

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

State your **Proficiency Goal**

Goal 1:
Logan County Schools will increase the average combined reading and math KPREP proficiency rate for elementary from 55.9% to 77.7%, middle school from 61.6% to 78.4%, and high school from 46.1% to 74.5% by 2020, as measured by state assessments.

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| <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> |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|--|---|--|---------------------------------------|
| Objective 1: By May 2018, 72.6% of elementary students, 73.8% of middle school students and 75% of high school students will score at or above proficiency in reading. | 1: Design and Deploy Standards All teachers will collaborate to utilize common reading assessments for PLC discussions. | District grade level/content level teams will use Google Team Drive to continue to create and refine district reading common assessments for each grade level. | completed common assessments for each nine weeks | January 2018 March 2018 August 2018 | \$0 Hughes |
| | | Two week testing windows will be established throughout the school year for administration of the reading common assessments at each grade level. | Testing windows identified and published to all school staff | March 2018 | \$0 Hughes |
| | | Teachers will view training videos to know how to use GradeCam. | teacher completion of training videos | May 2018 | \$0 Hughes |
| | | Teachers will use GradeCam to score common assessments and get reports based upon assessment results. | completed GradeCam reports for use during PLC meetings | September 2018 | \$8,000.00 Instruct Res. Hughes |
| | 2. Design and Deliver Instruction All teachers will incorporate project based learning activities and other effective instructional | Training and support on project based learning and passion projects will be provided to all teachers. | After school mini sessions on PBL, coaching visits and phone calls and summer PBL learning sessions | March 2018 June 2018 September 2018 March 2019 June 2019 | \$10,000.00 Title II Orr |

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| strategies to improve student learning. | School visits will be scheduled for two additional schools to see evidence of project based learning and passion projects in the classroom. | completed school/district visits | March 2018 August 2018 | \$10,00.00 Title II Orr |
| | District Instructional Staff will work with schools involved in the Next Generation Leadership Academy to set goals for the implementation of project based learning, performance based assessments, and passion projects in each classroom. | Presentation of Next Gen work completed at the end of each Next Gen cohort | April 2018 April 2019 | \$10,000.00 Title II Orr |
| | School and district instructional leaders will work together to create a district walkthrough instrument. | completed walkthrough instrument | January 2018 | \$5000.00 Title II Mullins |
| | School and district walkthroughs will be completed to monitor the use of effective instructional strategies tied to the state standards. | walkthrough reports | March 2018 September 2018 | \$0 Mullins |
| | School and district PLC meetings will continue with discussions focused on the meaning of the standards, the learning targets and common assessments to match the standards. | completed district plc meeting minutes | January 2018 February 2018 March 2018 April 2018 August 2018 | \$0 Orr |
| | District PLC meetings will be utilized to discuss reading common assessment results and review teaching strategies connected to the priority standards. | PLC minutes showing evidence of common assessment discussions | January 2018 March 2018 October 2018 January 2019 March 2019 | \$0 Hughes |
| | 3. Design and Deliver Assessment Literacy | School and District PLC meetings will be utilized to create a district primary program reading standards based report card tied to the district priority standards. | standards based primary report card utilized in k-3rd grade throughout the district | August 2018 September 2018 October 2018 |
| The district will utilize a standards based reading report card for communication with parents and students regarding mastery of reading and mathematics prioritized standards. | School and district PLC meetings will continue to analyze classroom formative assessment data and district formative assessment data to determine congruency to the standards and student achievement toward these standards. | completed PLC minutes showing discussions of student data and change in instruction to improve student progress | January 2018 February 2018 March 2018 April 2018 August 2018 | \$0 Hughes |
| 4. Design, Align and Deliver Support | The district curriculum team will facilitate a new teacher group that will meet 4 times during the school year to provide support in the areas of instructional strategies, intervention process and strategies, and other areas of need identified by the new teachers to ensure effective teaching for all students. | Meeting Agendas completed survey to determine effectiveness of program for new teachers | January 2018 March 2018 August 2018 November 2018 January 2019 March 2019 | \$2,000.00 Title II Hendricks |
| The district will provide ongoing support to new teachers to assist with their understanding of the standards and effective teaching | | | | |

