

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education 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 school/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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, 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

<p>Goal 1: Robert D. Campbell Junior High School will increase the percentages for all students scoring proficient/distinguished on KPREP in math from 50.8%, in 2018-2019 to 60% by 2021-2022.</p>									
<p>Which Strategy will the school/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 school/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 - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>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>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding				
<p>Objective 1: Robert D. Campbell Junior High School will increase the percentages for all students scoring proficient/distinguished in KPREP in math from 50.8%, in 2018-2019 to 55% by fall of 2021.</p>	<p>Strategy 1: Professional Learning Communities (PLC)</p> <p>Robert D. Campbell Jr High School will maintain PLCs to analyze student data for mastery, KCWP1, KCWP2, KCWP3, KCWP4</p>	<p><u>Math PLCs meet weekly during content planning time to provide environment that:</u></p> <ol style="list-style-type: none"> 1. Reviews the alignment between new Math standards, learning targets and assessment measures. (KCWP1) 2. Utilizes knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (KCWP1) 3. Vertical mapping is occurring to identify instructional gaps. (KCWP2) 4. Item analysis methods are occurring to evaluate instructional effectiveness and make needed instructional adjustments. Item analysis review completed for both formative/summative assessments. Appropriate corrections are made for both <ol style="list-style-type: none"> a. The assessments ensuring questions provide results that demonstrate student mastery b. Corrections in teaching practices used to remediate for those students that have not demonstrated mastery. (KCWP2) 5. Formative and Summative assessments are aligned to the standards. (KCWP3) 	<p>Student achievement and standard mastery on summative assessments, MAP results, KPREP results.</p> <p>PLC norms, agendas and minutes</p>	<p>Implemented and in progress</p>	<p>No Funding Required</p>				

		6. Determines if formative assessments yield effective feedback results to teachers and students. (KCWP4)			
	<p>Strategy 2: Strategic Master Schedule and Student Scheduling</p> <p>Robert D. Campbell Jr. High School will continue use of a master schedule that meets the needs of all learners for both enrichment.. In addition, Robert D. Campbell Jr. High School will use individual academic strengths. This schedule process will challenge all students at their current mastery level. KCWP2, KCWP4, KCWP5, KCWP6</p>	<p><u>Master Schedule Continued Implementation (KCWP6):</u> The Administration Team will recommend a change to the master schedule and present to the SBDM for approval that allows one 50 minute intervention/enrichment period. This period will not interrupt the grade level content instruction to meet the needs of all learners. All students will be enrolled in this class period. Students that are not assigned to intervention will have enrichment work assigned by classroom teacher using Google Classroom and IXL. Students are identified for intervention enrollment or intervention exit using multiple data points:</p> <ul style="list-style-type: none"> ● MAP (District Universal Screener administered 3 times/year) ● KPREP data ● IXL Diagnostic ● Progress Monitoring. <p>Students identified below the 20th percentile are grouped using MAP subscores that demonstrates current grade level for both algebraic thinking and numeracy.</p> <p><u>Flexible Student Scheduling:</u> Robert D. Campbell Jr. High School fully supports a heterogeneous schedule where all students are scheduled based on their individual academic strengths in a heterogeneous classroom model. This scheduling approach guarantees that all students receive instruction at the highest rigor. Creating Student schedules uses MAP data, KPREP data, and mastery checks. Throughout the year, based on their performance, student schedule change to challenge students at current mastery level. (KCWP4, KCWP5, KCWP6)</p>	<p>SBDM minutes</p> <p>Student schedules</p>	<p>Completed and Fully Implemented</p> <p>Completed and Fully Implemented</p>	<p>No Funding Required</p> <p>No Funding Required</p>
	<p>Strategy 3: Assessments</p>	<p><u>Summative Assessments:</u></p>	<p>Student Achievement on summative assessments,</p>	<p>Implemented and in progress</p>	<p>No Funding Required</p>

