

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 proficiency in combined reading and mathematics from 68.7% to 84.3% by May 2023 as measured by state-required academic assessments.

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
<p>Objective 1 Increase proficiency in combined reading and mathematics from 68.7% to 71.9% by May 2019 as measured by state-required academic assessments.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards with fidelity.</p>	<p>The Leadership Team will establish a process to assess, review, and revise school curricula in order to monitor alignment between the standards, assessments, and learning targets. The team will meet with grade level teams monthly to discuss outcomes, provide feedback and plan next steps.</p> <ul style="list-style-type: none"> • Teachers will evaluate Wonders and Envision/ Investigations lessons to ensure that they are aligned with the Kentucky Academic Standards in reading and math and adjust lessons to ensure that the standards are being taught to the appropriate level of rigor. <p>The Curriculum Committee will establish a practice to ensure that:</p>	<p>Principal will monitor progress through monthly review of teacher/team plans, the use of standards matrices, and the team data analyses.</p>		

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		<ul style="list-style-type: none"> • There is congruency between standards, assessment measures, and learning targets. • Students understand the success criteria within each learning target. • Assignments and activities reflect the learning targets students have had the opportunity to learn. • Formative assessment measures are documented within lesson planning practices, and the results of these assessments are used to make immediate instructional modifications. • There is a consistent school-wide process for monitoring individual student progress toward mastery of the standards. 			

2: Separate Academic Indicator

Goal 2 – Increase proficiency on the Separate Academic Indicators (science, social studies, and writing) from 58.4% to 79.2% by May 2023 as measured by state-required academic assessments.

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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<p>Objective 1 Increase proficiency in science from 48.4% to 53.6% by May 2019 as measured by state-required academic assessments.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that highly-effective, standards-based, Tier 1 science instruction is provided to all students in the classroom.</p>	<p>The Science teacher in collaboration with grade level teams will facilitate the establishment of a process that ensures congruency is present between science standards, learning targets, and assessment measures.</p> <ul style="list-style-type: none"> • Teachers will collaborate with the science teacher to ensure understanding of the Next Generation Science Standards (NGSS) at their grade levels. • Teachers will collaborate with the science teacher when planning units of study to ensure that classroom instruction is aligned with science lab instruction. • The NGSS will be taught with fidelity at all grade levels. • Teachers will complete utilize state-recommended Through Course Tasks to fidelity using 			

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		<p>the flow chart from the state and will use the CER for arguments and explanations monthly.</p>			
<p>Objective 2 Increase proficiency in writing from 49.4% to 54.4% by May 2019 as measured by state-required academic assessments.</p>	<p>Design a systematic approach for the design and delivery of instruction in order to ensure that all students have the knowledge, skills, and motivation to write proficiently for a variety of purposes.</p>	<p>The SBDM Council will develop a protocol to design and deploy the standards to ensure that the writing curriculum is reviewed and revised annually.</p> <ul style="list-style-type: none"> • The SBDM Council will update and revise Glendover’s Writing Policy, Plan, and Program to ensure that: <ul style="list-style-type: none"> The master schedule includes a designated writing block at each grade level. Grade level writing unit plans are based on common core standards and pre- and post- on demand prompts used to assess student progress. using standards-based checklists/rubrics. Student writing is shared across grade levels. <p>All teachers will collaborate to establish a practice that integrates daily writing and content instruction to maximize instructional time and provide all students with opportunities to write for a variety of purposes.</p>			

3: Gap

Goal 3 – Increase proficiency in combined reading and mathematics for students who qualify for free or reduced lunch from 44.4% to 72.2% by May 2023 as measured by state-required academic assessments.

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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<p>Objective 1 Increase proficiency in combined reading and mathematics for students who qualify for free or reduced lunch from 44.4% to 49.9% by May 2019 as measured by state-required academic assessments.</p>	<p>Improve and sustain the learning culture and environmental systems of the school in order to ensure an optimal and safe learning environment and reduce adverse barriers to learning.</p>	<p>The School Climate Committee will collaborate (with district PBIS support) to develop a process for monitoring school-wide behavior. The committee will meet monthly to review progress and plan next steps.</p> <p>The Positive Behavior Interventions and Supports (PBIS) Committee will establish a condition to ensure behavioral expectations are actively taught throughout the year, modeled and are an existing part of the school curriculum and culture.</p>			
<p>Objective 2 Increase proficiency in combined reading and mathematics for students who qualify for free or reduced lunch from 44.4% to 49.9% by May 2019 as measured by state-required academic assessments.</p>	<p>Establish a protocol to review, analyze, and apply data in order to determine priorities for individual student success.</p>	<p>The MTSS team will establish a process to ensure that students performing below proficiency have before and/or after school opportunities to improve on deficit skills.</p> <ul style="list-style-type: none"> • Maintain a watch list for students performing below proficiency that is reviewed 			

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		<p>every six weeks. As part of this database, identify students who need Tier 2 intervention supports.</p> <ul style="list-style-type: none"> • Provide small group instruction to remediate specific skills to ensure student progress toward mastery of the standards. • Implement and commit to purposeful, scheduled monitoring efforts using multiple sources of data to document student progress, move students between interventions and tiers, and evaluate intervention effectiveness. 			

