

MCKA Improvement Plan 2018-2019

1: Proficiency Goal

Goal 1: By 2023, 80% of students will be reaching proficiency in reading and math.

Objective			Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding									
Objective 1: By May 2019, student proficiency rates will increase by the following: <table border="1"><tr><td>Subject</td><td>Current %</td><td>Goal %</td></tr><tr><td>Reading</td><td>58.8%</td><td>65%</td></tr><tr><td>Math</td><td>47.5%</td><td>55%</td></tr></table>			Subject	Current %	Goal %	Reading	58.8%	65%	Math	47.5%	55%	<a href="#">KCWP2: Design and Deliver Instruction</a> - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	<b>PLC Protocol: Evidence/Inference/Activate-</b> Collective Teacher Efficacy using student data to understand impact on learning. Teachers will meet twice a month to review student data from common assessments and predictive assessments and create actionable goals and plans based upon high yield strategies.	-Quarterly Data meetings -Common Assessment Data -Map Growth Reports		School and district funds
			Subject	Current %	Goal %											
			Reading	58.8%	65%											
			Math	47.5%	55%											
			<b>Instructional Rounds:</b> Teachers will work together to create a problem of practice (POP). Teachers and district staff work together to collect evidence through instructional rounds observations, and debriefing the information. The debriefing process concludes with the “next level of work “identified.	-Instructional Rounds Debriefing Process -Student Data (formative and summative)		School funding										
<a href="#">KCWP2: Design and Deliver Instruction</a> - How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	<b>High Effect Size Instruction:</b> Teachers will be involved in continual professional learning regarding and instructional coaching regarding the best researched based instructional strategies. Strategies will be implemented in daily instruction (i.e. teacher clarity, feedback, effective discussion, gradual release model, etc.)	-student progress data -teacher observations/walkthroughs		School funding												
	<b>Turnaround Leadership Development:</b> Principal will engage in professional development (Adaptive Schools, PD Road Show, Personalized Study Groups, active PLC member with general ed and special ed, researched based instruction) and partnerships through education co-ops (CKEC/GRREC).	-PLC agendas/minutes -PD Road show topics -Faculty Meeting topics -Teacher lesson design		SBDM and district funding												

	KCWP2: Design and Deliver Instruction –What system is in place to ensure students take responsibility for their own learning? How does the teacher ensure cognitive engagement versus passive or active engagement? How do school/district leadership ensure teachers design lessons with students’ cultural, social, and developmental needs in mind?	<b>Personalized Learning Study Group:</b> Teachers and principal will be involved in professional learning through studying personalized learning and creating next steps to implement personalized learning in classrooms.	-Professional learning -Implementation of personalized learning in the classroom -Student progress data		District and SBDM funding

2: Separate Academic Indicator

Goal 2: By 2023, 80% of students will be reaching proficiency in social studies and writing.

Objective			Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding									
Objective 1: : By May 2019, student proficiency rates will increase by the following: <table border="1"><tr><td>Subject</td><td>Current %</td><td>Goal %</td></tr><tr><td>Social Studies</td><td>58.3%</td><td>65%</td></tr><tr><td>Writing</td><td>36.7%</td><td>50%</td></tr></table>			Subject	Current %	Goal %	Social Studies	58.3%	65%	Writing	36.7%	50%	<a href="#">KCWP2: Design and Deliver Instruction</a> - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	<b>PLC Protocol:</b> Evidence/Inference/Activate-Collective Teacher Efficacy using student data to understand impact on learning. Teachers will meet twice a month to review student data from common assessments and predictive assessments and create actionable goals and plans based upon high yield strategies.	-Quarterly Data meetings -Common Assessment Data -Map Growth Reports		School and district funds
			Subject	Current %	Goal %											
			Social Studies	58.3%	65%											
			Writing	36.7%	50%											
<b>Instructional Rounds:</b> Teachers will work together to create a problem of practice (POP). Teachers and district staff work together to collect evidence through instructional rounds observations,	-Instructional Rounds Debriefing Process -Student Data (formative and summative)		School funding													