	<p>Teachers will administer a variety of assessments throughout the school year. Student measure of content mastery uses both formative and summative assessments.</p> <p>KCWP3</p>	<p>Common assessments aligned to standards ensure student content mastery will be designed at the beginning of each unit to ensure that goals are met during instruction.(KWP3)</p> <p><u>Formative Assessments:</u> Teachers develop a progress monitoring system using a variety of methods (i.e. exit slips, quizzes, student work, bell ringers) as a continual progress check for student mastery. (KCWP3)</p>	<p>MAP results and KPREP results</p> <p>Student Achievement on formative assessments, summative assessments, MAP results, KPREP results</p>	<p>Implemented and in progress</p>	<p>No Funding Required</p>
	<p>Strategy 5: Morning Tutoring KCWP6</p> <p>Math tutoring is offered 8:15-8:44.</p>	<p><u>Morning Tutoring is offered by both 7th and 8th grade math teachers:</u></p> <ul style="list-style-type: none"> • Develop a school culture to promote and support learning for all. Morning Tutoring is advertised on the Robert D. Campbell Facebook page, parent newsletters and posted times/locations in various locations. • Tutoring is open to all students to use. (KCWP6) 	<p>Improved Student Mastery on an individual basis.</p>	<p>Implemented and in progress</p>	<p>No Funding Required</p>

Goal 2:
Robert D. Campbell Junior High School will increase the percentages for all students scoring proficient/distinguished in KPREP for reading from 61.6%, in 2018-2019 to 80% by 2020-2021.

<p>Which Strategy will the school/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 school/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 - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>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>
--	--	--

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Robert D. Campbell Junior High School will increase the percentages for all students scoring proficient/distinguished in KPREP for reading from 61.6%, in 2018-2019 to 67% by fall 2021.</p>	<p>Strategy 1: Professional Learning Communities (PLC)</p> <p>Robert D. Campbell Jr High School will maintain PLCs to analyze student data for mastery, KCWP1, KCWP2, KCWP3, KCWP4</p>	<p><u>ELA Core Content PLC meet weekly during content planning time to provide environment that:</u></p> <ol style="list-style-type: none"> 1. Reviews the alignment between standards, learning targets and assessment measures. (KCWP1) 2. Utilizes knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (KCWP1) 3. Vertical mapping is occurring to identify instructional gaps. (KCWP2) 4. Item analysis methods are occurring to evaluate instructional effectiveness and make needed instructional adjustments. Item analysis review completed for both formative/summative assessments. Appropriate corrections are made for both <ol style="list-style-type: none"> a. The assessments ensuring questions provide results that demonstrate student mastery b. Corrections in teaching practices used to remediate for those students that have not demonstrated mastery. (KCWP2) 5. Formative and Summative assessments are aligned to the standards. (KCWP3) 	<p>Student achievement and standard mastery on summative assessments, MAP results, KPREP results.</p> <p>PLC norms, agendas and minutes</p>	<p>Implemented and in progress</p>	<p>No Funding Required</p>

	<p>mastery uses both formative and summative assessments. KCWP3</p>	<p>Teachers develop a progress monitoring system using a variety of methods (i.e. exit slips, quizzes, student work, bell ringers) as a continual progress check for student mastery. (KCWP3)</p>	<p>Student Achievement on formative assessments, summative assessments, MAP results, KPREP results</p>	<p>Implemented and in progress</p>	<p>No Funding Required</p>
	<p>Strategy 4: Morning Tutoring</p> <p>ELA tutoring is offered by both student request and at teacher request. KCWP6</p>	<p><u>Morning Tutoring is offered by both 7th and 8th grade ELA Teachers:</u></p> <ul style="list-style-type: none"> ● Develop a school culture to promote and support learning for all. Morning Tutoring is advertised on the Robert D. Campbell Facebook page, parent newsletters and posted times/locations in various locations. ● Tutoring is open to all students. 	<p>Student Achievement and demonstrated mastery.</p>	<p>Implemented and in progress</p>	<p>No Funding Required</p>

2: Separate Academic Indicator

Goal 1 Increase the percentages of students scoring proficient/distinguished on KPREP in science from 27.3% in 2018-2019 to 50.0% in 2020-2021.

