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: Grant County Middle School will increase combined proficiency in reading and math from 45.1% to 55%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to deploy strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: 60% of sixth, seventh and eighth grade students will score proficient or higher in reading as measured by scores on the spring 2018 KPREP assessment.</td>
<td>KCWP 1: Design and Deploy Standards</td>
<td>Curriculum specialist/Principal will review pacing regularly during weekly PLC’s.</td>
<td>Pacing issues will be eliminated.</td>
<td>None Needed</td>
<td>None Needed</td>
</tr>
<tr>
<td>55% of sixth, seventh and eighth grade students will score proficient or higher in math as measured by scores on the spring 2018 KPREP assessment.</td>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>All content area teachers will submit a mid-year pacing document to reflect the actual pacing of each class in order to ensure required content is taught.</td>
<td>Teachers will make adjustments if necessary to ensure all content is covered by the end of the year.</td>
<td>None Needed</td>
<td>None Needed</td>
</tr>
<tr>
<td></td>
<td>KCWP 3: Design and Deliver Assessment Literacy</td>
<td>Curriculum specialist will collaborate with math teachers to improve curriculum by:</td>
<td>Increase in math MAP and KPREP scores.</td>
<td>None Needed</td>
<td>None Needed</td>
</tr>
<tr>
<td></td>
<td>KCWP 5: Design, Align and Deliver Support</td>
<td>● continuing to implement Eureka math in all grades.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>KCWP 6: Establishing Learning Culture and Environment</td>
<td>● providing coaching for math teachers on planning and instruction.</td>
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<tr>
<td></td>
<td></td>
<td>● co-teaching math lessons.</td>
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<td></td>
<td></td>
<td>● revising formative and common assessments as needed</td>
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<tr>
<td></td>
<td></td>
<td>● refining Algebra 1 curriculum.</td>
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</tr>
<tr>
<td></td>
<td>KCWP 2: Design and Deliver Instruction</td>
<td>Teachers will sign a personalized learning contract to reflect required or self-selected PD for the current school year. PD will be based on the teachers individual needs and the needs of the school as identified by the teacher and the principal.</td>
<td>Teachers will complete the documented personalized PD.</td>
<td>None Needed</td>
<td>None Needed</td>
</tr>
</tbody>
</table>
Grant County Middle School will develop a comprehensive plan for implementing professional development.

- GCMS will continue to focus on the following professional development areas:
  - **LITERACY**
    - Thinking Strategies
    - Workshop Model
    - Content Literacy
    - Writing
  - **MATH**
    - Math Literacy
    - Conceptual Building Blocks (HiQ Grant)
    - Eureka Math
  - Assessment
  - Personalized Learning
    - Summit Learning Platform
  - KAGAN Structures/Student Engagement
    - SAM (Structure a Month) at all levels to support engagement in all classrooms.
  - Peer Learning Labs
  - Standards Based Reporting
  - RtI
  - New Standards Work in Science
  - Project Based Learning
  - Mental Health/Behavioral Supports

Increase in student achievement through strategies listed as identified by KPREP and MAP scores.

<table>
<thead>
<tr>
<th>KCWP 2: Design and Deliver Instruction</th>
<th>KCWP 4: Review, Analyze and Apply Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMS administration team will collaborate to revise Status of the Schools report and will review data monthly at an administrative team meeting.</td>
<td>GCMS will analyze data to increase student achievement.</td>
</tr>
<tr>
<td>Completed SOS and changes based on trend data</td>
<td>None Needed</td>
</tr>
<tr>
<td>Teachers and administrative team will analyze MAP data by:</td>
<td>Increase in student achievement on MAP scores</td>
</tr>
<tr>
<td>- To determine intervention and enrichment rosters.</td>
<td>Increase in student achievement on common assessments</td>
</tr>
<tr>
<td>- To continue to improve classroom instruction.</td>
<td>None Needed</td>
</tr>
<tr>
<td>- To help students set goals in reading and math.</td>
<td></td>
</tr>
<tr>
<td>- To inform administrative team of school wide next steps.</td>
<td></td>
</tr>
<tr>
<td>Curriculum specialist and teachers will review formative and common assessment data to impact instruction during weekly PLC meetings.</td>
<td>80% average on all common assessments (goal).</td>
</tr>
</tbody>
</table>
Teachers regularly develop an intervention/remediation plan for students who do not master standards through the PLC process.

