# 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: 2018-2019 Goals

| Goal 1 (*State your proficiency goal):* Increase the average combined reading and math proficiency ratings for students in grades 3-5 to 60% and students in grades 6-8 to 68% by 2022Goal 2 *(State your other academic indicators goal):* Reduce the number of students scoring Novice in the other academic indicators grades 3-5 to 15% and grades 6-8 to 10% by 2022Goal 3 *(State your growth goal):* 75% of students will show adequate growth toward their proficiency goal by 2022Goal 4 *(State your transition readiness goal):* 75% of 5th and 8th grade students will be “transition ready” as determined by state benchmarks by 2022Goal 5 *(State your gap goal):* Reduce the number of students in the non-duplicated gap group scoring Novice on state assessments to less than 15% by 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
 | 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%202%20Design%20and%20Deliver%20Instruction%20Classroom%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%203%20Design%20and%20Deliver%20Assessment%20Literacy%20Classroom%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data%20Classroom%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%205%20Design%20Align%20Deliver%20Support%20Classroom%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%206%20Establishing%20Learning%20Culture%20and%20Environment%20Classroom%20Activities.pdf)
 | 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: Collaborate to increase the average combined reading and math proficiency ratings for all students in SG Elementary from 46.25% to 51.25% and SG Middle from 54.2% to 59.2% as assessed on the 2019 state assessment Objective 2: Collaborate to ensure at least 50% of all students in grades 4-8 meet adequate yearly growth on annual reading and math assessments  | Literacy/WritingMath | Unit development—standard alignment, curriculum mapping, using learning targets to drive instruction | Completed units, classroom observations, Coach PGP goals | May 2019 | N/A |
| Summative assessments | KPrep format assessments  | May 2019 | N/A |
| Implementation of Striving Readers Comprehensive Literacy Grant* Professional development and coaching
* Reading Mastery grades K-2
* Artful Reading grades K-5
* Kentucky Writing Project grades 5-8
* Kentucky Reading Project preschool
* District literacy coach
* BornLearning Academy ages birth-5
* Imagination library ages birth-5
* Little Cub School ages 2-3
* Classroom libraries
 | AttendanceDemonstrate growth on benchmark assessments for each program (DIBELS, etc.)PGP and evaluationAttendance and surveysLibraries in place | May 2020 (2-year grant)May 2019May 2019October 2018 | SRCL federal fundsPreschool Partnership Tier 3SRCL federal funds |
| Implementation of Innovative Approaches to Literacy Grant (River Country Readers)* Innovation specialist
* PD for STEM instructors (KYSTE, Clevertouch, etc.)
* Chromebooks for grades K-2
* Little Cubs and Lions Home Library
* Book clubs
 | PGP and evaluationAttendancePurchase orderDistribution of books to students | May 2020May 2020 | IAL federal fundsIAL federal funds |
| Unit development | Completed units | May 2019 | N/A |
| Summative assessments | KPrep format assessments | May 2019 | N/A |
| Math Facts in a Flash | Program completion rates per grade level | May 2019 | SBDM funds |
| Edmentum | Completion of 30-60 mins. per week per student | May 2019 | SBDM and general funds |
| Edgenuity—Algebra 1 classAll strategies and activities included in Objective 1 plus:* MAP data
* Edmentum ILPs based on MAP scores
 | Course completionMeeting MAP goalsCompleting Edmentum activities | May 2019May 2019 | General fundsSBDM and general funds |
| Objective 3: Reduce the number of students scoring Novice in combined other academic indicators to 25% for elementary students and below 10% for middle school students as assessed on the 2019 state assessment | WritingSocial Studies Science | Implementation and refinement of district writing plan and continuumInstructional strategies including live scoring, writing coaching, state released items, state scored rubrics, etc.5th grade ESS writing group for targeted studentsUnit developmentWriter’s notebooks (KWP)Literacy coachingUnit developmentSTEMscopes training and implementationInstructional practice using state phenomenon-based approach to assessmentsWriter’s notebooks (KWP)Literacy coaching Robotics and STEM clubs | Lesson plans, writing journals, writing piecesLesson plans, observations, literacy coach scheduleESS scheduleCompleted unitsCompleted writing promptsCoach scheduleCompleted unitsLesson plansLesson plansCompleted writing promptsCoach scheduleClub Schedules | May 2019May 2019May 2019May 2019May 2019May 2019May 2019May 2019May 2019May 2019May 2019September 2019 | N/AN/AESS fundsN/ASRCL fundsSRCL fundsN/ATitle IV, Part A and SBDM fundsN/ASRCL fundsSRCL fundsIAL federal funds |
| Objective 4: 55% of SG 5th and 8th graders will meet academic benchmarks in reading and math to demonstrate “transition readiness” to the next academic year | Student support services  | Summer “move up” day for 5th grade studentsUtilize NWEA reports to set assessment goalsHigh school visits for 7th and 8th gradersClassroom guidance using evidence-based programs (“Student Success Skills” for 5th grade and “Why Try” for 8th grade)Camp Joy field trip | AttendanceGrade level meetings to introduce and discuss the “student profile” reportCalendar of scheduled visitsCounselor schedule and PGPMaster schedule field trip date | September 2019September 2019December 2019May 2019December 2019 | N/ASBDM fundsN/ATitle IV (“Why Try”)General funds |
| Objective 5: Decrease the number of non-duplicated gap group students scoring novice on state assessments to 25% | Small-group interventionsParent and community involvement | Identify students scoring below grade level and refer for remediation in ESS, Electives, RTIHiring of literacy coachSocial studies test prep manualUtilizing KDE released items and scoring rubrics to drive instructionHire Families in Transtion/Homeless coordinatorLiteracy nightsBornLearning AcademyLittle Cub SchoolFine Arts NightBand ConcertsReadyfestOptimist Club Oratorical ContestCity Council Youth Appreciation NightAnti-bullying assembly collaboration with St. Therese schoolSouthgate Block PartyGenerate positive PR for the district * District website
* Weekly emails
* Building signage
* Articles in local media outlets
* Superintendent all-calls
 | School schedules reports in Infinite CampusCoach scheduleLesson plansLesson plansCoordinator scheduleDistrict calendar of eventsAttendance, sign-in sheetsAttendance, sign-in sheetsDistrict calendar of eventsDistrict calendarDistrict calendarStudent participationStudent participationDistrict calendarDistrict calendarPublications and social media posts | December 2019September 2019May 2019May 2019May 2019May 2019May 2019 | ESS funds, Title 1 fundsSRCL grant fundsN/AMcKinney-Vento federal grant fundsSRCL grant funds and FRYSC fundsPreschool partnership grant Tier 3Activity fundsTitle IV, Part APreschool Partnership grantSRCL grant funds |