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
<p>Objective 1:</p> <p>Increase the percentages of students scoring proficient/distinguished on KPREP in science from 27.3% in 2018-1019 to 40% in fall 2021.</p>	<p>Strategy 1:</p> <p>Professional Learning Communities (PLC)</p> <p>Robert D. Campbell Jr High School will maintain PLCs to analyze student data for mastery, KCWP1, KCWP2, KCWP3, KCWP4</p>	<p>Science Core Content PLCs meet weekly during content planning time to provide environment that:</p> <ol style="list-style-type: none"> 1. Reviews the alignment between standards, learning targets and assessment measures. (KCWP1) 2. Utilizes knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (KCWP1) 3. Vertical mapping is occurring to identify instructional gaps. (KCWP2) 4. Item analysis methods are occurring to evaluate instructional effectiveness and make needed instructional adjustments. (KCWP2) 	<p>Student achievement and standard mastery on summative assessments, MAP results, KPREP results.</p> <p>PLC norms, agendas and minutes</p>	<p>Student achievement and standard mastery on summative assessments, MAP results, KPREP results.</p> <p>PLC norms, agendas and minutes</p>	<p>No Funding Required</p>

		<p>5. Formative and Summative assessments are aligned to the standards. (KCWP3)</p> <p>6. Determines if formative assessments yield effective feedback results to teachers and students. (KCWP4)</p>			
	<p>Strategy 2: Strategic Master Schedule and Student Scheduling</p> <p>Robert D. Campbell Jr. High School will continue use of a master schedule that meets the needs of all learners for enrichment.. In addition, Robert D. Campbell Jr. High School will use individual academic strengths. This schedule process will challenge all students at their current mastery level. KCWP2, KCWP4, KCWP5, KCWP6</p>	<p>Master Schedule Continued Implementation (KCWP6): The Administration Team will recommend a change to the master schedule and present to the SBDM for approval that allows one 50 minute intervention/enrichment period. This period will not interrupt the grade level content instruction to meet the needs of all learners. All students will be enrolled in this class period. Students that are not assigned to intervention will have enrichment work assigned by classroom teacher using Google Classroom and IXL. Students are identified for intervention enrollment or intervention exit using multiple data points:</p> <ul style="list-style-type: none"> ● MAP (District Universal Screener administered 3 times/year) ● KPREP data ● IXL Diagnostic ● Progress Monitoring. <p>Students identified below the 20th percentile are grouped using MAP subscores that demonstrates current grade level for both algebraic thinking and numeracy.</p> <p>Flexible Student Scheduling: Robert D. Campbell Jr. High School will schedule all students based on their individual academic strengths in a heterogeneous classroom model. Creating Student schedules uses MAP data, KPREP data, and mastery checks. Throughout the year, based on their performance, student schedule change to challenge students at current mastery level. (KCWP4, KCWP5, KCWP6)</p> <p>Enrichment: All Science classes will use the 50 minute enrichment period (#greatness) to review/incorporate 5th/6th grade science content standards. This time will be used to develop a vertical progression of standards that is visible to the student so that all grade level standards can be applied when developing a process/solution to solve science scenarios.. (KCWP2)</p>	<p>SBDM minutes</p> <p>Student schedules</p> <p>Student Schedules</p>	<p>Completed and Fully Implemented</p> <p>Completed and Fully Implemented</p> <p>Completed and Fully Implemented</p>	<p>No Funding Required</p> <p>No Funding Required</p> <p>No Funding Required</p>

Goal 2: Increase the percentages of students scoring proficient/distinguished on KPREP in social studies from 55.3% in 2018-2019 to 80.0% in 2020-2021.