Curriculum specialist, administration team and teachers will analyze previous year’s KPREP data to inform instruction and intervention needs.

<table>
<thead>
<tr>
<th>KCWP 1: Design and Deploy Standards</th>
<th>KCWP 2: Design and Deliver Instruction</th>
<th>KCWP 3: Design and Deliver Assessment Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMS will implement a school wide protocol for effective lessons.</td>
<td>GCMS will implement weekly overview documents that are congruent with existing unit plans.</td>
<td>GCMS will ensure that literacy is the foundation of every learning experience.</td>
</tr>
<tr>
<td>GCMS administrative team will conduct weekly walkthroughs.</td>
<td>GCMS administrative team will:</td>
<td>GCMS curriculum specialist will monitor text selection and increase teacher capacity to select texts through PLC’s by:</td>
</tr>
<tr>
<td></td>
<td>• Follow a weekly walkthrough schedule.</td>
<td>• Periodically evaluating Lexile of texts used in instruction</td>
</tr>
<tr>
<td></td>
<td>• Review walkthrough results at administrative team meeting to address trends.</td>
<td>• Discussing strategies used before, during and after reading</td>
</tr>
<tr>
<td></td>
<td>• Periodically conduct partner walkthroughs with Director of Secondary Education.</td>
<td>• Periodically evaluating Lexile of texts used in instruction</td>
</tr>
<tr>
<td></td>
<td>• Give teachers prescriptive feedback for every walkthrough.</td>
<td>• Discussing strategies used before, during and after reading</td>
</tr>
<tr>
<td></td>
<td>○ In the moment feedback if necessary</td>
<td>○ Periodically evaluating Lexile of texts used in instruction</td>
</tr>
<tr>
<td></td>
<td>○ Written feedback</td>
<td>○ Discussing strategies used before, during and after reading</td>
</tr>
<tr>
<td></td>
<td>• Develop a intervention plan for teachers who consistently struggle (based on walkthrough documentation).</td>
<td></td>
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<tr>
<td></td>
<td>• Address trends through weekly PLC’s.</td>
<td></td>
</tr>
</tbody>
</table>

Increase in quality of instruction in the as evidenced by walkthrough data.

Increase in student achievement on common assessment, MAP and KPREP

Increase in quality of instruction as evidenced by walkthrough feedback and use of walkthrough data.

Increase in student performance on classroom assessments (both formative and common).

Increase in student performance on ERQ

Increase in quality of text selection in all content areas as evidenced by lesson plans and PLC minutes.

