Comprehensive Improvement Plan for Schools

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 targets to be achieved by the end of the current school year.

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

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

Process Monitoring: Is used to assess the plan performance, to quantify the rate of improvement based on goals and objectives, and to evaluate the effectiveness of the 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:

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The activity or category of the activity of activities and necessary planning to execute the activity or task is responsible for example the activity or task. In the following either define the time for the activity or task.

### Objective 2

#### Spring 2020

<table>
<thead>
<tr>
<th>N/A</th>
<th>DCA Charter STAR Chart</th>
<th>Code description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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### Objective 2

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</table>

**Feedback:**

- "Progress Teacher" 30 second feedback on the Whole Instructional Observation
- Feedback from KES, recommendations from KES.

**Assessment Measures:**

- Progress of assessment
- Assessment progress and student growth:
  - Formative assessment:
    - Running records
    - Progress of assessment
    - Formative feedback of students.

**Target:**

- Progress teacher's feedback.
- Feedback from KES.
- Progress of assessment.

**Meeting:**

- Progress teacher's feedback.
- Feedback from KES.
- Progress of assessment.

**Coaching:**

- Progress teacher's feedback.
- Feedback from KES.
- Progress of assessment.

**Objective 2:**

- Progress teacher's feedback.
- Feedback from KES.
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<tr>
<td><strong>Objective</strong></td>
<td><strong>Measure of Success</strong></td>
</tr>
<tr>
<td>Collaborate to improve our percentage of students scoring proficient or distinguished in writing from 18.1% in 2017-18 to 23% in 18-19.</td>
<td>Monthly monitoring of the writing policy.</td>
</tr>
<tr>
<td>Develop and implement a schoolwide writing plan. Teacher reps from each team meet to create and complete a writing plan with timelines to be approved and implemented by December 1.</td>
<td>Develop and implement a schoolwide writing plan.</td>
</tr>
<tr>
<td>PLC's and faculty meetings to monitor implementation of the writing plan.</td>
<td>Goal setting for individual students.</td>
</tr>
<tr>
<td>Student progress and implementation of the writing plan.</td>
<td>Student progress and implementation of the writing plan.</td>
</tr>
<tr>
<td><strong>Activities to Deploy Strategy</strong></td>
<td><strong>Progress Monitoring Date &amp; Notes</strong></td>
</tr>
<tr>
<td>Classroom Activities</td>
<td></td>
</tr>
<tr>
<td>K-12 Comprehensive Learning Culture and Environment</td>
<td></td>
</tr>
</tbody>
</table>
### Objective 1

**Goal:** To increase the percentage of students with disabilities scoring at or above grade level in reading by 204.

#### Progress Monitoring Data & Notes

<table>
<thead>
<tr>
<th>Date</th>
<th>Test/Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1/2019</td>
<td>PT's assessment</td>
<td>Spring 2019, DC's in the universal screening quadrant. Since the DCA, STAR, and state assessments are used, the intervention is in line with current practices and yields instructional progress. The teacher uses these data to create a system to ensure appropriate and timely interventions are made. The current instructional data show a 9% increase in success. The teacher will monitor students to ensure instruction is aligned with the current instructional plans.</td>
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#### Compare

- PT's in the universal screening quadrant. Since the DCA, STAR, and state assessments are used, the intervention is in line with current practices and yields instructional progress. The teacher uses these data to create a system to ensure appropriate and timely interventions are made. The current instructional data show a 9% increase in success. The teacher will monitor students to ensure instruction is aligned with the current instructional plans.
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#### Strategies

- **Classroom Activities:**
  - **RCMP:** Establish learning culture and environment
  - **RCMP:** Design, deliver, and evaluate classroom activities
  - **RCMP:** Teach, assess, and apply classroom activities
  - **RCMP:** Design and deliver instructional routines
  - **RCMP:** Implement Instructional Routines

- **Support Services:**
  - **RCMP:** Design and deliver instructional routines
  - **RCMP:** Implement Instructional Routines

- **Instructional Planning:**
  - **RCMP:** Establish learning culture and environment
  - **RCMP:** Design, deliver, and evaluate classroom activities
  - **RCMP:** Teach, assess, and apply classroom activities
  - **RCMP:** Design and deliver instructional routines
  - **RCMP:** Implement Instructional Routines

**Notes:**

- The reading percentage of students with disabilities increased from 18% to 21% reading in grade level.

**Action:**

- Teacher will increase the number of students with disabilities scoring at or above grade level in reading by 204.

**Assessment:**

- Universal screeners quarterly, State success.

