Comprehensive Improvement Plan for Schools

Rationale
School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.
Goal 1: By 2021, BCHS will increase the combined (reading and math) percentage of proficient/distinguished students from 55.8 in 2018 to 65% in High School’s State Accountability scores.

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, for each objective, the activities, the person(s) responsible for the activity or activities, the progress monitoring date and notes, and the funding are provided.
<table>
<thead>
<tr>
<th>Objective 2: By 2019, BCHS will increase the preparedness of teachers with the unique needs of students.</th>
<th>Teachers will receive on the job training as to effective strategies to increase student performance.</th>
<th>Reduction of Novice and Improvement in Student Performance</th>
<th>Job Embedded PD for the 2019-20 school year</th>
<th>NA</th>
</tr>
</thead>
</table>

Cross-curricular instructional strategies, especially focusing on Math, Literacy, and employability soft skills.

Every department will address in their 30-60-90 day plans for Improvement specific strategies to address at least 2 of the following noted areas of need: Reading, Math, Vocabulary, Employability Soft Skills, and Rigor.

Reduction of Novice and Improvement in Student Performance

All BCHS teachers/departments have submitted their improvement plans. Completed February 2019

| Reduction of Novice and Improvement in Student Performance | Reduction of Novice and Improvement in Student Performance | Reduction of Novice and Improvement in Student Performance | Job Embedded PD for the 2019-20 school year | NA |
| Proficiency Score (Reading and Mathematics) for our students listed with disabilities on the Spring 2019 State ACT Assessment from our 2018 score of 35.8 to 40.0. | focused on the needs of our Special Education. | Reduction of Novice and Improvement in Student Performance | Not Implemented
Special Education department to take the lead in research to better service our students in both the collaborative instructional environment. | More research is needed in this area.
In progress
Reduction of Novice and Improvement in Student Performance | More research is needed in this area.
In progress
Release Day Subs/PD Training-
$1,000.00 – Section VI, IDEA, and ESS Funds
Development of 30-60-90 days plans by all departments addressing the following: incorporating literacy and math skills into instruction in all content areas; incorporation of employability soft skills into instruction for all classrooms; and increasing the level of rigor in classroom instruction and assessments | All BCHS teachers/departments have submitted their improvement plans. Completed February 2019 | NA
More effective instructional strategies for promote student performance with our target population. | Special Education department to take the lead with research and training as to strategies to better service our students in the collaborative instructional environment. | More research is needed in this area.
In progress
## Objective 2: Separate Academic Indicator

Goal 2: By 2021, BCHS will work collaboratively to improve our students’ performance in our On-Demand Writing assessments from 40.8 Proficient/Disting Accountability Scores to 50.8 as reported on our State Accountability Scores.

### Strategy

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
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### Activities

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
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- 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 1: BCHS will increase our Writing On-Demand Scores from 40.8 in 2018 to 44.2 as report by our 2019 State Accountability Scores.

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</thead>
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<tr>
<td>Objective 1</td>
<td>BCHS teachers will implement a cross curricular focus on improving our students writing skills.</td>
<td>All BCHS will provide their student authentic writing opportunities to practice their skills in multiple format writing format.</td>
<td>Increase in student performance</td>
<td>Job Embedded PD has been planned during the 19-20 school year. In progress.</td>
<td>$250 for Sub and supplies- BCHS Instructional?</td>
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<td></td>
<td></td>
<td>Best practice literacy strategies will be shared with the faculty and staff on a monthly basis to provide teachers with a varied options to assist their student.</td>
<td>Increase in student performance</td>
<td>Planned for upcoming school year. Not Implemented</td>
<td>NA</td>
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<tr>
<td></td>
<td></td>
<td>BCHS SBDM will review and revise our current Writing Policy to ensure we are providing</td>
<td>Increase in student performance</td>
<td>BCHS SBDM Council adopted updated Writing policy and Writing Plan. Completed April 2019</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Activities

- Increase in student performance
- Job Embedded PD has been planned during the 19-20 school year. In progress.
- Planned for upcoming school year. Not Implemented
- BCHS SBDM Council adopted updated Writing policy and Writing Plan. Completed April 2019
- $250 for Sub and supplies- BCHS Instructional?
our students with an effective writing program. This policy will include aspects on progressing monitoring to the council.