None Needed
| GCMS will provide intensive intervention for students who are at least two grade levels below in reading through Read 180 or System 44 programs. | Increase in reading performance on ERQ, MAP and KPREP | Read 180/System 44 -SBDM Funds |
| GCMS will provide intervention who are below grade level in reading. | Increase in SRI scores for each individual student who is enrolled in Read 180/System 44 program. Increase in MAP and KPREP scores of students in reading intervention classes | |
| GCMS will establish two Thinking Strategies Peer Learning Labs in order to increase teacher capacity in literacy instruction. | Increase in Thinking Strategies implementation by trained teachers as evidenced by walkthrough data | PD Funds |
| New teachers will be trained in the following areas at or near the beginning of the school year:  
  ○ Activboard training  
  ○ KAGAN introduction  
  ○ Thinking Strategies introduction  
  ○ Standards Based Reporting  
  ○ PBIS  
  ○ Curriculum, Instruction, Assessment information  
  - Pacing Guides/Syllabi  
  - Assessment guidelines  
  - Non Traditional Instruction | Increase in teacher retention data | None Needed |
| GCMS will conduct a new teacher induction program at the beginning of the school year and monthly meetings throughout the year. | Increase in teacher retention data | None Needed |
| GCMS will assign mentor teachers/KTIP resource teachers to each new teacher. | Increase in teacher retention data | None Needed |
| GCMS teachers will give students effective feedback:  
  ● Train/retrain teachers on using formative assessment to give next-steps feedback.  
  ● Teachers will mentor students to set weekly goals and goals for assessment (ERQ, MAP, KPREP) | Increase in teacher to student feedback as noted in walkthrough observations | None Needed |
<table>
<thead>
<tr>
<th>Administrator to teacher; Principal to administrative team</th>
<th>Increase in MAP, KPREP and ERQ scores for individual students.</th>
<th>None Needed</th>
</tr>
</thead>
</table>
| GCMS administration team will give teachers effective feedback through:  
  - Walkthroughs  
    - written  
    - in the moment (if necessary)  
  - Evaluation process  
  - PLC  
  - Lesson plan review | Increase in instructional quality based on walkthrough data over time.  
  Increase in capacity of teachers to plan and execute lessons as evidenced by submitted lesson plan documentation, PLC documentation and walkthrough observations. | None Needed |
| GCMS principal will give administrative team effective feedback by/through:  
  - Modeling effective feedback to the administrative team  
  - Conducting weekly administrative team meeting to discuss trends and needed changes  
  - Providing in the moment feedback (as needed)  
  - Evaluation process  
  - Weekly CIA meetings with curriculum specialist and Director of Secondary education | Increased administrator efficacy as measured by a reduction in teacher issues related to supervision and student achievement.  
  Administrator retention | None Needed |
| KCWP 3: Design and Deliver Assessment Literacy  
 GCMS will conduct school wide ERQ practice in reading and math. | Increased trend data on ERQ scores in both reading and math. | None Needed |
| Teachers will administer and score ERQs at least once a month for all students grades six through eight.  
  - Enrichment class will administer reading ERQ at least once a month.  
  - Enrichment class will administer math ERQ at least once a month.  
  - Students who do not master content on ERQs will be retaught/remediated through enrichment class.  
  - ERQ trend data will be used to adjust instruction in regular ELA and math classes. | | |
GCMS will increase student engagement in all content areas. GCMS will increase student engagement by implementing Kagan Cooperative Learning in all classrooms.  
- Kagan coach will visit GCMS and provide in-the-moment feedback to experienced teachers.  
- Veteran Kagan teacher will lead Structure A Month Club through faculty meetings.  
- Kagan Peer Learning Lab will be conducted.  
- Teacher leader will be trained to coach/provide provide professional development for other teachers.  
- All new teachers will be trained in Kagan Cooperative Learning.  
- Administrators/teacher leader will provide feedback on implementation of Kagan structures through established walkthrough process.

### 2: Gap

**State your Gap Goal**

**Goal 2:** Grant County Middle School will increase average combined reading and math proficiency in gap groups from 22.0% to 40%.

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Funding</th>
</tr>
</thead>
</table>
| Objective 1: 50% of sixth, seventh and eighth grade students in gap groups will score proficient or above | KCWP 5: Design, Align and Deliver Support | GCMS special education teachers will be trained on growth mindset.  
- Spring book study with Special Education teachers during monthly meeting (utilizing the *Mindset* book by Carol Dweck) | Increase in achievement on MAP, KPREP | PD Funds |
| KCWP 6: Establishing Learning Culture and Environment | • Special education teachers will conduct a presentation to staff during faculty meeting on growth mindset.  
• Special Education teachers will train the students to instill a growth mindset through instruction.  
• Whole school will create a plan for changing to growth mindset.  

30% of sixth, seventh and eighth grade students in gap groups will score proficient or higher in math as measured by scores on the spring 2018 KPREP assessment. | special education students |
| --- | --- | --- |

| KCWP 2: Design and Deliver Instruction  
KCWP 5: Design, Align and Deliver Support | GCMS special education teachers will utilize reading strategies to:  
• Create a “tool kit” of reading strategies for use by staff and students.  
• Conduct a presentation to staff during faculty meeting.  
• Train students to use the strategies independently.  
  ○ Students will utilize strategies during assessments, classroom assignments when reading.  

Increase in achievement on MAP, KPREP scores for special education students | None Needed |
| --- | --- | --- |

| KCWP 2: Design and Deliver Instruction  
KCWP 4: Review, Analyze and Apply Data | GCMS special education teachers will use data to:  
• Implement specially-designed instruction and monitor the progress of students with IEPs.  
• Determine who is at risk of failing course(s) and implement intervention for course grade recovery.  
• Review data to determine next steps on ERQs.  
• Determine if testing protocols and conditions are conducive to student achievement through ERQ administration and common assessment administration.  