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
<p>Objective 1:</p> <p>Increase the percentages of students scoring proficient/distinguished on KPREP in social studies from 55.3% in 2018-2019 to 65.4% in fall 2021.</p>	<p>Strategy 1:</p> <p>Professional Learning Communities (PLC)</p> <p>Robert D. Campbell Jr High School will maintain PLCs to analyze student data for mastery, KCWP1, KCWP2, KCWP3, KCWP4</p>	<p><u>PLCs meet weekly during content planning time to provide environment that:</u></p> <ol style="list-style-type: none"> 1. Reviews the alignment between standards, learning targets and assessment measures. (KCWP1) 2. Utilizes knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (KCWP1) 3. Vertical mapping is occurring to identify instructional gaps. (KCWP2) 4. Item analysis methods are occurring to evaluate instructional effectiveness and make needed instructional adjustments. (KCWP2) 5. Formative and Summative assessments are aligned to the standards. (KCWP3) 	<p>Student achievement and standard mastery on summative assessments, MAP results, KPREP results.</p> <p>PLC norms, agendas and minutes</p>	<p>Student achievement and standard mastery on summative assessments, MAP results, KPREP results.</p> <p>PLC norms, agendas and minutes</p>	<p>No Funding Required</p>

		6. Determines if formative assessments yield effective feedback results to teachers and students. (KCWP4)			
	<p>Strategy 2: Strategic Master Schedule and Student Scheduling</p> <p>Robert D. Campbell Jr. High School will continue use of a master schedule that meets the needs of all learners for enrichment.. In addition, Robert D. Campbell Jr. High School will use individual academic strengths. This schedule process will challenge all students at their current mastery level. KCWP2, KCWP4, KCWP5, KCWP6</p>	<p><u>Flexible Student Scheduling:</u> Robert D. Campbell Jr. High School will schedule all students based on their individual academic strengths in a heterogeneous classroom model. Creating Student schedules uses MAP data, KPREP data, and mastery checks. Throughout the year, based on their performance, student schedule change to challenge students at current mastery level. (KCWP4, KCWP5, KCWP6)</p>	Student schedules	Completed and Fully Implemented	No Funding Required
	<p>Strategy 3: Assessments</p> <p>Teachers will administer a variety of assessments throughout the school year. Student measure of content mastery uses both formative and summative assessments. KCWP3</p>	<p><u>Summative Assessments:</u> Common assessments aligned to standards ensure student content mastery will be designed at the beginning of each unit to ensure that goals are met during instruction.(KWP3)</p> <p><u>Formative Assessments:</u> Teachers develop a progress monitoring system using a variety of methods (i.e. exit slips, quizzes, student work, bell ringers) as a continual progress check for student mastery. (KCWP3)</p>	<p>Student Achievement on summative assessments, MAP results and KPREP results</p> <p>Student Achievement on formative assessments, summative assessments, MAP results, KPREP results</p>	<p>Implemented and in progress</p> <p>Implemented and in progress</p>	<p>No Funding Required</p> <p>No Funding Required</p>

Goal 3: Increase the percentages of students scoring proficient/distinguished on KPREP in writing from 25.2% in 2018-2019 to 50% in 2020-2021.

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
<p>Objective 1:</p> <p>Increase the percentages of students scoring proficient/distinguished on KPREP in writing from 25.2% in 2018-2019 to 37.2% in fall 2021.</p>	<p>Strategy 1:</p> <p>Professional Learning Communities (PLC)</p> <p>Robert D. Campbell Jr High School will maintain PLCs to analyze student data for mastery, KCWP1, KCWP2, KCWP3, KCWP4</p>	<p><u>PLCs meet weekly during content planning time to provide environment that:</u></p> <ol style="list-style-type: none"> 1. Reviews the alignment between standards, learning targets and assessment measures. (KCWP1) 2. Utilizes knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (KCWP1) 3. Vertical mapping is occurring to identify instructional gaps. (KCWP2) 4. Item analysis methods are occurring to evaluate instructional effectiveness and make needed instructional adjustments. (KCWP2) 	<p>Student achievement and standard mastery on summative assessments, MAP results, KPREP results.</p> <p>PLC norms, agendas and minutes</p>	<p>Student achievement and standard mastery on summative assessments, MAP results, KPREP results.</p> <p>PLC norms, agendas and minutes</p>	<p>No Funding Required</p>

