

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 : Increase the average proficiency score to 60% by 2024 on the state accountability assessment system.

<p>Which Strategy 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"> ● 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 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 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 	<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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Collaborate to increase our percentage of students scoring P/D in reading from 53.2% in the spring of 2017-18 to 56.2% in 2018-19</p>	<p>Teachers will design and deliver instruction to increase the depth of understanding of the five components of reading and effective writing instruction. Teachers will receive professional learning in research-based strategies to effectively teach reading.</p>	<p>Teachers in Cohort 1 will complete a book study of Ian Richardson's Next Step Forward in Guided Reading. Teachers observe other teachers using the guided reading framework. Provide various literacy learning opportunities for teachers from trainings, book studies, and conferences Teacher will share professional learning of the LDC model with colleagues through short mini-presentations. Professional Learning in 7 tools for developing teachers and teaching</p>	<p>DCA data, STAR data and running records DCA data, STAR data and running records DCA data, STAR data and running records</p>	<p>Spring 2019 Spring 2019 Spring 2019</p>	<p>\$1000 Striving Readers Grant N/A N/A</p>
	<p>Teacher orchestrates effective classroom discussions, questioning, and learning</p>	<p>Teachers will use question and sequencing techniques to challenge</p>	<p>DCA data, On-Demand Scores,</p>		

Objective 2 Collaborate to increase our percentage of students scoring P/D in math from 49.2% in the spring of 2017-18 to 52.2% in 2018-19	tasks that promote higher-order thinking skills Provide training during PLC's with our District Math Coach monthly.	students cognitively to advance higher level thinking. District Math Coach will provide teaching strategies/differentiation that will target specific student needs, as well as mentoring, and modeling.	PLC notes follow-up/discussions DCA data, STAR data and running records	Spring 2019	N/A
	Teachers will design and deliver instruction that is congruent between standards, learning targets, and assessment measures.	Ensure students understand the success criteria within each learning target in kid friendly language Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Quarterly review math standards, learning targets, and student progress of assessment.	Spring 2019	N/A
	Administration trained by representative from KDE's office for continuous support on the Mike Rutherford "Artisan Teacher" 30 second feedback.	Feedback and schedule will be provided weekly	DCA data, STAR data	Spring 2019	N/A

2: Separate Academic Indicator

Goal 2 : Increase the average proficiency score to 35% by 2024 on the state accountability assessment system.

Which Strategy 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>	Which Activities 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>	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.
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- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding				
Objective 1 Collaborate to improve our percentage of students scoring proficient or distinguished in writing from 18.1% in 2017-18 to 23% in 18-19.	Develop and implement a schoolwide writing plan.	Teacher reps from each team meet to create and complete writing plan with timelines to be approved and implemented by December 1.	PLC's and faculty meetings to monitor implementation and student progress	Monthly monitoring documentation of implementation of the writing policy. Goal setting for individual students.					
Objective 2									

3: Gap

Goal 3: We will increase our students with disabilities scoring proficient or distinguished to 30% in Math by 2024.

<p>Which Strategy 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"> ● 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 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 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 	<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>
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<p>Objective 1 Collaborate to increase students achievement with disabilities scoring proficient/distinguished in reading from 18% to 21%</p>	<p>Teacher will monitor student learning before during and after Explicit instruction.</p>	<p>Formative assessments measures are within lesson planning practices during each phase of Explicit Instruction in order to effectively provide instructional modifications.</p>	<p>DCA, STAR, and state assessment.</p>	<p>Universal screeners quarterly, State assessment Spring 2019, DCA's in PLC's</p>	
	<p>Design and deliver instruction to create a system to ensure appropriate academic interventions are taking place for targeted students.</p>	<p>Clarify and share with students learning intentions/targets for success.</p>	<p>DCA, STAR, and state assessment</p>	<p>CST monthly meeting, STAR progress monitoring, DCA's</p>	
	<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>DCA, STAR Progress Monitoring, and state assessment</p>	<p>Universal screeners quarterly, State assessment Spring 2019, DCA's in PLC's</p>		
<p>Objective 2 Collaborate to increase the percent of students with disabilities scoring</p>	<p>Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues</p>	<p>Develop a clearly defined RTI schoolwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention</p>	<p>DCA, STAR, and state assessment.</p>	<p>Universal screeners quarterly, State assessment Spring 2019, DCA's in PLC's</p>	