Increase in achievement on common assessment, KPREP and MAP scores. | None Needed |
| --- | --- | --- |

| KCWP 4: Review, Analyze and Apply Data  
KCWP 5: Design, Align and Deliver Support | GCMS teachers will use data to:  
• Monitor performance of males and females on common assessments in reading and math to determine interventions needed.  
• Design instruction and select texts that reflect the interests of males in order to increase engagement.  

Increase in performance by males on common assessments, KPREP and MAP in both | None Needed |
| --- | --- | --- |

| KCWP 2: Design and Deliver Instruction  
KCWP 4: Review, Analyze and Apply Data  
KCWP 5: Design, Align and Deliver Support | GCMS teachers and administration will analyze data of students with IEPs to impact instruction.  

Increase in achievement on common assessment, KPREP and MAP scores. | None Needed |
| --- | --- | --- |

| KCWP 2: Design and Deliver Instruction  
KCWP 4: Review, Analyze and Apply Data  
KCWP 5: Design, Align and Deliver Support | GCMS teachers and administration will analyze data of gender groups to impact instruction.  

Increase in performance by males on common assessments, KPREP and MAP in both | None Needed |
| --- | --- | --- |

### 3: Growth

State your **Growth Goal**

**Goal 3:**  
Grant County Middle School will expect growth from all students by reducing the percent of students scoring novice or apprentice in reading and math from 54.9% to 45%.
<table>
<thead>
<tr>
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<th>Measure of Success</th>
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<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: 50% of sixth, seventh and eighth grade students who scored novice or apprentice in reading will grow at least one category as measured by the 2018 spring KPREP assessment.</td>
<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>GCMS will measure annual growth of each student using MAP. Administrative team will analyze MAP data to determine schoolwide and individual teacher trends to determine next steps. Co-department chairs and administrative team will work together to set a school wide goal for reading and math. Teachers will work with students to set individual goals for reading and math. Data disaggregation will take place in PLC, faculty meeting or contract day upon the close of each MAP testing window.</td>
<td>Increase in achievement on MAP math and reading</td>
<td></td>
<td>District Funding</td>
</tr>
<tr>
<td>Objective 2: 50% of sixth, seventh and eighth grade students who scored novice or apprentice in math will grow at least one category as measured by the 2018 spring KPREP assessment.</td>
<td>KCWP 5: Design, Align and Deliver Support</td>
<td>GCMS will provide behavior, reading, math and writing RtI at all grade levels. GCMS will use data to provide intervention classes for students by: Intentionally scheduling students for Read 180/System 44. Intentionally scheduling students for reading intervention classes. Intentionally scheduling students for math intervention classes. Intentionally targeting students who have identified behavior needs. GCMS RtI team will meet monthly to review the progress of Tier 3 students. Probe data will be reviewed at each meeting. Liaison, curriculum specialist, guidance counselor are required to attend. Curriculum specialist will provide academic data. Counselor will provide behavior data. GCMS curriculum specialist will train/retrain ELA and Math teachers on the RTI process which includes the following:</td>
<td>Increase in achievement on MAP, KPREP for reading and math</td>
<td></td>
<td>Read 180/System 44 SBDM Funds</td>
</tr>
</tbody>
</table>

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.)*

- KCWP 1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP 2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP 3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP 4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP 5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP 6: 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.
4: Transition readiness
State your Transition readiness Goal

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to deploy strategy</th>
<th>Measure of Success</th>
<th>Progress Monitoring Date &amp; Notes</th>
<th>Funding</th>
</tr>
</thead>
</table>
| GCMS will increase proficiency in all areas to improve transition readiness. | KCWP 6: Establishing Learning Culture and Environment, KCWP 2: Design and Deliver Instruction | Counselors will work with elementary and high school to:  
- Implement Operation Preparation (8th-9th)  
- Conduct transition meetings in the fall (5th-6th)  
- Host a spring Meet and Greet (5th - 6th)  
- Schedule a high school CTC visit (8th - 9th)  
- Increase Project Lead the Way connections to high school program (8th-9th) | Reduction in discipline referrals for 6th grade |  | Parent Involvement Funds |
| 60% of eighth grade students will score proficient or higher in reading as measured by scores on the spring 2018 KPREP assessment | | | Reduction of counseling interventions for 6th grade |  | |
| GCMS will implement blended learning model of instruction. | | |  |  | District Funding for equipment |
| 40% of eighth grade students will score proficient or higher in math as measured by scores on the spring 2018 KPREP assessment | | |  |  | |

Goal 5: Grant County Middle School will increase proficiency in all areas to improve transition readiness.

