

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

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| Goal 1 (State your proficiency goal): By Spring 2020, 80% of all students in 3,4,5 will show proficiency in the areas of reading and math on the KPREP assessment. | | |
| 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>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | 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>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | 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: By May 2019, 75% of all students will show proficiency in the area of reading on the KPREP assessment. | KCWP 5: Design, Align and Deliver Support | Biweekly RTI meetings to discuss academic concerns and analyze progress monitoring | Aimsweb trajectory line is showing progress | | No Funding Required |
| | | Interventionist increase to 4 days for reading | Increased student performance on classroom and common assessments | | Title 1 |
| | KCWP 6: Establishing Learning Culture and Environment | Recognition of proficient/distinguished work | Increased student performance on classroom and common assessments | | No Funding Required |
| | KCWP 1: Design and Deploy Standards | Reading Inventory Continuum for all students K-3 | Students will show increased fluency on classroom checks | | No Funding Required |
| | | Use of Haggerty Phonemic Awareness in K/1 | Increased MAP scores in the areas of phonemic awareness/phonics | | No Funding Required |
| | | Reading Vocabulary-Whole school activity-vocab of the week | Increase MAP scores in area of vocabulary | | No Funding Required |
| Objective 2: | KCWP 2: Design and Deliver Instruction | Accelerated Math will be expected with grades 2-5 with set number of | Increase math scores on all assessments | | No Funding Required |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|----------|---|--|----------------------------------|---------------------|
| By May 2019, 75% of all students will show proficiency in the area of math on the KPREP assessment. | | objectives for individual students. AM rewards will be given at the end of each 9 weeks to students who master their assigned number of objectives. | | | |
| | | Utilize IXL effectively | Increase math scores on all assessments | | No Funding Required |
| | | Use district math coordinator to coach teachers and analyze assessments. | Increased teacher knowledge of specific strategy instruction | | No Funding Required |
| | | In classroom coaching from Instructional Coach | Increase math scores on all assessments | | No Funding Required |
| | | Targeted professional development on math strategies | Increase math scores on all assessments | | PD funds |

2: Gap

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| Goal 3 (State your separate academic indicator goal): By Spring 2021, 65% of gap students in the areas of free/reduced lunch and special education will score proficient or distinguished on reading K-PREP. | | |
| 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>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | 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>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | 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: By May 2019, 60% of free/reduced students will show proficiency in the area of reading on KPREP assessment. | KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support | All classroom teachers will create a spreadsheet of students who are in an achievement gap are and plan instruction based on student barriers. | | | None |
| | | Administer RIC to students in gap groups to determine what are they need more intervention in. | | | None |
| | | Increase co-teach time for students with 2 nd special education teacher. | | | None |
| Objective 2: By May 2019, 50% of special education students will show proficiency in the area of reading on KPREP assessment. | KCWP 4: Review, Analyze and Apply Data | Conduct monthly PLC meetings with sped and regular ed teachers to discuss students | | | None |
| | | Train all students in use of accommodations including use of sentence starters. | | | None |
| | KCWP 5: Design, Align and Deliver Support | Haggerty Phonemic Awareness booklet in K/1 | | | |
| | | Stamina reading strategies | | | |
| | | Comprehension task cards-Reading night | | | |

3: Separate Academic Indicator

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| Goal 2 (State your Gap goal): By Spring 2021, 65% of 5 th grade students will score proficient or distinguished on the K-PREP in writing; 65% of students will score proficient or distinguished in science; 80% of students will score proficient or distinguished in social studies. | | |
| 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>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | 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>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | 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 By May 2019, 55% of all 5 th grade students will score proficient in On Demand Writing as measured by KPREP. | KCWP 2: Design and Deliver Instruction | Bi weekly writing support from instructional coach in 4 th and 5 th grade. | Increase in knowledge of teacher content knowledge and use of effective writing strategies | | None |
| | KCWP 4: Review, Analyze and Apply Data | Turn in writing work samples once monthly to principal for review. | Increase in offering writing experiences to all student and increase in the quality of instruction based on principal feedback | | None |
| | KCWP 2: Design and Deliver Instruction | Abell and Atherton writing structure guidelines for K-5 | Consistent writing structures throughout the school will decrease the amount of time teachers will need to review writing structure each year, which will increase the rigor of instruction at the 5 th grade level. | | None |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|--|--|---|----------------------------------|---------|
| | KCWP 5: Design, Align and Deliver Support | School-wide writing PD focusing on data analysis, common scoring, and Abell and Atherton and Step up to Writing overviews. | Increase in teacher content knowledge, increase in teacher writing expectations at each grade level | | None |
| | KCWP 1: Design and Deploy Standards | Create grade-level specific scoring guides based on the Kentucky On-Demand scoring guide. | Increase in teacher knowledge of the proficiency expectation of student writing at their specific grade level | | None |
| Objective 2 By May 2019, 55% of 4 th grade students will score proficient or above as measured by KPREP science. | KCWP 1: Design and Deploy Standards | Science team intentional focus on aligning standards with instructional activities through collaboration and common planning | | | None |
| | KCWP 5: Design, Align and Deliver Support | PIMSER professional learning series for administration and identified grade level teachers | | | |
| | | Professional learning for all teachers on SEPs (Science and Engineering Processes) | | | |
| | KCWP 2: Design and Deliver Instruction | All teachers will follow pacing guide and implement Mystery Science units K-5 | | | |
| | KCWP 3: Design and Deliver Assessment Literacy | All teachers K-5 will use TCTs as formative assessments, provide feedback to students, and analyze to impact instruction at school and district level | | | |
| Objective 3 By May 2019, 72% of 5 th graders will score proficient or above as measured by KPREP social studies. | KCWP 2: Design and Deliver Instruction | 5 th grade teacher will model social studies extended response questions; students will complete ERQ's and receive feedback for improvement | | | |
| | KCWP 3: Design and Deliver Assessment Literacy | 5 th grade teachers will administer common assessments and analyze to provide feedback to students and inform instruction | | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-----------|--|--|--------------------|----------------------------------|---------|
| | KCWP 4: Review, Analyze and Apply Data | Teachers will administer at least two scrimmages to assess student learning, provide feedback, and inform instruction. | | | |