		and debriefing the information. The debriefing process concludes with the “next level of work “identified.			
	<ul style="list-style-type: none"> <li> <a href="#">KCWP2: Design and Deliver Instruction -</a>  How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target?  What system is in place to ensure students take responsibility for their own learning? </li> </ul>	<p><b><u>High Effect Size Instruction:</u></b>  Teachers will be involved in continual professional learning regarding and instructional coaching regarding the best researched based instructional strategies. Strategies will be implemented in daily instruction (i.e. teacher clarity, feedback, effective discussion, gradual release model, etc.)</p>	<p>-student progress data  -teacher observations/walkthroughs</p>		School funding
		<p><b><u>Turnaround Leadership Development:</u></b> Principal will engage in professional development (Adaptive Schools, PD Road Show, Personalized Study Groups, active PLC member with general ed and special ed, researched based instruction) and partnerships through education co-ops (CKEC/GRREC).</p>	<p>-PLC agendas/minutes  -PD Road show topics  -Faculty Meeting topics  -Teacher lesson design</p>		School funding
	KCWP2: Design and Deliver Instruction –What system is in place to ensure students take responsibility for their own learning? How does the teacher ensure cognitive engagement versus passive or active engagement? How do school/district leadership ensure teachers design lessons with students’ cultural, social, and developmental needs in mind?	<p><b><u>Personalized Learning Study Group:</u></b> Teachers and principal will be involved in professional learning through studying personalized learning and creating next steps to implement personalized learning in classrooms.</p>	<p>-Professional learning  -Implementation of personalized learning in the classroom  -Student progress data</p>		SBDM and district funding

3: Gap

Goal 3: By 2023, 80% of identified subgroup student performance will reach proficiency in reading, math, social studies, and writing.

Objective						Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, student proficiency rates in each subgroup will reach 40% in each core content area:						<a href="#">KCWP2: Design and Deliver Instruction</a> - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best? How do school/district leadership ensure teacher’s design lessons with students’ cultural, social, and developmental needs in mind?	<b>Curriculum Monitoring Systems-</b> Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Quarterly data review plcs will be held to review data trends, make inferences, and plan next steps specific to subgroup data. PLC processes will examine student data to determine next steps, planning of interventions and enrichments, and formation of student groupings for small group instruction and next steps with core instruction.	RTI data monitoring; assessment data		District and SBDM funding
% Prof.	Reading	Math	Social Studies	Writing			<b>Evidence-based instructional strategies-</b> Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	student progress data		SBDM funding
Female	43.3	36.4	47.7	43.9						
Male	38.7	33.3	47.7	17.1			<b>Daytime Tutoring:</b> Identified students on the “watch/cusp” list will receive additional instruction during the day utilizing the daytime ESS waiver program. <b>Flexible Intervention Classes:</b> Identified students will be enrolled in classes to receive Tier 2 and Tier 3 instruction based upon the students’ needs and progress.	Student progress data		SBDM funding
White	39.8	34.5	46.1	32.0						
African American	42.1	31.6	47.4	15.8						
Hispanic	53.3	46.7	66.7	46.7						
F/R LUNCH	40.3	28.9	41.5	26.4						

Stu den t w/ Dis abil itie s	8.7	8.7	4.3	0					
						<b><u>Achieve 3000:</u></b> Students with disabilities will receive additional instruction with the literacy program Achieve 3000.			District ECE funding
						<b><u>Classroom Assessment and Reflection (CHETL) for Students with Disabilities:</u></b> General Education and Special Education will use multiple methods to gather data for students with disabilities. Students' prior knowledge will be used to address misconceptions. Teachers will provide regular and timely feedback to students and allow students to use feedback to improve their work before grade is assigned. Students will be involved in self-assessment towards goals.			

**4: Graduation rate**

Goal 4: By 2023, graduation rate will increase from 92.8% to 98%.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, graduation rate will increase from 95% to 96%.	<a href="#">KCWP2: Design and Deliver Instruction</a> - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an	<b><u>Contextual/Authentic Learning Experiences-</u></b> Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based	-development of virtual lab (2 <sup>nd</sup> semester) -Freshman Credit Success data -Professional learning in student engagement, empowerment, and		District and SBDM funds.

	understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	learning, 21st Century learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology using best practices to engage students in the ways that they learn best. Virtual learning lab to be developed to ensure that all freshman students receive credit for all classes putting them on the correct path for graduation.	personalized learning opportunities.		
		<b><u>Individual Learning Plans:</u></b> Students will develop ILP's as a part of their regular instruction. ILP's will be used to guide students in selecting best classes and career pathways that align with their interest and future goals.	-Completion of ILP's -Individual coaching to schedule student classes		SBDM funds
		<b><u>Mentorship Program:</u></b> Using the Persistence to Graduate Report, identified students will receive mentoring from a certified teacher. Mentorship will include goal setting, attendance and grade monitoring progress, and skill building in leadership and empowerment.	-Student progress data		SBDM funds
		<b><u>Future Story:</u></b> Each 9 <sup>th</sup> grade student will develop a Future Story. The Future Story will be a map of goals, classes, opportunities, clubs, extra-curricular that will enable students to reach their end goal by their graduation. Future story will be developed and used to guide individual mentoring and coaching.	-Completion of Future Story plans -Use of plan to coach students in decision making for future success		SBDM funding
	<a href="#"><u>KCWP 6: Establishing Learning Culture and Environment:</u></a> What supports	<b><u>Attendance Review Meetings-</u></b> With the use of the Persistence to Graduate tool, attendance review	-Student action plans -Increased attendance		

	are currently in place to assist students in decision making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning?	meetings held with at risk students to develop action plans.			
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5: Growth

Goal 5: By 2023, 70% of students will reach the student growth norm for their grade level according to MAP research.					
Beginning to End of Year					
Grade	Reading	Math			
8	2.8	4.6			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 50% of students will reach the student growth norm for their grade level according to MAP research (below).	<a href="#">KCWP 2: Design and Deliver Instruction</a> What is the process classroom teachers use when measuring instructional effectiveness based on student data? How does the teacher ensure lessons are designed with students’ cultural, social, and developmental needs in mind? How do teachers determine the most appropriate and effective high	<b>Plan, Do, Study, Act:</b> Using Map growth reports, teachers will develop “watch/cusp” list for identified students. Teachers will develop action plans during the PLC process specific to data driven decision and students the effectiveness of plans. Teachers will make reflect, data driven decisions to make changes to instruction.	-student progress data		SBDM funds
		<b>Plus/Delta (with next steps):</b> Special education teachers will be using the Plus/Delta system of data	-student progress data -student progress towards IEP goals		District and SBDM funds

	<p>yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?</p>	<p>monitoring during the PLC process to identify students' progress and improvement areas. Each PLC will end in a next steps plan to be reviewed at the next meeting.</p>			
		<p><b><u>Evidence-based instructional strategies</u></b>- Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)</p>	<p>-teacher lesson plans -observational data -ewalk data -Instructional Rounds data</p>		SBDM funds
		<p><b><u>Goal-setting</u></b>- Schools will meet in concurrent PLC groups to review and modify established goals based on available data using the Activate, Inference, ( MAP, Common Assessment) Additionally teacher and students will collaborate to develop individual growth goals.</p>	<p>-Student progress data</p>		

6: Transition Readiness

Goal 6: By 2023, 75% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP or by reaching ACT benchmark on CERT; Career readiness benchmarks will be measured through work-ready skills)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>By May 2019, 40% of students will reach reading</p>	<p><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></p>	<p><b><u>Leadership</u></b>: All students at MCKA will participate in The Student Leadership Challenge- a researched</p>	<p>-completion of the 5 practices modules</p>		District funding



and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP or by reaching ACT benchmark on CERT; Career readiness benchmarks will be measured through work-ready skills)	Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom	base program to develop leadership in youth.	-increase in student leadership opportunities		
		<b><u>College and Career Readiness:</u></b> Students will have the opportunity to visit a college or industry during their 8 <sup>th</sup> and 9 <sup>th</sup> grade year. Nine trips will be planned visiting colleges/universities, community/technical colleges, and local business and industry.	-completion of student field trips		FRC funding
		<b><u>Outside Partnerships:</u></b> MCKA will partner with KHEAA and the Ky College Coach to give students the knowledge and coaching to make informed decisions during their high school career.	-KHEAA visits -Ky College Coach mentorship group meetings/next steps		District funds
		<b><u>Student Success Ready Conferences:</u></b> Using CERT data teachers will design a student conference that offers breakout sessions geared towards specific ACT topics. Students will be coached to choose sessions that fit their needs according to their CERT data.	-increase in student CERT data		SBDM funds