly with intervention teachers to review data and discuss implementation/revision of interventions. The ILT will review student progress in interventions monthly, during ILT meetings. The Attendance Committee will meet monthly to analyze attendance data and create action steps to meet needs of individual students and whole school actions steps utilizing the PDSA process..</p> <p>Activity 2: Content PLC meetings will be observed weekly by the instructional coach and the principal. The ILT will review observation notes, agendas and unit plans weekly to monitor progress of each content PLC.</p> <p>Activity 3&4: The MTSS coach will monitor PowerUp data weekly to ensure proper implementation within the reading intervention classes. PowerUp and Case data will be reviewed quarterly with the reading intervention teachers to determine</p>	<p>SIF Grant: \$98,500 (2020-2021) Title 1 Funded (2021-2022)</p> <p>\$0</p> <p>SIF Grant: \$12,000 (Powerup) Title 1:\$120,000 (Reading Interventionists)</p>

		<p>Activity 4: Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities.</p>	<p>-Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally</p> <p>-Recommendations will be made based on data for placement in RTI tiers and referral of counseling services</p> <p>-ILT will review data to determine next steps in continual improvement review</p>	<p>intervention effectiveness or modifications.</p>	<p>CASE funded by district</p>
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2: Separate Academic Indicator

Goal 2: Increase the average combined science, social studies and writing on demand proficiency rates for all students from 18.2% to 33% by 2023.

<p>Which Strategy will the district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> ● 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> ● 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 	<p>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 the necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p>Objective 1 Increase the science proficiency rates for all students from 7.4% to 15.8% by 2021 as measured by K-PREP.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>Activity 1: Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.</p> <p>Activity 2: Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLCs will review formative and summative assessments and data - Administrators and Leadership Team will review observation data of PLC process</p> <p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - ELEOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. -Administrators will meet weekly with teachers in PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.</p>	<p>Activity 1:PDSA units are submitted at the start of each quarter and reviewed by either the principal, assistant principal or instructional coach. PDSA unit plans are additionally reviewed and used in weekly content PLC meetings.</p> <p>Activity 2: The principal and assistant principal will gather eleot data from teacher observations. Data will be reviewed weekly with the instructional leadership team (principal, assistant principal, instructional coach, counselor) to determine effectiveness of instruction. Data will be shared with staff monthly.</p>	<p>\$0</p> <p>\$0</p>
<p>Objective 2 Increase the writing On-Demand proficiency rates for all students from 10.3% to 18.5% by 2021 as measured by K-PREP.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>The design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1) This process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p>Activity 1: Deploy and monitor implementation of school wide writing plan.</p> <p>Activity 2: Train all certified staff on the implementation of the writing plan.</p>	<p>-Highly-qualified teachers will upload writing assessments to the writing plan folder -Monitor student achievement data on writing scrimmages through the PLC process.</p> <p>-Develop a schedule for embedded professional learning. -Monitor the implementation of the writing plan during classroom observations. -Monitor the implementation of writing best practices during PLC observations.</p>	<p>Activity 1: School wide on-demand writing will occur quarterly. ELA teachers will score and review data and next steps for writing instruction at the weekly PLC following each on-demand</p> <p>Activity 2: Summer of 2021- Train all ELA teachers on the BLMS writing process. Training will be conducted by the BLMS instructional coach. Fall Semester 2021 - Monitor the implementation of writing best practices during weekly PLC</p>	<p>\$0</p> <p>\$0</p>

				observations and classroom observations.	
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3: Gap

Goal 3: Increase the average combined Reading and Math proficiency rates for students with disabilities to 21.4% on KPREP by 2023.

<p>Which Strategy will the district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> ● 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> ● 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 	<p>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.</p>
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<p>Objective 1 Increase the reading proficiency rate for students with disabilities from 5.1% to 13.7% as measured by 2021 KPREP.</p> <p>Objective 2 Increase the math proficiency rate for students with disabilities from 2.6% to 11.5% as measured by 2021 KPREP.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>The design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. This process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>Activity 1: Train all instructional staff in highly effective co-teaching strategies.</p> <p>Activity 2: Coaching cycles and guided planning with co-teach partner teachers and instructional coaches.</p>	<p>-Regular classroom observations on co-teaching model implementation with feedback.</p>	<p>Activity 1: January 20- Professional learning on parallel teaching during content PLCs by the special education instructional coach. February 2021 - Instructional coach and special education instructional coach will conduct classroom observations and provide feedback on implementation of parallel teaching. March 3 - Professional learning on station teaching during content PLCs by the special education instructional coach. April 2021 - Instructional coach and special education instructional coach will conduct classroom observations and provide feedback on implementation of station teaching. August 2021 - Reteach and review co teaching strategies with whole staff.</p>	<p>\$0</p>