4. Graduation Rate: N/A

5: Growth

Goal 5 – Decrease the percent of students identified as “Less than Catch Up” in combined reading and mathematics from 25.5% to 12.8% as measured by the Kentucky Accountability by May 2023.

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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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.*)

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<p>Objective 1 Decrease the percent of students identified as “Less than Catch Up” in combined reading and mathematics from 25.5% to 23.5% by May 2019 as measured by state-required academic assessments.</p>	<p>Establish a protocol to review, analyze, and apply data in order to determine priorities for individual student success.</p>	<p>The MTSS team will establish a process to ensure that students performing below proficiency have before and/or after school opportunities to improve on deficit skills.</p> <ul style="list-style-type: none"> • Maintain a watch list for students performing below proficiency that is reviewed every six weeks. As part of this database, identify students who need Tier 2 intervention supports. • Provide small group instruction to remediate specific skills to ensure student progress toward master of the standards. <p>Implement and commit to purposeful, scheduled monitoring efforts using multiple sources of data to document student progress, move students between</p>			

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		interventions and tiers, and evaluate intervention effectiveness.			
<p>Objective 2 Increase the percent of English Learners who make expected growth in English proficiency from 11.1% to 19.9% by May 2019 as measured by state-required ACCESS assessment.</p>	<p>Establish a practice for the design and delivery of instruction to ensure that students understand where they are going, where they are currently, and how they will close the gap.</p>	<p>Implement a process for student goal setting based on formative assessment data that ensures students are able to articulate current academic performance as steps necessary to improvement.</p> <p>Establish a practice for collaboration between EL teachers and co-teachers for the implementation of high-yield student engagement activities for English learners.</p>			
<p>Objective 3 Increase proficiency in combined reading and mathematics for students with disabilities from 21.1% to 28.9% by May 2019 as measured by state-required academic assessments.</p>	<p>Improve and sustain the learning culture in the classroom and/or small group setting in order to achieve an optimal and safe learning environment conducive to meeting students' specific needs.</p>	<p>The Special Education Team in collaboration with the Leadership Team will establish a condition to ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning and student grouping.</p> <ul style="list-style-type: none"> • Ensure that students with intense behavior concerns/ disabilities are addressed with positive behavior modification, response plans, sensory room for student needs, BIPS, and early identification. • Ensure consistency between home and school by intentionally consulting with parents/guardians to discuss academic and behavioral strategies that can be reinforced at home and in the community 			

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		<p>so that students can generalize skills taught at school.</p> <ul style="list-style-type: none">• Ensure that students with special needs have equal access to Tier 1 instruction and use evidence-based practices to teach students who have deficits in reading, writing and math to make this content more accessible.			

6: Transition Readiness

Goal 6: Increase the percent of fifth graders on track to score a 22 or higher on the ACT from 42.2% to 71.1% as determined by the Measures of Academic Performance reading and math assessment by May 2023.

<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 Increase the percent of fifth graders on track to score a 22 or higher on the ACT from 42.2% to 47.9% as determined by the Measures of Academic Performance reading and math assessment by May 2019.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards with fidelity.</p>	<p>The Leadership Team will establish a process to assess, review, and revise school curricula in order to monitor alignment between the standards, assessments, and learning targets. The team will meet with grade level teams monthly to discuss outcomes, provide feedback and plan next steps.</p> <ul style="list-style-type: none"> • Teachers will evaluate Wonders and Envision/ Investigations lessons to ensure that they are aligned with the Kentucky Academic Standards in reading and math and adjust lessons to ensure that the standards are being taught to the appropriate level of rigor. <p>The Curriculum Committee will establish a practice to ensure that:</p>			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none"> • There is congruency between standards, assessment measures, and learning targets. • Students understand the success criteria within each learning target. • Assignments and activities reflect the learning targets students have had the opportunity to learn. • Formative assessment measures are documented within lesson planning practices, and the results of these assessments are used to make immediate instructional modifications. <p>There is a consistent school-wide process for monitoring individual student progress toward mastery of the standards.</p>			
<p>Objective 2 Increase proficiency in writing from 49.4% to 54.4% by May 2019 as measured by state-required academic assessments.</p>	<p>Design a systematic approach for the design and delivery of instruction in order to ensure that all students have the knowledge, skills, and motivation to write proficiently for a variety of purposes.</p>	<p>All teachers will collaborate to establish a practice that integrates daily writing and content instruction to maximize instructional time and provide all students with opportunities to write for a variety of purposes.</p> <ul style="list-style-type: none"> • Fifth Grade teachers will collaborate to develop writing unit plans that are based on common core standards and implement the use of pre- and post- on-demand prompts used to assess student progress using standards-based checklists/rubrics. 			

