

# Comprehensive Improvement Plan for Schools

## Rationale

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

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

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

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

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

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

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

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1: Students will demonstrate mastery of Reading and Math standards resulting in Reading and Math Proficiency being in top quartile according to state accountability measures.

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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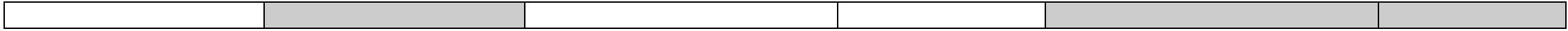
In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

[MLCHS 30-60-90 Day Plan](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> The percentage of students scoring proficient or distinguished in <b>Reading</b> will increase from 42.6% to 45%.	<b>Curriculum</b> (KCWP 1, 3) Monitoring systems are in place to ensure the curriculum is taught at a high level and with fidelity.	The alignment among ELA standards, learning targets, and assessment measures will be monitored. <i>(Administrators and Instructional Coaches)</i>	Teachers' instructional units will show alignment among standards, learning targets, and assessment measures.  Observations and PLC/Data Team discussions will show alignment.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
		Teachers will structure standards-based instruction using the SCPS ELA curriculum that will build students' assessment literacy. <i>(Instructional Coaches)</i>	Teachers will use SCPS ELA curriculum to plan all instructional units and daily lesson plans in a sequence that builds students'	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-

			understanding of state assessments.		
	<b>Literacy Plan (KCWP 2, 5)</b> Students' literacy learning is monitored before, during, and after instruction	Learning walks will be conducted to provide feedback to teachers regarding the implementation of the district Literacy Plan. <i>(Administrators and Instructional Coaches)</i>	Teachers will use best practices in reading instruction and assessment to increase reading proficiency.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
		Professional development (both embedded and stand alone) will be provided to teachers based upon data collected in learning walks. <i>(Instructional Coaches)</i>	All teachers will receive professional development based upon identified needs.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$500 -- SBDM funds
	<b>Workshop (KCWP 2)</b> Workshop is the instructional delivery model in all literacy classrooms.	Student-centered coaching in ELA classrooms based upon individual teacher and student needs <i>(Instructional Coaches)</i>	Instructional Coaches' schedules will reflect time and focus with teachers for planning and coaching.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>Data Team (KCWP 4, 5)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Feedback and coaching will be provided to ELA teachers on school PLC/Data Team processes in the analysis of student work in reading and writing. <i>(Instructional Coaches)</i>	All PLC/Data Teams will function at a high level.  Analyzed data will show an increase in student proficiency.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
<b>Objective 2:</b> The percentage of students scoring proficient or distinguished in <b>Math</b> will increase from 27.3% to 30%.	<b>Curriculum (KCWP 1, 3)</b> Monitoring systems are in place to ensure the curriculum is taught at a high level and with fidelity.	The alignment among math standards, learning targets, and assessment measures will be monitored. <i>(Administrators and Instructional Coaches)</i>	Teachers will use SCPS Math curriculum to plan all instructional units and daily lesson plans.  Observations and PLC/Data Team	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-

			discussions will show alignment.		
		Teachers will structure standards-based instruction using the SCPS math curriculum that will build students' assessment literacy. <i>(Instructional Coach)</i>	Teachers will use SCPS math curriculum to plan all instructional units and daily lesson plans in a sequence that builds students' understanding of state assessments.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>Math Plan (KCWP 2,5)</b> Students' mathematical learning is monitored before, during, and after instruction.	Learning walks will be conducted to provide feedback to teachers regarding the implementation of the district Math Plan. <i>(Administrators and Instructional Coaches)</i>	Teachers will use best practices in mathematical instruction and assessment to increase math proficiency.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
		Professional development (both embedded and stand alone) will be provided to teachers based upon data collected in learning walks. <i>(Instructional Coaches)</i>	All teachers will receive professional development based upon identified needs.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$500 -- SBDM funds
	<b>Workshop (KCWP 2)</b> Workshop is the instructional delivery model in all literacy classrooms.	Student-centered coaching in math classrooms based upon individual teacher and student needs <i>(Instructional Coaches)</i>	Instructional Coaches' schedules will reflect time and focus with teachers for planning and coaching.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>Data Team (KCWP 4, 5)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Feedback and coaching will be provided to ELA teachers on school PLC/Data Team processes in the analysis of student work in reading and writing. <i>(Instructional Coaches)</i>	All PLC/Data Teams will function at a high level.  Analyzed data will show an increase in student proficiency.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-



## 2: Separate Academic Indicator

Goal 2: Students will demonstrate mastery of Science and Writing standards resulting in Separate Academic Indicator (Science and Writing) being in top quartile according to state accountability measures.