4: Growth

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| <p>Goal 5 (<i>State your Growth goal</i>):</p> <p>By Spring 2021, students will improve in spring to spring growth in reading and math as measured by MAP as follows: Reading: Grade 1 from 63% to 78%; Grade 2 from 51% to 66%; Grade 3 from 57% to 72%; Grade 4 from 49% to 64%; Grade 5 from 64% to 79%; Math: Grade 1 from 56% to 71%; Grade 2 from 32% to 47%; Grade 3 from 48% to 63%; Grade 4 from 45% to 60%; grade 5 from 73% to 88%. By 2021, 100% of kindergarten will make fall to spring growth in reading and math.</p> | | |
| <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 StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 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 ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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> |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|---|---|----------------------------------|---------|
| Objective 1 By Spring 2019, the percentage of students at each grade level making spring to spring growth in reading will increase by 5%. K- 95% 1 st - 68% 2 nd - 56% 3 rd - 62% 4 th - 54% 5 th - 69% | KCWP 2: Design and Deliver Instruction | All students who scored Novice on Spring 18 KPREP will be in an intervention group. | Formative Assessments | | Title 1 |
| | KCWP 6: Establishing Learning Culture and Environment | Students will use good faith effort checklist and teachers will acknowledge. | Increased student performance on classroom and common assessments | | |
| | | Recognition of proficient/distinguished work | Increased student performance on classroom and common assessments | | |
| | KCWP 5: Design, Align and Deliver Support | Biweekly RTI meetings to discuss academic concerns and analyze progress monitoring | Aimsweb trajectory line is showing progress | | |
| | | Interventionist increase to 4 days for reading | Increased student performance on classroom and common assessments | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|---|--|---|----------------------------------|---------|
| | KCWP 1: Design and Deploy Standards | Reading Inventory Continuum for all students K-3 | Students will show increased fluency on classroom checks | | |
| | | Use of Haggerty Phonemic Awareness in K/1 | Increased MAP scores in the areas of phonemic awareness/phonics | | |
| | | Reading Vocabulary-Whole school activity-vocab of the week | Increase MAP scores in area of vocabulary | | |
| Objective 2 By Spring 2019, the percentage of students at each grade level making spring to spring growth in math will increase by 5%. K- 98% 1 st - 61% 2 nd - 37% 3 rd - 53% 4 th - 50% 5 th - 78% | KCWP 6: Establishing Learning Culture and Environment | Students will use good faith effort checklist and teachers will acknowledge. | Increased student performance on classroom and common assessments | | |
| | KCWP 2: Design and Deliver Instruction | Accelerated Math will be expected with grades 2-5 with set number of objectives for individual students. AM rewards will be given at the end of each 9 weeks to students who master their assigned number of objectives. | Increase math scores on all assessments | | |
| | | Utilize IXL effectively | Increase math scores on all assessments | | |
| | | Use district math coordinator to coach teachers and analyze assessments. | Increased teacher knowledge of specific strategy instruction | | |
| | | In classroom coaching from Instructional Coach | Increase math scores on all assessments | | |
| | | Targeted professional development on math strategies | Increase math scores on all assessments | | |

5: Transition Readiness

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| Goal 6 (State your Transition Readiness goal): By Spring 2021, 90% of 5 th grade students will score at the 50 th ile or higher on reading and math as measured on the MAP assessment (2018 reading 95%; math 83%). By spring 2021, 70% of 3 rd grade students will demonstrate mastery of all skills as measured by Reading Inventory Continuum (RIC). | | |
| 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>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | 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>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | 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 By May 2019, less than 20% of students will be referred for reading and math support at the middle school level. | KCWP 2: Design and Deliver Instruction | Reading and math interventions will be provided during the day and afternoon ESS with flexible grouping. | Students in interventions will make annual growth and catch up growth in order to move towards grade level proficiency. | | Title 1, ESS |
| | KCWP 4: Review, Analyze and Apply Data | Data analysis will be on-going during PLC weekly meetings. Teachers will make instructional decisions based on assessment data. | Increase in standard mastery after analyzing assessments and making adjustments to instruction | | None |
| | KCWP 6: Establishing Learning Culture and Environment | Weekly guidance lessons to assist with transition to middle school. | | | |
| | | Activities in collaboration with South Middle School, including school visits. | | | |
| Objective 2 By May 2019, 50% of 3 rd grade students will | KCWP 2: Design and Deliver Instruction | Use of Saxon phonics curriculum in grades 1-2 to impact student learning. | Increase in scores on phonics skills based on RIC data. | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|----------|--|--|----------------------------------|---------|
| demonstrate mastery of skills as measured by Reading Inventory Continuum (RIC). | | Regular fluency checks at grades K-5. | Increase in scores on fluency skills based on RIC data. | | |
| | | Use of Heggerty’s phonemic awareness curriculum in primary grades. | Increase in scores on phonemic awareness skills based on RIC data. | | |
| | | Reading Vocabulary-Whole school activity-vocab of the week | Increase MAP scores in area of vocabulary | | |
| | | Focused intervention at primary grades for reading. | Increase in all reading assessment data. | | Title I |
| | | Interventionists “push-in” to 1 st grade reading for an hour daily 4x/week. | Increase in all reading assessment data. | | |