**Additional Resources:**

- PLC's practice/high yield instructional strategies.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td></td>
</tr>
<tr>
<td>Collaborate to increase the percent of students with 2 or more races scoring proficient/distinguished in math from 15.8% proficiency to 24%.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instruction will be monitored through the collection of data.</td>
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</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td></td>
</tr>
<tr>
<td>Develop a progress monitoring system to monitor students’ mastery of each standard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instruct students to close the gap.</td>
</tr>
<tr>
<td></td>
<td>Instruct students to close the gap.</td>
</tr>
<tr>
<td></td>
<td>Instruct students to close the gap.</td>
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</tbody>
</table>

**Note:**
- **DCA, STAR, and state assessment:**
- Universal screeners quarterly, State assessment Spring 2019, DCA’s in PLC’s.
- Instruction will be monitored through the collection of data.
<table>
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</tr>
<tr>
<td>Activities to Deploy Strategies</td>
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</tr>
<tr>
<td>Strategy 1</td>
<td>Strategy 2</td>
</tr>
<tr>
<td>Strategy 3</td>
<td>Strategy 4</td>
</tr>
</tbody>
</table>

In the following chart, identify the timeline for the activity or the activity of activities and necessary funding to execute the strategy. The person(s) responsible for ensuring the activity or the activity of activities is (are) identified in the timeline for the activity or the activity of activities. The activity or the activity of activities is (are) labeled with the activity or the activity of activities. The timeline for the activity or the activity of activities is (are) labeled with the timeline for the activity or the activity of activities. The strategy is (are) labeled with the strategy. The strategy is (are) labeled with the strategy. The strategy is (are) labeled with the strategy. The strategy is (are) labeled with the strategy.

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4: Graduation Rate

Goal 4: Increase Graduation Rate Goal:

- Graduation Rate

- Graduation Rate
## Objective 1

### Progress Monitoring Data & Notes

<table>
<thead>
<tr>
<th>N/A</th>
<th>6/2019</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Winter 2019</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
<td>6/2019</td>
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<td>Winter 2019</td>
</tr>
</tbody>
</table>

### Measure of Success: Progress Monitoring Data

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

### Activities to Deploy Strategies

- Classroom Activities:
  - KCWP 1: Establishing and delivering classroom learning environment
  - KCWP 2: Designing and delivering classroom learning activities
  - KCWP 3: Planning and delivering classroom learning activities
  - KCWP 4: Assessing, adjusting, and improving classroom learning

### Strategies

- KCWP 5: Designing and delivering instructional strategies

### Fund

- Fund 1: DCA data
  - Note: DCA data will be used to inform interventions to promote Math for the 18-19 state higher category.

- Fund 2: DCA data
  - Note: DCA data will be used to inform interventions to promote Math for the 18-19 state higher category.

### Fund 3: DCA data
  - Note: DCA data will be used to inform interventions to promote Math for the 18-19 state higher category.

- Note: STAR data, Child, etc. students will be placed in varied learning conditions based on STAR performance for Objective 2.
<table>
<thead>
<tr>
<th>12% Novice</th>
<th>42% Apprentice</th>
<th>37% Proficient</th>
<th>9% Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move 5% of students to a higher category</td>
<td>to meet individual needs of students</td>
<td>differentiation of instruction aligned to meet individual needs of students</td>
<td>learning environments to address individual needs</td>
</tr>
<tr>
<td>Objective 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>preschool programs. meeting criteria into kindergarten to 45%. Enrichment Center to engage students scores indicating that $200 Grant Fall 2019 Brigance testing fall Collaboration with the Family kindergarten from 42% of preschool and kindergarten Collaborate to improve our preschool and kindergarten Progress Monitoring Date &amp; Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000 Grant 2019</td>
<td>Fall 2019 2019</td>
<td></td>
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</tr>
<tr>
<td>N/V</td>
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<tbody>
<tr>
<td>2019</td>
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<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activities</th>
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<td>Classroom Activities</td>
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<tr>
<td>CKWP: Establishing Learning Culture and Environment</td>
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</tr>
<tr>
<td>CKWP: Planning, Deliver, and Deliver Support Teacher</td>
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Goal: Increase the Bridge to 55% of students ready for kindergarten by 2024.
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<td><strong>Funding</strong></td>
<td><strong>Strategy</strong></td>
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<td><strong>Strategy</strong></td>
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**Objective 1:**
- Classroom Activities
  - KWP: Design and Deliver Orientation Program
  - KWP: Design and Deliver Training (Classroom Activities)
  - KWP: Design and Deliver Student/Classroom Activities

**Objective 2:**
- Classroom Activities
  - KWP: Design and Deliver Training (Classroom Activities)
  - KWP: Design and Deliver Training (Classroom Activities)
  - KWP: Design and Deliver Training (Classroom Activities)

**Goal:** State your goal:
- Set a goal to achieve the objective.

**Notes:**
- The activities and strategies are designed to support the attainment of the goal.
- The table format helps in tracking progress and monitoring the effectiveness of the strategies.