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](#)
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- [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.

[MLCHS 30-60-90 Day Plan](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> The percentage of students scoring proficient or distinguished in <b>Science</b> will increase from 21.2% to 30%.	<b>Curriculum (KCWP 1)</b> Science curriculum is valid - aligned to state/essential standards and components that support the instruction and assessment, paced with accuracy.	Learning walks will be conducted to provide feedback to teachers regarding the implementation of the district Science curriculum. ( <i>Administrators and Instructional Coaches</i> )	Teachers will use best practices in science instruction and assessment to increase science proficiency.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$500 -- SBDM funds
		Professional development (both embedded and stand alone) will be provided to teachers based upon data collected in learning walks. ( <i>Instructional Coaches</i> )	All teachers will receive professional development based upon identified needs.		
		Teachers will structure standards-based instruction using the SCPS Science curriculum that will build students' assessment literacy. ( <i>Instructional Coach</i> )	Teachers will use SCPS science curriculum to plan all instructional units and daily lesson plans in a sequence that builds students' understanding of state assessments.		
	<b>Mastery Scales (KCWP 2)</b>				

	Use mastery scales to evaluate achievement as related to learning targets and standards	Teachers will use Mastery Scales to design performance tasks. <i>(Administrators and Instructional Coaches)</i>	All Science teachers will deepen their understanding of Science Mastery Scales.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>PLC/Data Teams</b> (KCWP 4) Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Feedback and coaching will be provided to Science teachers on school PLC/Data Team processes in the analysis of student work in Science. <i>(Instructional Coaches)</i>	All PLC/Data Teams will function at a high level. Analyzed data will show an increase in student proficiency.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>Content Knowledge</b> (KCWP 2) Teachers are knowledgeable about scientific content, and strategies are implemented in science classrooms to measure their effectiveness on student achievement.	Professional development (both embedded and stand alone) will be provided to teachers based upon data collected in learning walks. <i>(Instructional Coaches)</i>	All teachers will receive professional development based upon identified needs.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$500 -- SBDM funds
<b>Objective 2:</b> The percentage of students scoring proficient or distinguished in <b>Writing</b> will increase from 43.1% to 45%	<b>Curriculum</b> (KCWP 1) Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.	Teachers will engage in purposeful planning using the SCPS ELA curriculum. <i>(Instructional Coaches)</i>	Teachers' instructional units will show alignment among standards, learning targets, and assessment measures.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
		Teachers in English 3 (grade 11) use the On-Demand Writing Unit in the SCPS Curriculum for planning and instruction. <i>(Administrators and Instructional Coaches)</i>	All students will experience instruction in the "test-writing genre."	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>Literacy Plan</b> (KCWP 2, 5) Literacy learning is monitored before, during, and after instruction.	Learning walks will be conducted to provide feedback to teachers regarding the implementation of the components of the district Literacy Plan. <i>(Administrators and Instructional Coaches)</i>	Teachers will use best practices in writing instruction and assessment to increase writing proficiency.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-

		Professional development (both embedded and stand alone) will be provided to teachers based upon data collected in learning walks. <i>(Instructional Coaches)</i>	All teachers will receive professional development based upon identified needs.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$500 -- SBDM funds
		Teachers will plan for students to complete extraordinary amounts of non-fiction writing (i.e. writing to learn, writing to demonstrate learning, and writing for assessment) in all content areas. <i>(Administrators and Instructional Coaches)</i>	Teachers in all content areas will integrate writing into daily lessons.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>PLC/Data Teams (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Feedback and coaching will be provided to ELA teachers on school PLC/Data Team processes in the analysis of student work in writing. <i>(Instructional Coaches)</i>	All PLC/Data Teams will function at a high level.  Analyzed data will show an increase in student proficiency.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-



### 3: Gap

Goal 3: All identified gap groups will score above the state average according to all state accountability measures. Students in the “EL+monitored” group will score above the state cut scores in all accountable areas.