Teachers will receive on the job training as to effective strategies to increase student performance focused on improving our student’s writing skills.

| Increase in student performance | Job Embedded PD has been planned during the 19-20 school year. In progress. | Release Day Subs/PD Training- $1,000.00 – Section VI, IDEA, and ESS Funds |

3: Gap

Goal 3: To reduce the achievement gap between all students and our student with disabilities from the following 2018 scores:

<table>
<thead>
<tr>
<th>BCHS Profile Scores</th>
<th>Disability Scores</th>
<th>to the following by 2021</th>
<th>Disability Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency</td>
<td>55.8</td>
<td>35.8</td>
<td>50</td>
</tr>
<tr>
<td>Transition Readiness</td>
<td>51.1</td>
<td>5.6</td>
<td>50</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>94</td>
<td>83.8</td>
<td>90</td>
</tr>
</tbody>
</table>

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
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- KCWP 5: Design, Align and Deliver Support
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Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
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In the following chart, identify the activity or activities, the person(s) responsible for the activity or activities.
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<tbody>
<tr>
<td>Objective 1: BCHS will collaborate to increase the averaged proficiency scores for students with disabilities from 35.8 in 2018 to 40 by 2019.</td>
<td>RTI - BCHS is undertaking major revisions to our existing RTI program. Our program has currently been centered on assisting students in regaining credits and/or content to pass courses with the goal of graduation. In many cases we have not been addressing the root cause of the problem—the lack of the basic skills necessary to learn more advanced content. We will be developing and implementing strategies to address both aspects of our student’s needs. Category: Continuous Improvement</td>
<td>Study Island Test Prep Program - BCHS has renewed our contract with Cementum company for the Study Island program. This online formative assessment solution, Study Island to engage students and improve their K-12 math, ELA, science, and social studies performance. The program offers high-impact, high-value programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students’ performance in core skill areas.</td>
<td>Reduction of Novice and Improvement in Student Performance</td>
<td>Our Media Specialist will receive training during July for our new diagnostic screener, CERT. Our GSA/ESS interventionist are developing new protocols for our credit recovery program. In Progress</td>
<td>$5000 Study Island $5800.00 Chrome Books</td>
</tr>
<tr>
<td>Objective 2</td>
<td>ACT Prep and KOSSA Prep Strategies - Various strategies focused on the learning needs of students with disabilities will be developed and implemented to better prepare our students for the ACT. The strategy will be implemented</td>
<td>ACT Prep Study Zone focused on eliminating barriers to learning for students with disabilities.</td>
<td>Increase in Students Performance</td>
<td>ACT and KOSSA Prep study zone was established during the second semester of the 2018-19 school year. Marked improvement was noted in KOSSA scores for this population. We will continue and expand this program in the upcoming year. Completed May 2019</td>
<td>NA</td>
</tr>
<tr>
<td>Objective 3: BCHS will collaborate to increase our graduation rate with students with disabilities from 93.8 in 2018 to 85 in 2019.</td>
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<tr>
<td>through classroom instructional activities, Study Zone Enrichment activities, mock testing data analysis, and curriculum alignment.</td>
<td>Study Zone focusing on soft skills test prep for Special Education students.</td>
<td>Increase in Student Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early intention and tracking to identify and eliminate barriers so increase graduation rates with our students with disabilities</td>
<td>Research and development as to best practices to eliminate barriers for students with disabilities</td>
<td>Increase in graduation rates for students with disabilities</td>
<td></td>
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</tr>
<tr>
<td>Focus on transition readiness programs for students with disabilities</td>
<td></td>
<td>More research is need in this area. In Progress</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ACT and KOSSA Prep study zone was established during the second semester of the 2018-19 school year. Marked improvement was noted in KOSSA scores for this population. We will continue and expand this program in the upcoming year. Completed May 2019</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>More research is need in this area. In Progress</td>
<td>NA</td>
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</table>
4: Graduation rate

Goal 4: BCHS will work collaboratively to increase our 4-year Cohort graduation rate from 95.7 in 2018 to 98.0 in 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
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<tbody>
<tr>
<td><strong>Objective 1:</strong> BCHS will collaborate to increase our graduation rate from 94 in 2018 to 95 in 2019.</td>
<td>Early identification of students at risk of dropping out of school</td>
<td>Training and utilization I Campus Early Warning Tools to identify at risk students. Tracking and intervention to be documented in IC.</td>
<td>Increased graduation rate</td>
<td>More training is needed Not Completed</td>
<td>Training $1500</td>
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<tr>
<td><strong>Student Support Programs - Bath County High School has developed and implemented several programs and initiative to support our students so that they may be successful. The goal of all of our support programs is to assist in the elimination of</strong></td>
<td>The BCHS Student Intervention Team consists of the BCHS Assistant Principal, Guidance Counselors, School Nurse, YSC Coordinator, District DPP, local Pathways Counselors, and Juvenile Court Designated Worker. This group will work to create interventions for students demonstrating at</td>
<td>Increased graduation rate</td>
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<td></td>
<td></td>
<td></td>
<td>This program was utilized during the 2018-19 school year. We will continue the use of this team for the upcoming school year. Completed 2019</td>
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</tr>
</tbody>
</table>

