

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 Combined Percentage of students scoring Proficient in Reading and Math from 31% to 66% by the year 2023, as measured by the required state academic assessment.

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](#)
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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.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the Combine Percentage of students scoring Proficient in Reading and Math from 31% to 38% by the spring of 2019, as measured by the required state academic assessment.	KCWP 1: Homeroom Teachers will develop a systematic approach for the design and delivery of instruction to determine and implement the most appropriate and effective high yield strategies in order to ensure congruency to the intent of Reading Wonders and Investigations/enVision Math curriculum and learning targets. Homeroom Teachers will develop a systematic approach for the design and delivery of instruction to determine and implement the most appropriate and effective high yield strategies in order to ensure congruency to the intent of Reading Wonders and Investigations/enVision Math curriculum and learning targets.	KCWP1: Process Grade Level PLCs (Professional Learning Communities) will meet weekly and collaborate using Data Wise Continuous Improvement Process, in addition to backwards planning (starting with the summative unit assessment and working backwards), to ensure daily lessons include higher order questioning.	We will monitor this activity through PLC Agendas/Minutes.		No funding required District funding for leadership to attend Datawise Professional Learning if available
		KCWP1: Practice Administrative team will ensure ongoing professional development in the area of best practice/high yield instructional strategies and higher level questioning to aid in curricular adjustments when students fail to meet mastery. The district GT & Math Reps (and our Partnership Zone team) will meet with PLC teams for each training.	We will monitor this activity through PLC Agendas/Minutes, review of student data and correspondence between district reps and PLC teams.		No funding required

		<p>KCWP 2: Practice Teachers will practice to ensure that students understand the success criteria (how they'll be assessed) within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.") We will monitor this activity through our ELEOT walkthrough tool. (E4: Progress Monitoring and Feedback Environment - Learners understand and/or are able to explain how their work is assessed).</p>			
		<p>KCWP 2: Practice Teachers will practice to plan strategically in the selection of high yield instructional strategies and higher level questions within lessons. In addition, they will utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. We will monitor this activity by analyzing lesson plans in Reading Wonders and Math Investigations/enVisions.</p>			

2: Separate Academic Indicator

Goal 2 Increase the percent proficient of students in Science, Social Studies, and Writing from 18% to 58% by the year 2023, as measured by the required state academic assessment.

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	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percent proficient of our students in Science, Social Studies, and Writing from 18% to 26% by the Spring of 2019, as measured by state academic assessment.	KCWP 1: Homeroom Teachers will develop a systematic approach for the design and delivery of instruction to determine and implement the most appropriate and effective high yield strategies in Science, Social Studies, and Writing.	KCWP 1: Process Grade Level PLCs (Professional Learning Communities) will meet weekly and collaborate using Data Wise Continuous Improvement Process, in addition to backwards planning (starting with the summative unit assessment and working backwards) to ensure daily lessons include higher order questioning. Grade Level PLCs (Professional Learning Communities) will meet weekly and collaborate using Data Wise Continuous Improvement Process, in addition to backwards planning (starting with the summative unit assessment and working backwards) to ensure daily lessons include higher order questioning.	We will monitor this activity through PLC Agendas/Minutes and review of lesson plans. Review of student achievement data including TCT for science and Analysis of student work in Writing.		No funding required
		KCWP 1: Process Administrative team will ensure ongoing professional development in the area of best practice/high yield instructional strategies and higher level questioning to aid in curricular adjustments when	We will monitor this activity through PLC Agendas/Minutes and review of Eleot data which should show		If needed Title 1 or Section 6 funds will be allocated for job embedded professional learning

		<p>students fail to meet mastery. The district GT & Math Reps (and our Partnership Zone team) will meet with PLC teams for each training.</p>	<p>increase in observation of questioning strategies.</p>		
		<p>KCWP 2 Practice: Teachers will to ensure that students understand the success criteria (how they'll be assessed) within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.")</p>	<p>We will monitor this activity through our ELEOT walkthrough tool. (E4: Progress Monitoring and Feedback Environment - Learners understand and/or are able to explain how their work is assessed).</p>		
		<p>KCWP 2 Practice: Teachers will plan strategically in the selection of high yield instructional strategy usage within lessons. In addition, they will utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>We will monitor this activity by analyzing lesson plans in Reading Wonders and Math Investigations/envisions to ensure high yield strategies have been embedded.</p>		

3: Gap

Goal 3 Increase the Combined Percent proficient of our African American students in Reading and Math from 23% to 63% by the year 2023, as measured by the required state academic assessment.