<table>
<thead>
<tr>
<th>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.)</th>
<th>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.)</th>
<th>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.</th>
</tr>
</thead>
</table>
| 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 | 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 | |
| GCMS will increase proficiency in all areas to improve transition readiness.  
60% of eighth grade students will score proficient or higher in reading as measured by scores on the spring 2018 KPREP assessment  
40% of eighth grade students will score proficient or higher in math as measured by scores on the spring 2018 KPREP assessment | GCMS will implement transition activities.  
KCWP 6: Establishing Learning Culture and Environment  
GCMS will implement blended learning activities.  
KCWP 2: Design and Deliver Instruction  
GCMS will implement blended learning model of instruction. | |
| | GCMS teachers/administration will:  
- Host parent nights for blended learning team students  
- Implement school wide PBL projects  
- Mentor the students with connections to goal setting  
  - weekly classroom goals  
  - Long term career goals  
  - assessment goals (MAP, KPREP, ERQ)  
  - personal goals (social/emotional)  
  - living skills connection | Increased number of students on blended learning teams  
Evidence of student goal setting in reading and math. | |

Transition readiness

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities to deploy strategy</th>
<th>Measure of Success</th>
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<th>Funding</th>
</tr>
</thead>
</table>
| GCMS will increase proficiency in all areas to improve transition readiness. | KCWP 6: Establishing Learning Culture and Environment, KCWP 2: Design and Deliver Instruction | Counselors will work with elementary and high school to:  
- Implement Operation Preparation (8th-9th)  
- Conduct transition meetings in the fall (5th-6th)  
- Host a spring Meet and Greet (5th - 6th)  
- Schedule a high school CTC visit (8th - 9th)  
- Increase Project Lead the Way connections to high school program (8th-9th) | Reduction in discipline referrals for 6th grade |  | Parent Involvement Funds |
<p>| 60% of eighth grade students will score proficient or higher in reading as measured by scores on the spring 2018 KPREP assessment | | | Reduction of counseling interventions for 6th grade |  | |
| GCMS will implement blended learning model of instruction. | | |  |  | District Funding for equipment |
| 40% of eighth grade students will score proficient or higher in math as measured by scores on the spring 2018 KPREP assessment | | |  |  | |</p>
<table>
<thead>
<tr>
<th>65% of eighth grade students will score proficient or higher in social studies as measured by scores on the spring 2018 KPREP assessment</th>
<th>Implement NTI lessons through online learning (Edgenuity).</th>
</tr>
</thead>
<tbody>
<tr>
<td>45% of eighth grade students will score proficient or higher in writing as measured by scores on the spring 2018 KPREP assessment</td>
<td>Increase in the number of PBL activities school wide</td>
</tr>
<tr>
<td>50% of seventh grade students will score proficient or higher in science as measured by scores on the spring 2018 KPREP assessment</td>
<td>Increase in the number of PBL activities school wide</td>
</tr>
<tr>
<td><strong>KCWP 6: Establishing Learning Culture and Environment</strong></td>
<td><strong>GCMS teachers/administration will:</strong></td>
</tr>
<tr>
<td>GCMS will work with business and community partners to increase opportunities for students.</td>
<td>- Collaborate with community partners on project-based learning.</td>
</tr>
<tr>
<td></td>
<td>- Entry event speakers</td>
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<td></td>
<td>- Project feedback/evaluation</td>
</tr>
<tr>
<td></td>
<td>- Seek opportunities to conduct service learning projects.</td>
</tr>
<tr>
<td><strong>KCWP 6: Establishing Learning Culture and Environment</strong></td>
<td><strong>Increase in the number of PBL activities school wide</strong></td>
</tr>
<tr>
<td></td>
<td>None Needed</td>
</tr>
</tbody>
</table>