		<p>5. Formative and Summative assessments are aligned to the standards. (KCWP3)</p> <p>6. Determines if formative assessments yield effective feedback results to teachers and students. (KCWP4)</p>			
	<p>Strategy 2: Strategic Master Schedule and Student Scheduling</p> <p>Robert D. Campbell Jr. High School will continue use of a master schedule that meets the needs of all learners for enrichment.. In addition, Robert D. Campbell Jr. High School will use individual academic strengths. This schedule process will challenge all students at their current mastery level. KCWP2, KCWP4, KCWP5, KCWP6</p>	<p>Master Schedule Continued Implementation (KCWP6): The Administration Team will recommend a change to the master schedule and present to the SBDM for approval that allows one 50 minute intervention/enrichment period. This period will not interrupt the grade level content instruction to meet the needs of all learners. All students will be enrolled in this class period. Students that are not assigned to intervention will have enrichment work assigned by classroom teacher using Google Classroom and IXL. Students are identified for intervention enrollment or intervention exit using multiple data points:</p> <ul style="list-style-type: none"> ● MAP (District Universal Screener administered 3 times/year) ● KPREP data ● IXL Diagnostic ● Progress Monitoring. <p>Students identified below the 20th percentile are grouped using MAP subscores that demonstrates current grade level for both algebraic thinking and numeracy.</p> <p>Flexible Student Scheduling: Robert D. Campbell Jr. High School will schedule all students based on their individual academic strengths in a heterogeneous classroom model. Creating Student schedules uses MAP data, KPREP data, and mastery checks. Throughout the year, based on their performance, student schedule change to challenge students at current mastery level. (KCWP4, KCWP5, KCWP6)</p>	Student schedules	Completed and Fully Implemented	No Funding Required
	<p>Strategy 3: Assessments</p> <p>Teachers will administer a variety of assessments throughout the school year.</p>	<p>Summative Assessments: Common assessments aligned to standards ensure student content mastery will be designed at the beginning of each unit to ensure that goals are met during instruction.(KWP3)</p>	Student Achievement on summative assessments, MAP results and KPREP results	Implemented and in progress	No Funding Required

	<p>Student measure of content mastery uses both formative and summative assessments. KCWP3</p>	<p><u>Formative Assessments:</u> Teachers develop a progress monitoring system using a variety of methods (i.e. exit slips, quizzes, student work, bell ringers) as a continual progress check for student mastery. (KCWP3)</p>	<p>Student Achievement on formative assessments, summative assessments, MAP results, KPREP results</p>	<p>Implemented and in progress</p>	<p>No Funding Required</p>
	<p>Strategy 4: Literacy Plan RDC will develop a school-wide 2 year literacy plan to create a writing strategy, educate staff competency, create intentional classroom activities and monitor progress. KCWP1, KCWP2, KCWP3</p>	<p><u>Literacy Plan Highlights (entire literacy plan is attached):</u></p> <ol style="list-style-type: none"> 1. School wide Literacy Coordinator defined. This individual will oversee the completion of the tasks as outlined in the literacy plan. 2. A 12 member literacy team will be defined to complete all required LDC training and implementation. 3. Schedule multiple training times to educate staff and follow-up during staff meeting and PLCs. The initial training was scheduled during RDC Academy. 	<p>Variety of data collection as outlined in the attached literacy plan.</p>	<p>Implemented and in progress</p>	<p>No funding required</p>

3: Gap

<p>Goal 1: Robert D. Campbell Junior High School will decrease the percentages of students scoring below proficiency on KPREP Math for all GAP students from Students with Disabilities/IEP 90%, in 2018-2018 to 60% by 2020-2021.</p>					
<p>Which Strategy will the school/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 school/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 - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>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>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><u>Objective 1:</u></p> <p>Robert D. Campbell Junior High School will decrease the percentages of students scoring below proficiency on KPREP Math for all Students with Disabilities GAP students from 90%, in 2018-2019 to 75% by fall 2021.</p>	<p>Strategy 1: Strategic Master Schedule</p> <p>Robert D. Campbell Jr. High School will continue implementation of a master schedule that meets the needs of all learners. In addition, Robert D. Campbell Jr. High School will use individual academic strengths. This schedule process will challenge all students at their current mastery level. KCWP6</p>	<p><u>Master Schedule Continued Implementation (KCWP6):</u> The Administration Team will recommend a change to the master schedule and present to the SBDM for approval that allows one 50 minute intervention/enrichment period. This period will not interrupt the grade level content instruction to meet the needs of all learners. All students will be enrolled in this class period. Students that are not assigned to intervention will have enrichment work assigned by classroom teacher using Google Classroom and IXL. Students are identified for intervention enrollment or intervention exit using multiple data points:</p> <ul style="list-style-type: none"> • MAP (District Universal Screener administered 3 times/year) • KPREP data • IXL Diagnostic • Progress Monitoring. <p>Students identified below the 20th percentile are grouped using MAP subscores that demonstrates current grade level for both algebraic thinking and numeracy.</p>	<p>SBDM minutes Scheduling Notes</p>	<p>Fully Implemented</p>	<p>No Funding Required</p>