In the following chart, in cases where an activity was completed, the person(s) responsible for the activity or activities are listed.
<table>
<thead>
<tr>
<th>Objective 2: BCHS will collaborate to increase our graduation rate with students with disabilities from 93.8 in 2018 to 85 in 2019.</th>
<th>Early intention and tracking to identify and eliminate barriers so increase graduation rates with our students with disabilities</th>
<th>Research and development as to best practices to eliminate barriers for students with disabilities</th>
<th>Increased graduation rate</th>
<th>More research is needed in this area. In progress</th>
<th>NA</th>
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<tr>
<td>barriers that may prevent a student from obtaining a high school diploma. BCHS is constantly researching, reviewing, and updating our support systems to ensure we provide all that we can to ensure student achievement.</td>
<td>risk behavior such as poor attendance, classroom misbehaviors, or signs of mental distress. The group will meet weekly and discuss student issues and intervention strategies</td>
<td>BCHS will continue to collaborate with our alternative school, Second Chance Academy in 2019. BCHS and SCA staff with collaborate on the placement of students to the program; the return of students from the program back to the regular high school setting; and share information regarding the academic needs and/or progress for students in the program. Funding is designated in the Bath County CDIP.</td>
<td>Increased graduation rate</td>
<td>This program was utilized during the 2018-19 school year. We will continue the use of this team for the upcoming school year. Completed 2019</td>
<td>NA</td>
</tr>
</tbody>
</table>
### 5: Growth

Goal 5: Not applicable to high school.

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
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Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
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<tr>
<td>Objective 2</td>
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</tbody>
</table>
### 6: Transition Readiness

Goal 6: BCHS will increase its Transition Readiness percentage from 51.1 in 2018 to 55.1 by 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
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**Which Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
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</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: To increase our transition readiness scores from 51.1 from our 2018 Accountability scores to 54.0 in 2019.</td>
<td>ACT Prep Strategies - Various strategies will be developed and implemented to better prepare our students for the ACT. The strategy will be implemented through classroom instructional activities, Study Zone Enrichment activities, mock testing data analysis, and curriculum alignment.</td>
<td>ELA, Math, Social Studies, and Science will implement ACT like assessment problems into the classroom instruction</td>
<td>Increase in student performance</td>
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<tr>
<td></td>
<td></td>
<td>ELA and Math will offer an ACT Study Zone Prep course to help prepare students for the assessment</td>
<td>Increase in student performance</td>
<td></td>
<td>Study Island $5000 Chrome Books $6000</td>
</tr>
<tr>
<td></td>
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<td>All sophomore students will take a practice ACT mock assessment to provide data for more strategic interventions</td>
<td>Increase in student performance</td>
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<td></td>
<td>KOSSA and Industry Certification Prep - BCHS will redesign and implement our KOSSA testing program to better prepare our</td>
<td>All CTE Prep students will take a mock KOSSA test. Scores will be analyzed for areas of deficiency and intervention</td>
<td>Increase in student performance</td>
<td></td>
</tr>
</tbody>
</table>

In the following chart, in activities, the person(s) of the activity or activities are.
| Objective 2: To raise our transition readiness scores for students with disabilities from 5.6 in 2018 to 41 in 2019. | ACT Prep Strategies - Various strategies focused on the learning needs of students with disabilities will be developed and implemented to better prepare our students for the ACT. The strategy will be implemented through classroom instructional activities, Study Zone Enrichment activities, mock testing data analysis, and curriculum alignment. | ACT Prep Study Zone focused on eliminating barriers to learning for students with disabilities. | Increase in Student Performance to eliminate the gap with students with disabilities | NA |
| KOSSA and Industry Certification Prep - BCHS will redesign and implement our KOSSA testing program to better prepare our students for the assessment. | Study Zone focusing on soft skills test prep for Special Education students. | Increase in Student Performance to eliminate the gap with students with disabilities | NA |
Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

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