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| | and help with retaining effective teachers. | | | | |
| Objective 2: By May 2018, 73.8% of elementary students, 74.3% of middle school students and 63.7% of high school students will score at or above proficiency in math. | 1. Design and Deploy Standards All teachers will collaborate to identify prioritized math standards for PLC discussions of students' mastery of the standards. | District grade/content level teams will complete work on identifying math priority standards for each grade. | Math prioritized standards for each grade level | May 2018 | \$0 Clark |
| | | District PLC teams will create district common assessments focused on the district math priority standards. | common assessments created in district PLC teams | August 2018 October 2018 January 2019 March 2019 | \$0 Clark |
| | | Two week testing windows will be established throughout the school year for administration of the math common assessments at each grade level. | identified and published math common assessment windows | August 2018 October 2018 January 2019 March 2019 | \$0 Clark |
| | | Teachers will use GradeCam to score math common assessments and get reports based upon assessment results. | completed GradeCam reports for mathematics | October 2018 December 2018 February 2019 May 2019 | \$8,000.00 Instruct Res Clark |
| | 2. Design and Deliver Instruction All teachers will collaborate to utilize common math assessments for PLC discussions. | School and district PLC meetings will be used to discuss math common assessment results, instructional and intervention strategies connected to the priority standards | completed PLC minutes showing discussions of student data and change in instruction to improve student progress | October 2018 January 2019 March 2019 May 2019 | \$0 Clark |
| | | 3. Design and Deliver Assessment Literacy The district will utilize a standards based reading report card for communication with parents and students regarding mastery of reading and mathematics prioritized standards. | School and District PLC meetings will be utilized to create a district primary program math standards based report card tied to the district priority standards. | standards based primary report card utilized in k-3rd grade throughout the district | August 2018 September 2018 October 2018 |
| | School and district PLC meetings will continue to analyze math classroom formative assessment data and district formative assessment data to determine congruency to the math standards and student achievement toward these standards. | | completed PLC minutes showing discussions of student data and change in instruction to improve student progress | September 2018 October 2018 November 2018 January 2019 February 2019 March 2019 April 2019 | \$0 Clark |

2: Gap

State your **Gap** Goal

Goal 2:
Logan County Schools will increase the average combined reading and math KPREP proficiency rate for students in the non-duplicated gap group for elementary from 45.7% to 73.0%, middle school from 50.1% to 73.3%, and high school from 39.2% to 69.3% by 2020, as measured by state assessments.

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| <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> |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| <p>Objective 1: By May 2018, 67.5% of elementary, 68% of middle school and 63.2% of high school students in the non-duplicated gap group will score at or above proficiency in reading and math combined.</p> | <p>5. Design, Align and Deliver Support</p> <p>District and Schools will continue a strategic focus on Reading and Mathematics interventions and supports for ALL students, remediation to enrichment.</p> | <p>District RTI team will revise RTI policy and procedures to match new state RTI guidelines and use this policy to guide teachers in effectively working with students through the RTI system.</p> | <p>Revised and approved District RTI policy</p> | <p>March 2018</p> | <p>\$0 Hendricks</p> |
| | | <p>District RTI team will create district RTI Parent Notification documents to consistently inform parents of student weaknesses, intervention needs and progress.</p> | <p>completed parent notification forms</p> | <p>April 2018</p> | <p>\$0 Hendricks</p> |
| | | <p>Schools will be trained on the new RTI Plan to understand how teachers/schools will use the plan to provide interventions for struggling students.</p> | <p>training sign in sheets</p> | <p>May 2018</p> | <p>\$0 Hendricks</p> |
| | | <p>Schools will utilize RTI teams to meet 3 times during the school year to discuss interventions, student progress and next steps for student receiving intervention services.</p> | <p>RTI team minutes</p> | <p>October 2018 January 2019 March 2019</p> | <p>\$0 Hendricks</p> |

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| | | Intervention teachers at each building will be utilized to provide individual and/or small group intervention to students performing in the bottom 25th%ile for reading and math based upon STAR assessment data. | Movement of at least 10% of RTI students out of the system of supports | May 2018 January 2019 May 2019 | \$0 Hendricks |
| | | At the elementary/intermediate level, intervention teachers will collaborate and co-teach weekly with at least one classroom teacher to provide additional supports in the classroom for struggling students. | Administrator documentation of collaborative class observation and discussion with collaborative teachers | May 2018 May 2019 | \$0 Hendricks |
| | | At least one new classroom teacher each year will receive training with the KY Reading Project or KY Center for Mathematics to improve classroom instruction and interventions for struggling students. | attendance certificate for at least one teacher from each school each summer | June 2018 June 2019 | \$1,000.00 School and grant funds Hendricks |
| | | Schools will continue to use District PLC reporting forms to document grade level/content level discussions on core instruction, intervention strategies and enrichment opportunities connected to the priority standards. | completed PLC minutes showing discussions of student data and change in instruction to improve student progress | September 2018 October 2018 November 2018 January 2019 February 2019 March 2019 April 2019 | \$0 Hendricks |
| | | Teachers will receive training on how to use STAR assessment data to create intervention groups and find resources for those intervention groups. | training sign in sheets teacher use of STAR data to work with groups | January 2018 March 2018 June 2018 September 2018 January 2019 | \$1,000.00 Title II Hendricks |
| | | District will contact KDE to provide Novice Reduction training to give teachers strategies to use with struggling students. | completed Novice Reduction training - sign in sheets | May 2018 | \$0 Hendricks |
| | <p>5. Design, Align and Deliver Supports</p> <p>District and Schools will begin implementation of PBIS for support of instruction and promotion of a positive culture of learning within each school.</p> | District Level PBIS team will be formed | List if identified PBIS team | January 2018 | \$0 Goley |
| | | Schools will establish a PBIS team and establish team roles and mission as well as set monthly team meetings. | List of school teams, roles and meeting dates | January 2018 | \$0 Goley |
| | | Each school will complete the building PBIS assessment. | completed assessment for each building | January 2018 | \$0 Goley |
| | | District PBIS team will review data collected from building PBIS assessments and create an action plan for implementation of PBS. | action plan for each building | February 2018 | \$0 Goley |
| | | Each school faculty is made aware of problem areas determined from assessment and will establish school-wide goals. | school wide goals for each school | April 2018 | \$0 Goley |