	<p>Strategy 2: Math Interventions Robert D. Campbell Jr. High School will design a series of math interventions to address struggling learners in the non-duplicated gap group. KCWP2, KCWP5, KCWP5</p>	<p><u>Tier II Intervention</u> The fifty minute class period will allow intervention time for Student with Disabilities gap students below proficiency mastery in math(KCWP2, KCWP4, KCWP5)</p> <p><u>Support Systems</u> MAP results will be used in conjunction with IXL for all students meeting the criteria for MTSS. (KCWP2)</p> <p><u>RTI Placement:</u> Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. (KCWP2)</p>	<p>Student Achievement on summative assessments, MAP Assessment Data and 2019 KPREP data.</p> <p>Student Achievement on summative assessments, MAP Assessment Data and 2019 KPREP data.</p> <p>Student Achievement on MAP Assessment Data and KPREP data</p>	<p>Implemented as of August 2019</p> <p>Implemented as of August 2019</p> <p>Implemented August 2019 with continuous improvement analysis</p>	<p>No Funding Required</p> <p>District Funding</p> <p>No Funding Required</p>
	<p>Strategy 3: Professional Learning Communities (PLC) Robert D. Campbell Jr High School will maintain PLCs to analyze student data for mastery, KCWP1, KCWP2, KCWP4</p>	<p><u>PLCs meet weekly during content planning time to provide environment that:</u></p> <ol style="list-style-type: none"> 1. Utilizes knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (KCWP1) 2. Item analysis methods are occurring to evaluate instructional effectiveness and make needed instructional adjustments. (KCWP2). 3. Item analysis methods are occurring to evaluate instructional effectiveness and make needed instructional adjustments. Item analysis review completed for both formative/summative assessments. Appropriate corrections are made for both <ol style="list-style-type: none"> a. The assessments ensuring questions provide results that demonstrate student mastery b. Corrections in teaching practices used to remediate for those students that have not demonstrated mastery. (KCWP2) 4. Formative and Summative assessments are aligned to the standards. (KCWP3) 5. Determines if formative assessments yield effective feedback results to teachers and students. (KCWP4) <p><u>Administration Team Process Management:</u></p>	<p>PLC norms, agendas and minutes</p> <p>Letters mailed to parents and/or progress reports given with student report cards.</p>	<p>Implemented and in progress</p> <p>Partially Implemented</p>	<p>No Funding Required</p>

		Establish communication protocols for parent/guardians regarding placement and progress in intervention support systems including progress reports every 4.5 weeks.			
	<p>Strategy 4: Morning Tutoring KCWP6</p> <p>Math tutoring is offered Monday-Thursday 8:15-8:44.</p>	<p><u>Morning Tutoring is offered by both 7th and 8th grade math teachers:</u></p> <ul style="list-style-type: none"> • Develop a school culture to promote and support learning for all. Morning Tutoring is advertised on the Robert D. Campbell Facebook page, parent newsletters and posted times/locations in various locations. • Tutoring is open to all students to use. (KCWP6) 	Improved Student Mastery on an individual basis.	Implemented and in progress	No Funding Required

--

4: Graduation rate

State your **Graduation rate** Goal

Goal 3: N/A for Middle School

<p>Which Strategy will the school/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 school/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 - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>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>
--	--	--

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					

5: Growth

Robert D. Campbell Jr. High School will increase the Writing Proficiency percentage from 25.6% to 60% by 2020.