<p>Which <b>Strategy</b> 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"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<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> <p style="text-align: center;">MLCHS 30-60-90 Day Plan</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b> The percentage of “EL+ monitored” students scoring proficient or distinguished will increase in <b>Reading</b> from 5% to 9.3%, in <b>Math</b> from 0% to 4.5%, in <b>Science</b> from 0% to 4.5%, and in <b>Writing</b> from 5.3% to 9.6%.</p>	<p><b>Culturally Responsive Teaching (KCWP 2, 5)</b> School leadership will ensure that classroom instruction is culturally responsive to student needs.</p>	<p><b>EL Certified and Classified Staff</b> will be trained in teaching strategies for EL students.</p>	<p>Monthly trainings for certified and classified EL staff.</p>	<p><a href="#">MLCHS 30-60-90 Day Plan</a></p>	<p>\$3,000 Substitute Teachers (Title III)</p>
		<p><b>EL staff</b> will train <b>all certified teachers</b> on EL instructional strategies and use of language objectives.</p>	<p>Monthly training for all school certified staff during Tuesday afternoon learning sessions.</p>	<p><a href="#">MLCHS 30-60-90 Day Plan</a></p>	<p>\$5000 (General Fund)</p>
		<p>EL staff will survey students and parents to identify needs to increase academic and language proficiency.</p>	<p>All EL families will complete survey (district level).</p>	<p><a href="#">MLCHS 30-60-90 Day Plan</a></p>	<p>-0-</p>
		<p>ESL certified teacher will be used to provide embedded English Language Proficiency instruction to all EL students based upon identified needs (Tiered approach)</p>	<p>Student schedules to show embedded language proficiency support</p>	<p><a href="#">MLCHS 30-60-90 Day Plan</a></p>	<p>-0-</p>
	<p><b>Learning Targets and Success Criteria (KCWP 1)</b> Teachers create clear and precise learning targets and</p>	<p>All classroom teachers will be trained on and use language objectives including reading, writing, speaking or listening skills.</p>	<p>Evidence of Language objectives used all classrooms through observations/ learning walks.</p>	<p><a href="#">MLCHS 30-60-90 Day Plan</a></p>	<p>-0-</p>

	students co-create success criteria.	The objectives will include sentence frames and visual clues. (Administrators)			
	<b>Design and Deliver Instruction</b> (KCWP 2) Teachers design lessons with students' cultural, social, and developmental needs in mind.	EL staff will provide support to teachers to plan instruction with the instructional needs of EL students in mind.	Monthly support provided through PLC/Data Teams and embedded PD structures.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>Progress Monitoring</b> (KCWP 4) Analyze language proficiency formative data in order to identify priorities and implement actionable steps that impact instruction/student learning	District <b>EL Consulting Teacher</b> and <b>EL Certified Teachers</b> will administer LAS Links to students in the mid-proficiency ACCESS levels to inform next steps in the speaking domain.	All ELL students will have monthly progress monitoring.  Students will meet the 4.5 benchmark in the speaking domain of ACCESS.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$4,000 (Title III) - district funds
		EL classified staff will monitor and assess EL students' ongoing progress toward English Language Proficiency attainment and adjust support based upon students' needs.	Ongoing progress monitoring documentation	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>Adaptive Learning Systems</b> (KCWP 5) Programs are implemented and measured for effectiveness on student achievement.	Students will use <i>Reading Plus and/or Power Up!</i> to increase literacy with all EL students according to SCPS definition of fidelity. (Administrators and Counselors)	System report shows appropriate use and growth by identified EL students.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$38,474 Reading Plus (General Fund) -- district funds
		Students will use <i>Dreambox</i> to increase mathematical skills with all EL students according to SCPS definition of fidelity. (Administrators and Counselors)	System report shows appropriate use and growth by identified EL students.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$56,000.00 Dreambox (General Fund) -- district funds
<b>Objective 2:</b> The percentage of "Students with Disability (IEP): scoring proficient or distinguished will increase in	<b>Co-teaching (KCWP 2, 5)</b> Systems of collaboration are in place to meet the educational needs of all students and achieve	All teachers will be provided professional development on best practices in co-teaching by the district. School administrators will	Completed implementation plan	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-