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 Combined Percent proficient of our African American students in Reading and Math from 23% to 31% by the fall of 2019, as measured by KPREP.	KCWP 6 Staff will improve and sustain the learning culture and environmental conditions throughout the school.	KCWP 6: Practice: Grade Level PLCs (Professional Learning Communities) will ensure that they're planned for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	We will monitor this activity by analyzing lesson plans and PLC agendas/minutes to ensure they include Culturally Responsive Practices		No funding required- district PL
		KCWP 2: Practice: Teachers will practice to ensure that students understand the success criteria (how they'll be assessed) within each learning target. ("Our learning target for today is _____, and we will know we are successful when we _____.")	We will monitor this activity through our ELEOT walkthrough tool. (E4: Progress Monitoring and Feedback Environment - Learners understand and/or are able to explain how their work is assessed).		
	KCWP 2: Teachers will develop a systematic approach in order to design, align, and deliver support to our African American students.	KCWP 2: Practice: Teachers will incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	We will monitor this activity by analyzing lesson plans and evaluating Domain 1b in the Framework for Teaching (TPGES: Knowledge of Students).		

4: Growth

Goal 4 Increase the percentage of students meeting or exceeding anticipated growth in Reading from 56% to 78% to AND in Math from 51% to 76% by the spring of 2023, as measured by the spring 2023 MAP Student Growth Summary Report.

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 percentage of students meeting or exceeding anticipated growth in Reading from 56% to 60% AND in Math from 51% to 56% by the spring of 2019, as measured by the spring 2019 Map Student Summary Report.	KCWP 4: Homeroom and MTSS Teachers will develop a systematic approach in order to review, analyze, and apply data to monitor and evaluate student assessment results. This systematic approach will help teachers guide their instruction and determine the grouping of students.	KCWP 4: Process: Homeroom Teachers, School Leadership, and MTSS Teachers will meet every nine weeks in Student Problem Solving (SPS) meetings to analyze Tier 2 and Tier 3 student data from FAST. In addition, MTSS teachers monitor their data weekly in order to make program changes. The team will ensure that the intervention resource(s) used matches the specific student skill deficit. Decisions about student movement through/out of the Tiers of instruction, including potential changes to small group and/or WIN (What I Need) time, will be based on the data from FAST.	We will monitor and measure this activity through MTSS agendas and minutes and MTSS teacher weekly teacher data to evaluate student growth and movement between tiers.		Staffing Allocation used to fund Intervention/MTSS teachers.

5: Transition Readiness

Goal 5 Increase the percentage of students who are “transition ready” in Reading from 46% to 73% AND in Math from 29% to 65% by the spring of 2023, as measured by the 2023 Spring MAP Projected Proficiency Summary Report.

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of 5 th grade students who are “transition ready” in Reading from 46% to 51% AND in Math from 29% to 36% by the spring of 2019, as measured by the 2019 Spring MAP Projected Proficiency Summary Report.	KCWP 4: 5 th Grade Homeroom Teachers will develop a systematic approach in order to review, analyze, and apply fall/winter/spring MAP data. This systematic approach will help teachers guide their instruction and determine the grouping of students.	KCWP 4: Practice: 5 th Grade Homeroom Teachers will implement student participation in conducting student-led data conferences and goal setting. Teachers will design a goal setting/tracking sheet to ensure students are actively involved in knowing and tracking their own MAP data. Teachers will meet individually with each of their students to set MAP goals (using Fall MAP data as a baseline) for the Winter and Spring testing sessions. Students will complete a goal setting sheet to track their MAP data throughout the year.	We will monitor this activity by observing student goal setting/tracking sheets to measure implementation and impact (students meeting goals)		No funding required.