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| | | Each school will establish 3-5 positive school-wide expectations to be publicized in the school and in school communication with parents and community. | School-wide expectations for each school posted in building and communicated to families | April 2018 | \$0 Goley |
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3: Graduation rate

State your **Graduation rate Goal**

Goal 3:
Logan County Schools will increase the cohort graduation rate from 88.7% to 98% by 2024, as measured by state assessments.

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| <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> |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| <p>Objective 1: By May 2018, the cohort graduation rate for Logan County High School seniors will be 96.0%, as measured by state documentation.</p> | <p>6. Establishing Learning Culture and Environment</p> <p>All schools will maintain a focus on the characteristics students should exhibit to be successful in the completion of high school, post secondary education and/or their careers.</p> | <p>A committee of stakeholders (students, parents, business, teachers, administrators) will meet to learn about and establish a district graduate profile for Logan County graduates. This profile will help students be more successful as current public school students, future college students and also as future employees.</p> | <p>established district graduate profile for LCHS graduates</p> | <p>January 2018</p> | <p>\$0</p> <p>Baird Orr</p> |
| | | <p>Each k-8 schools will establish a graduate profile for their 8th grade students based on the profile for Logan County Graduates.</p> | <p>school 8th grade graduate profile</p> | <p>February 2018</p> | <p>\$0</p> <p>Orr</p> |
| | | <p>Training will be provided to all teachers regarding the graduate profile work and how to implement real world learning tasks in the classroom to motivate students to be successful in school and work.</p> | <p>training sign in sheets teacher survey indicating readiness to implement tasks</p> | <p>May 2018</p> | <p>\$2000.00</p> <p>Title II</p> <p>Orr</p> |
| | | <p>Training will be provided to all teachers regarding project based learning, passion projects and performance based assessments.</p> | <p>training sign in sheets teacher creation of PBL activities and passion projects</p> | <p>May 2018</p> | <p>\$10,000.00</p> <p>Title II</p> <p>Orr</p> |
| | | <p>Grade level teams at each school will identify project based learning activities, passion projects and/or performance based assessments that will be used to determine student achievement of graduate profile expectations.</p> | <p>listing of activities, projects and assessments connected to graduate profile expectations</p> | <p>August 2018</p> | <p>\$0</p> <p>Orr</p> |

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| | | Parent mailouts, meetings and trainings will be provided to inform parents and the community about the Logan County graduate profile. | evidence of mailouts and trainings as well as parent feedback from the information | August 2018 | \$2000.00 Baird Orr |
| | 4. Review, Analyze and Apply Data | District personnel will provide training to all building administrators and guidance counselors on the Early Warning Report and the Persistence to Graduation Report from Infinite Campus. | Admin meeting PLC minutes noting training on the reports | May 2018 | \$0 Goley |
| | District and high school administrative staff will develop a systematic approach to identify and assist at-risk students to ensure their successful completion of high school and preparation for life after high school. | High school administrators and guidance counselors will review the Early Warning Report and/or Persistence to Graduation Report with teachers to help them identify students who are at risk to not graduate. | PLC meeting minutes | June 2018 | \$0 Goley |
| | | District Personnel, teachers and administrators, as a committee, will create a plan of action for graduation of those students identified on the Early Warning Report. | completed plans for at risk students | August 2018 | \$0 Goley |
| | | The above committee will meet 4 times during the year (before school starts, after Fall Break, after Winter Break and after Spring Break) to monitor success or revision of plans for student who are at risk to not graduate. | PLC meeting minutes | August 2018 October 2018 January 2019 April 2019 | \$0 Goley |
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4: Growth

State your **Growth Goal**

Goal 4:
Logan County Schools will increase the average combined reading and math growth in elementary school from 63.0% to 77%, and middle school from 66.2% to 79.2% by 2020, as measured by state assessments.

