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 (State your proficiency goal): Increase the percentage of students scoring P/D in reading from 64.7% to 76% and math scores from 65.1% to 76% while increasing the proficiency indicator from 83.1 to 90 as measured by the KPREP assessment in 2022.

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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<td><strong>Objective 1:</strong> Increase reading scores from 69.4% to 74% as measured by the KPREP assessment in May 2020.</td>
<td>Alvaton Elementary will <strong>Design, Align, Deliver Support Processes</strong> to increase collaboration in data analysis and student progress towards mastery, including identification of students in need of intervention supports.</td>
<td>1) Ensure all stakeholders (EL, SPED) are involved in Star Benchmark PLCs and Student Success Team meetings. 2) Review our current system for tracking progress monitoring and student achievement. 3) Collaborate in extended PLCs with grade level colleagues to analyze data and create instructional strategies to meet the needs of all students.</td>
<td>Star Assessment</td>
<td>Ongoing</td>
<td>District Funding for Star</td>
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<td><strong>Objective 2:</strong> Increase math scores from 64.9% to 70% as measured by the KPREP assessment in May 2020.</td>
<td>Alvaton Elementary will <strong>Design and Deploy Standards</strong> to ensure curricular alignment reviews are an ongoing action of the PLC’s planning process.</td>
<td>1) Ensure alignment of standards and tasks through coaching feedback.</td>
<td>Coaching Feedback</td>
<td>Ongoing</td>
<td>$0</td>
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2) Leadership team meets regularly to discuss and plan for PLCs based on coaching feedback.

**Objective 3:** Increase family engagement and involvement from 4.46 to 4.5 as measured by the Studer Student Survey in May 2020.

Alvaton Elementary will Design, Align, Deliver Support Processes to increase parent engagement and involvement.

<table>
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<th>1) Utilize the Family Resource Center to increase parent engagement and involvement.</th>
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**Family Resource Funds- $5,000**

**2: Separate Academic Indicator**

**Goal 2 (State your separate academic indicator goal):** Increase the separate academic indicator for students from 75.3% to 80% as measured by the KPREP assessment in 2022.

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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| **Objective 1:** Increase the percent of students scoring P/D in science from 37.6% to 44% as measured by the KPREP assessment in May 2020. | Alvaton Elementary will Design and Deliver Assessment Literacy to determine if assignments, activities, and assessments reflect the learning targets. | 1) Regularly review resources and assessments to ensure standard alignment. 2) Fourth grade team plan weekly with curriculum coordinator. 3) Use classroom assessments to inform teachers’ instructional decisions. | Coaching Feedback | Ongoing | **Funded Resources Used in Planning and Instruction -**  
BrainPop- $1,895  
STEMScopes- $1,200  
Generation Genius - $795  
Simple Solutions - $1,513  
Mystery Science - $800 |
Goal 3 (*State your Gap goal*): Increase the percentage of students in the gap groups scoring P/D from 39.8% to 52% in reading and 39% to 52.8% in math as measured by the KPREP assessment in 2022.

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<th>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.)</th>
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| Alvaton Elementary will **Design, Align, Deliver Support Processes** to ensure a continuous improvement system is in place to regularly monitor and evaluate instructional effectiveness at the classroom level. | **1) Create and monitor a data tracking list for students in the hispanic and English learner groups in math and reading.**  
**2) Conduct PLCs and classroom walkthroughs with district EL consultant.**  
**3) Build vocabulary and language literacy in the primary grades by implementing Lexia, Heggerty, and Words Their Way.** | **Objective 1:** Increase the reading scores for students in the **Hispanic or Latino group** from 33.3% to 54.5% and the **English Learner group** from 24.49% to 44% as measured by the KPREP assessment in 2020.  
**Objective 2:** Increase the math scores for students in the **Hispanic or Latino group** from 20.83% to 45.5% and the **English Learner group** from... |

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**2) Conduct PLCs and classroom walkthroughs with district EL consultant.**  
**3) Build vocabulary and language literacy in the primary grades by implementing Lexia, Heggerty, and Words Their Way.** | Star Coaching Feedback | Ongoing | District Funding for Star and Lexia  
Heggerty - $856  
Words Their Way - $11,429.91 |
| Objective 2: Increase the math scores for students in the **Hispanic or Latino group** from 20.83% to 45.5% and the **English Learner group** from... | | 1) Ensure alignment of math standards and tasks through weekly review of students extended responses. | Star Coaching Feedback | Ongoing | District Funding for Star  
IXL - $1,800 |
4: Growth

Goal 5 (State your Growth goal): Increase the growth score for students from 65.7 to 69 as measured by the KPREP assessment in 2022.

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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<td>Alvaton Elementary will <strong>Design and Deploy Standards</strong> to ensure curricular alignment reviews are an ongoing action of the PLC’s planning process.</td>
<td>1) Ensure alignment of standards and tasks through writing samples submitted weekly across all content areas. 2) Leadership team meets regularly to discuss and plan for PLCs based on writing feedback and student understanding of standards through writing to learn.</td>
<td>Writing / Standards Alignment</td>
<td>Ongoing</td>
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<td>Objective 2: Increase math scores from 64.9% to 70% as measured by the KPREP assessment in May 2020.</td>
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<td>Objective 3: Increase school culture and climate from 4.22 to 4.4 as measured by the</td>
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| Alwatson Elementary will Design and Deliver Instruction to provide additional instructional support. | 1) Provide students with Extended School Services in order to increase reading and math proficiency.  
2) Enhance curriculum through technology and web-based programs. | DCAs, STAR, KPREP | Ongoing | ESS Funds- $21,000  
Title I Funds |
|---|---|---|---|---|
| Alwatson Elementary will Design and Deliver Assessment Literacy to create intentional opportunities for students to receive and offer effective feedback during learning. | 1) Increase student engagement strategies, classroom management strategies, and student ownership of learning in the classroom through professional development opportunities  
2) Increase strategies to be used to help students in the areas of mental health, trauma, poverty and overall well-being of the students.  
3) Ensure a positive culture and safe environment through incorporating safety strategies, PBIS strategies, resources, and training | Coaching Feedback / Observations | Ongoing | Professional development - Title II ($16,102), Title I ($15,000), SBDM ($3,000)  
District Funds for implementation of Senate Bill I, Leader in Me, resources, and training |