Goal 4:
Robert D. Campbell Jr. High School will increase the Writing Proficiency percentage from 25.6% to 60% by 2020-2021.

Which **Strategy** will the school/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 school/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 - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

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: Robert D. Campbell Jr. High School will increase the Writing Proficiency percentage from 25.6% to 38% fall 2019.	Strategy 1: Emphasis on writing in all Content Areas. Robert D. Campbell Jr. High School will have an intentional focus and emphasis for quality writing in all content areas. This emphasis is supported by SBDM policy, a school-wide writing plan, and implementation of writing instruction. KCWP2, KCWP5, KCWP6	Common Instruction Plan for all students: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the writing process. The vertical alignment is not only between 7 th and 8 th grade both housed in the jr. high but also 6 th to 7 th and 8 th to 9 th grade. The vertical alignment meeting will develop a cohesive writing instruction plan for all students to use. (KCWP2)	Student Achievement on formative assessments, summative assessments, KPREP results and teacher lesson plans.	Implemented and in progress	No Funding Required
		SBDM Writing Policy and Plan: Robert D. Campbell Jr. High School SBDM collaboratively with the writing coach will develop, review and implement a writing plan. (KCWP5)	SBDM minutes, lesson plans and KPREP data	Implemented and in progress	No Funding Required
	Strategy 2: Writing Instruction Robert D. Campbell Jr. High School will dedicate time to instruct both staff and student in	RDC Staff Professional Development: 1. Schedule multiple training times to educate staff and follow-up during staff meeting and PLCs. The initial training was scheduled during RDC Academy.	Instructional Materials and Handouts from training	Implemented	No Funding Required

	proper writing techniques and formats.				
--	--	--	--	--	--

6: Transition readiness

Robert D. Campbell Jr. High School will increase the Math Proficiency Goal from 72.03% to 85% by 2021-2022.

Goal 5:
Robert D. Campbell Jr. High School will increase the Math Proficiency Goal from 72.03% to 85% by 2021-2022.

Which **Strategy** will the school/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 school/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 - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

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:
 Robert D. Campbell Jr. High School will increase the Math Proficiency Goal from 72.03% to 78% by fall 2021.**

**Strategy 1:
 Reading/Math Interventions**
 Robert D. Campbell Jr. High School will design a series of math interventions to address struggling learners in the non-duplicated gap group.
KCWP2, KCWP5, KCWP5

Tier II Reading/Math Intervention
 The one fifty minute class period will allow intervention time for all students below proficiency mastery in math, reading and/or both. (KCWP2, KCWP4, KCWP5)

Student Achievement on summative assessments, MAP Assessment Data and 2019 KPREP data.

Implemented as of August 2019

No Funding Required

 No Funding Required

**Strategy 2:
 Professional Learning Communities (PLC)**

 Robert D. Campbell Jr High School will maintain PLCs to analyze student data for mastery,
KCWP1, KCWP2, KCWP4

PLCs meet weekly during content planning time to provide environment that:

1. Utilizes knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (KCWP1)
2. Item analysis methods are occurring to evaluate instructional effectiveness and make needed instructional adjustments. (KCWP2)

PLC norms, agendas and minutes

Implemented and in progress

No Funding Required

	<p>Strategy 3: Classrooms taught with High Learning Expectations</p> <p>Robert D. Campbell Jr. High School will develop classroom environments that are centered around a culture of learning. KCWP3</p>	<p><u>Culture of Learning:</u></p> <ol style="list-style-type: none"> 1. Ensure ongoing professional development in the area of best practice/high yield instructional strategies 2. Classroom observations with staff feedback 3. Curriculum Coach coordinated coaching cycles available to all teachers that want to increase rigor, classroom management skills, pedagogy. 	<p>RDC Academy three day professional development, #Greatness Classroom observation forms, formative assessments, summative assessments, PLC minutes</p>	<p>Implemented and in progress</p>	<p>No Funding Required.</p>
--	---	--	--	------------------------------------	-----------------------------