<p>proficient/distinguished in math from 14% to 17%.</p>	<p>to reflect and improve teaching practices.</p>	<p>programs/strategies, SMART goal measurement, and progress monitoring checks.</p>			
		<p>Develop a progress monitoring system to monitor standards mastery for each student.</p>	<p>DCA, STAR, and state assessment.</p>	<p>Universal screeners quarterly, State assessment Spring 2019, DCA's in PLC's</p>	
<p>Objective 3 Collaborate to increase the percent of students with 2 or more races scoring proficient/distinguished in math from 15.8% proficiency to 24%.</p>	<p>Instruction will be monitored before, during, and after instruction. Instruction will be monitored through the collection of data and be analyzed to drive classroom instruction.</p>	<p>Instructional modifications will be made to allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>DCA, STAR, and state assessment.</p>	<p>Universal screeners quarterly, State assessment Spring 2019, DCA's in PLC's</p>	
		<p>Create and monitor a "Watch List" for students performing below proficiency. Monitor and evaluate the validity of assessments, standards, and learning targets.</p>	<p>DCA, STAR, and state assessment watch list.</p>	<p>Universal screeners quarterly, State assessment Spring 2019, DCA's in PLC's</p>	
		<p>Monitor and evaluate the validity of assessments, standards, and learning targets.</p>	<p>DCA, STAR, and state assessment watch list.</p>	<p>Universal screeners quarterly, State assessment Spring 2019, DCA's in PLC's</p>	

4: Graduation rate

Goal 4 (State your Graduation Rate goal):

<p>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.)</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 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.)</p> <ul style="list-style-type: none"> ● 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 	<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>
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Objective 1						
Objective 2						

5: Growth

Goal 5: We will move 5% of our students in grades 3-6 to the next performance level by 2024.

<p>Which Strategy 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"> ● 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 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 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 	<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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 STAR performance for current students 3rd -6th grades indicates the following scores are likely to occur in reading for the 18-19 state assessment: 19% Novice 21% Apprentice 36% Proficient 24% Distinguished</p>	<p>Core instruction and tiered interventions based on multiple data points (STAR, state accountability system, etc.) students will be placed in varied learning environments to address individual needs.</p>	<p>Child study teams and grade level teams will use multiple data points to determine individual student needs and instructional strategies. Provide research-based tiered interventions to promote differentiation of instruction aligned to meet individual needs of students.</p>	<p>STAR data, Child Study Team and PLC notes, DCA data.</p>	<p>Spring 2019</p>	<p>N/A</p>
<p>Move 5% of students to a higher category.</p>	<p>Core instruction and tiered interventions based on multiple data points (STAR, state accountability system, etc.) students will be placed in varied</p>	<p>Child study teams and grade level teams will use multiple data points to determine individual student needs and instructional strategies. Provide research-based tiered interventions to promote</p>	<p>STAR data, Child Study Team and PLC notes, DCA data.</p>	<p>Spring 2019</p>	<p>N/A</p>
<p>Objective 2 STAR performance for current students 3rd -6th grades indicates the following scores are likely to occur in Math for the 18-19 state assessment:</p>	<p>Core instruction and tiered interventions based on multiple data points (STAR, state accountability system, etc.) students will be placed in varied</p>	<p>Child study teams and grade level teams will use multiple data points to determine individual student needs and instructional strategies. Provide research-based tiered interventions to promote</p>	<p>STAR data, Child Study Team and PLC notes, DCA data.</p>	<p>Spring 2019</p>	<p>N/A</p>

<p>12% Novice 42% Apprentice 37% Proficient 9% Distinguished</p> <p>Move 5% of students to a higher category.</p>	<p>learning environments to address individual needs.</p>	<p>differentiation of instruction aligned to meet individual needs of students.</p>			
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6: Transition Readiness

Goal 6: Increase the Brigance to 55% of students ready for Kindergarten by 2024.

<p>Which Strategy 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"> ● 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 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 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 	<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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 Collaborate to improve our Brigance transition readiness from preschool to kindergarten to 42% of students scores indicating that they are ready for kindergarten to 45%.</p>	<p>Provide vertical planning for preschool and kindergarten teachers.</p>	<p>Ensure that vertical planning is occurring to identify instructional gaps.</p>	<p>Brigance testing fall 2019</p>	<p>Fall 2019</p>	<p>N/A</p>
<p>Objective 2</p>	<p>Collaborate with the Family Enrichment Center to engage our community families in order to enroll children meeting criteria into preschool programs.</p>	<p>Have FEC become apart of our family nights to connect and provide educational resources to families.</p>	<p>Brigance testing fall 2019</p>	<p>Fall 2019</p>	<p>\$200 Grant</p>

7: Other (optional)

Goal 7 (State your goal):

<p>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.)</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 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.)</p> <ul style="list-style-type: none"> ● 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 	<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>
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Objective 1						
Objective 2						