4: Growth

Goal 5: Increase the averaged combined reading and math proficiency rates for all students from 37.9% to 49.2% by 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.)*

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Objective 1 Increase the reading proficiency rates for all students from 45.3% to 50.3% by 2021 as measured by K-PREP.	KCWP 2: Design and Deliver Instruction Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1,2) Addressing this process also ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)	Activity 1: Deploy and monitor a Plan Do Study Act (PDSA) Instructional Unit Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data.	-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLCs will review formative and summative assessments and data - Administrators and Leadership Team will review observation data of PLC process	Activity 1: PDSA units are submitted at the start of each quarter and reviewed by either the principal, assistant principal or instructional coach. PDSA unit plans are additionally reviewed and used in weekly content PLC meetings	\$0
Objective 2 Increase the math proficiency rates for all students from 30.5% to 36.8% by 2021 as measured by K-PREP		Activity 2: Deploy a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning).	-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the standards rollout. - ELEOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. -Administrators will meet weekly with teachers in PLCs to	Activity 2: The principal and assistant principal will gather eleot data from teacher observations. Data will be reviewed weekly with the instructional leadership team (principal, assistant principal, instructional coach, counselor) to determine effectiveness of instruction. Data will be shared with staff monthly.	\$0

		<p>Activity 3: Develop a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.)</p>	<p>review, revise and monitor the quality and fidelity of implementation of the curriculum.</p> <ul style="list-style-type: none"> - Review behavior data at monthly, tier 1 PBIS meetings to determine next steps. - Development of a uniform team based intervention system for minor behavior events. 	<p>Activity 3: The PBIS team led by the PBIS coach and assistant principal will meet monthly to analyze school wide behavioral data and determine steps for improvement utilizing the PDSA process.</p>	<p>\$0</p>
	<p>KCWP 4, Review, Analyze and Apply Data</p> <p>Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice.</p>	<p>Activity 1: Employ a MTSS Coach who will monitor the use of online programs. The coach would also provide individual, small group, and whole group direct instruction on deficit skill areas. This would include ongoing monitoring of progress and prompt action to follow-up with students who have fallen behind. The MTSS Coach would also provide training to include the use of classroom strategies that enable students to be taught at their instructional level and receive additional time and assistance.</p> <p>Activity 2: Monitor and revise content PLCs to follow the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic support for individual students.</p> <p>Activity 3: Deploy PowerUp for reading intervention with students not meeting proficiency on KPREP assessment.</p>	<ul style="list-style-type: none"> -Progress monitoring of online interventions -Formative and Summative assessment data analyzed in PLCs - Benchmarking data from CASE - Behavior Data - Attendance Data <p>-PDSA planning documents uploaded into Google Drive</p> <ul style="list-style-type: none"> - Study portion of PDSA protocol identifying students needing additional support uploaded into Google Drive 	<p>Activity 1: MTSS Coach will meet weekly with intervention teachers to review data and discuss implementation/revision of interventions. The ILT will review student progress in interventions monthly, during ILT meetings. The Attendance Committee will meet monthly to analyze attendance data and create action steps to meet needs of individual students and whole school actions steps.</p> <p>Activity 2: Content PLC meetings will be observed weekly by the instructional coach and the principal. The ILT will review observation notes, agendas and unit plans weekly to monitor progress of each content PLC.</p> <p>Activity 3&4: The MTSS coach will monitor PowerUp data weekly to ensure proper implementation within the reading intervention classes.</p>	<p>SIF Grant: \$98,500 (2020-2021) Title 1 Funded (2021-2022)</p> <p>\$0</p> <p>SIF Grant: \$12,000 (Powerup) Title 1:\$120,000 (Reading Interventionists)</p>

		<p>Activity 4: Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities.</p>	<ul style="list-style-type: none"> -Weekly progress monitoring - CASE Assessment data -Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review 	<p>PowerUp and Case data will be reviewed quarterly with the reading intervention teachers to determine intervention effectiveness or modifications.</p>	<p>CASE funded by district</p>
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