<p><b>Reading</b> from 12.5% to 16.5%, in <b>Math</b> from 4.2% to 8.6%, in <b>Science</b> from 3.8% to 8.2%, and in <b>Writing</b> from 7.7% to 11.9%.</p>	improved results for students with disabilities.	be trained in providing meaningful feedback to co-teaching staff. <i>(Administrators)</i>	Implemented PD/trainings		
	<p><b>Novice Reduction (KCWP 2, 3, 5)</b> Monitoring systems are in place to ensure implementation of evidence-based strategies.</p>	<p>ECE Teachers will receive professional learning at ECE DPLCs in <i>Basic Reading and Writing Strategies for Assessment Capable Learners</i> and <i>Use of Graphic Organizers</i></p>	Walkthrough Data with 100% implementation of activities in resource and co-teaching classrooms	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
		<p>District Director of Exceptional Children and ECS Team will survey students regarding proficiency with using their accommodations and compile data to inform teacher and student training.</p>	Training implementation plan tied to survey results	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<p><b>Adaptive Learning Systems (KCWP 5)</b> Programs are implemented and measured for effectiveness on student achievement.</p>	<p>Students will use <i>Reading Plus and/or Power Up!</i> to increase literacy with ECE students based upon need and according to SCPS definition of fidelity. <i>(Administrators and ECE Facilitator)</i></p>	System report shows appropriate use and growth by identified ECE students.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$38,474 Reading Plus (General Fund) -- district funds
		<p>Students will use <i>Dreambox</i> to increase mathematical skills with ECE students based upon need and according to SCPS definition of fidelity. <i>(Administrators and ECE Facilitator)</i></p>	System report shows appropriate use and growth by identified ECE students.	<a href="#">MLCHS 30-60-90 Day Plan</a>	\$56,000.00 Dreambox (General Fund) -- district funds

#### 4: Graduation rate

Goal 4: The Graduation Rate will be in top quartile according to state accountability measures.

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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- [KCWP 2: Design and Deliver Instruction](#)
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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.*)

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[MLCHS 30-60-90 Day Plan](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> The graduation rate will increase from 92.2% to 94% as measured by the average graduation rate (the average of the 4-year and 5-year cohort rates).	<b>Competency-Based Education (CBE) (KCWP 2)</b> A system is in place to ensure students take responsibility for their own learning.	Students will have opportunities for personalized learning in an effort to acquire graduation requirements. <i>(Administrators)</i>	All high school students will be <i>on track</i> to graduate on time.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
	<b>Competency-Based Education (CBE) (KCWP 2)</b> A system is in place to ensure students take responsibility for their own learning.	Students will develop a <i>Personalized Learning Plan (PLP)</i> to drive learning opportunities based upon students' goals. <i>(Administrators and Counselors)</i>	Completed PLPs in <i>Empower</i>	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
		Students will use PLP to accelerate learning and credit accumulation. <i>(Administrators and Counselors)</i>	Completed PLPs in <i>Empower</i>	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
		Students will be engaged in an Advisory course where students will meet with their advisors weekly to ensure they are moving toward	All high school students will be on track to graduate <i>on time</i> .	<a href="#">MLCHS 30-60-90 Day Plan</a>	

		successful acquisition of graduation requirements.			
		School Administrators will provide opportunities for personalized learning for students to acquire graduation requirements.	All high school students will be <i>on track</i> to graduate on time.	<a href="#">MLCHS 30-60-90 Day Plan</a>	

## 5: Transition Readiness

**Goal 5:** The Transition Readiness rate will be in top quartile according to state accountability measures.

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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- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
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[MLCHS 30-60-90 Day Plan](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> The transition readiness will increase from 79 to 82.	<b>PLP (KCWP 5)</b> <i>Personalized Learning Plans</i> ensure students take responsibility for their own learning.	Students will have opportunities to attain career readiness through various ATC/CTE programs as identified in the PLP. Advisors will have heightened awareness for students in low SES and Hispanic/Latino subgroups. <i>(Administrators and Counselors)</i>	All students are enrolled in a career pathway or have met standards for academic readiness.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-
		Students will have opportunities to attain academic readiness through dual credit offerings at various participating postsecondary institutions. <i>(Administrators, Counselors, and district CCR Counselor)</i>	Students who are not academic ready (via ACT) are enrolled in dual credit classes in order to attain academic readiness.	<a href="#">MLCHS 30-60-90 Day Plan</a>	-0-