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| <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> |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| <p>Objective 1: By May 2018, the combined reading and math growth for elementary school students will be 69% and 60% for middle school.</p> | <p>2. Design and Deliver Instruction</p> <p>District/building administrators and teachers will use technology resources to provide individualized learning opportunities for students to see individual student growth.</p> | <p>District will provide training and support to teachers regarding Google Suite programs such as Google Classroom and the use of these programs to create personalized learning opportunities for students.</p> | <p>use of Google Classroom and other Google Suite tools by teachers and students</p> | <p>February 2018 May 2018 September 2018 November 2018</p> | <p>\$5000.00 Title I Title II Orr</p> |
| | | <p>District and school administration will monitor the effective implementation of Google and other programs through the use of district created walkthrough documents.</p> | <p>walkthrough data showing use of Google and other technology to provide personalized learning opportunities</p> | <p>August 2018 December 2018 February 2019 April 2019</p> | <p>\$0 Mullins</p> |
| | <p>3. Design and Deliver Assessment Literacy</p> <p>Teachers will use various types of assessment data to set, implement and monitor</p> | <p>District and school personnel will use formative and summative assessment data to create personalized learning paths for students for remediation and enrichment to foster individual student growth.</p> | <p>grade level/content level PLC meeting minutes documenting use of data to determine next steps for students</p> | <p>September 2018 December 2018 February 2019 April 2019</p> | <p>\$0 Orr</p> |
| | | <p>District will provide training pertaining to student goal setting and student progress monitoring strategies.</p> | <p>training sign in sheet and teacher feedback</p> | <p>July 2018</p> | <p>\$1000.00 Title I</p> |

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| | personalized learning goals for students. | | | | Title II Orr |
| | 5. Design, Align and Deliver Support | District and school administrator PLC meetings will continue to focus on district formative and summative assessment data to monitor student growth. | District/School admin PLC meeting minutes noting analysis of district and school data | January 2018 April 2018 September 2018 January 2019 | \$0 Orr |
| | District and School administrators will continually offer support to teachers to ensure individual student growth. | District/school administrators will continue to receive support on coaching and mentoring skills for administrators to use in effective instructional discussions with teachers and staff. | scheduled coaching visits with Rutherford Learning Group | March 2018 October 2018 | \$12,000.00 Title II Mullins |

5: Transition readiness

State your **Transition readiness Goal**

| Goal 5: Logan County Schools will increase the percentage of students who are College and Career Ready (CCR) from 71.7% to 86.5% by 2020, as measured by state assessments. | | | | | |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| 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>) | 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>) | 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. | | | |
| <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 | <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 | | | | |
| By May 2018, the college/career rate for Logan County Schools will be 78.8, as measured by state assessment data. | 6. Establishing Learning Culture and Environment | District will work with community and school representatives to establish a district Graduate Profile for high school graduates (identifies college and work ready skills) | completed Logan County Graduate Profile | January 2018 | \$0 Baird Orr |
| | District/School leadership and teachers will collaborate to ensure consistent expectations and support for all students to | District and school staff will create graduate profiles for 8th grade students. | completed 8th grade graduate profile for each k-8 school | February 2018 | \$0 Orr |

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| receive the skills necessary to be successful in college and/or a career. | District and school staff will utilize 8th grade and high school graduate profile characteristics to create characteristics for completion of each grade level. | completed grade level graduate profiles for each grade | May 2018 | \$0 Orr |
| | Grade level and graduate profile characteristics will be published to the parents and community and parent/community training will be provided around these characteristics. | published characteristics training dates and sign in sheets | August 2018 | \$0 Orr |
| | District and school administrators will work to build a group of community partners who will provide internship opportunities to high school seniors in order to allow students to practice skills needed for college/career success. | Internship lists showing businesses and students | January 2018 | \$0 Baird |
| | District and school administrators will work to broaden the use of internships for high school juniors as well as seniors. | Business list for internships | August 2018 | \$0 Baird |
| | High school representatives will be selected to participate in the Leadership Logan Program provided by the Logan Chamber of Commerce to allow students to network with business leaders and become more familiar with community opportunities. | Leadership Logan applications for selected students | August 2018 | \$1000 Instr Res Baird |
| | District and school administrators, as well as community representatives will review the programs provided at the Logan Career and Technical Center to determine areas of strength and areas of need. | Meeting minutes noting next steps | May 2018 | \$0 Baird |
| | District and School administrators will research effective ways to provide students with additional dual credit opportunities at the high school. | evidence of communication meeting notes next steps | May 2018 | \$0 Baird |