

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: Improve proficiency of combined reading and math for all students from 58% to 63% by 2019-20 as defined by the benchmarks on the ACT.		
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: To improve the proficiency of all students in reading by having the number of students scoring at the Proficient/Distinguished level increase from 48.3% to 55% as defined by the benchmarks on the ACT.	1)Teachers will continue with laser focused specific efforts in order to prepare students for ACT exams.	All juniors will continue to work with the ACT online program CERT. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use the educational resources provided in CERT.	8/8/2018 – 5/15/2019	Principal, assistant principals, teachers	\$ 2500
		Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within instruction daily.	8/8/2018 – 5/15/2019	Principal, assistant principals, teachers	None required
		Students will set a personal goal with their teachers/administration for the March ACT test.	8/8/2018 – 5/15/2019	Principal, teachers	None required
Objective 2: To improve the proficiency of all students in math by having the number of students scoring at the Proficient/Distinguished level increase from 31.9% to 40% as	1)Teachers will continue with laser focused specific efforts in order to prepare students for ACT exams.	All juniors will continue to work with the ACT online program CERT. Students will take 3 practice CERT assessments in each area throughout the year and teachers will use the educational resources provided in CERT.	8/8/2018 – 5/15/2019	Principal, assistant principals, teachers	\$ 2500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
defined by the benchmarks on the ACT.		Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within instruction daily.	8/8/2018 – 5/15/2019	Principal, assistant principals, teachers	None required
		Students will set a personal goal with their teachers/administration for the March ACT test.	8/8/2018 – 5/15/2019	Principal, teachers	None required

2: Separate Academic Indicator

Goal 2: Improve the percentage of Proficient/Distinguished in writing for all students from 54.8% to 60% by 2019-20 as defined by the On-Demand writing 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: To improve the proficiency of all students in writing by having the number of students scoring at the Proficient/Distinguished level increase from 54.8% to 60% as defined by the the On-Demand writing assessment.	Teachers will continue to implement the writing plan developed by the district English instructional coach and teachers.	Students will complete 3 On-Demand Universal screeners given/organized/uploaded by ELA teachers.	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, teachers	None required
		Teachers will participate in PLC meetings with writing coaches/teachers/administrative staff to analyze results, identify struggling students, and plan for future instruction.	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, teachers	None required
		All students will write a minimum of 3 published pieces in ELA classes, 2 pieces in both science and social studies, and 1 piece from Practical Living or Arts and Humanities.	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, teachers	None required
Objective 2					

3: Gap

Goal 3: Improve the percentage of Proficient/Distinguished in reading for the Gap group from 48% to 58% and in math from 32% to 42% by 2019-20 as defined by the benchmarks on the ACT.		
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: To improve the proficiency of students in all Gap Groups in reading by having the number of students scoring Proficient/Distinguished improve from 48% to 58% as defined by the benchmarks on the ACT.	1) Co-teaching classes will be built into the master schedule. Students exhibiting deficits will be placed in these courses based on data from the ACT, STAR, and CERT tests. These will include, but are not limited to English I, English II, and English III in the areas of reading/writing. 2) Teachers will continue to create common assessments and monitor student progress. Staff will analyze the data from the assessments given each semester.	Co-teaching classes will be built into the master schedule in the areas of reading/writing. Students not meeting benchmarks will be placed in these classes.	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, counselors, teachers	\$ 1200
		Teachers will create formative assessments and share within the common core classes. These assessments will be used to guide instruction and incorporate classroom interventions. Students will be recommended for ESS based on assessment data.	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, teachers	None required
		Teachers will provide students with assessments in the forms of multiple choice and constructed responses throughout the year. Common course teachers will meet regularly to discuss student progress and areas of strength and areas of focus throughout the curriculum. Points of teaching will be	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, teachers	None required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		based on data analysis between teachers and classes.			
Objective 2: To improve the proficiency of students in all Gap Groups in math by having the number of students scoring Proficient/Distinguished improve from 32% to 42% as defined by the benchmarks on the ACT.	1) Co-teaching classes will be built into the master schedule. Students exhibiting deficits will be placed in these courses based on data from the ACT, STAR, and CERT tests. These will include, but are not limited to Algebra I, Algebra II, and Geometry in the areas of math. 2) Teachers will continue to create common assessments and monitor student progress. Staff will analyze the data from the assessments given each semester.	Co-teaching classes will be built into the master schedule in the areas of math. Students not meeting benchmarks will be placed in these classes.	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, counselors, teachers	\$ 1200
		Teachers will create formative assessments and share within the common core classes. These assessments will be used to guide instruction and incorporate classroom interventions. Students will be recommended for ESS based on assessment data.	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, teachers	None required
		Teachers will provide students with assessments in the forms of multiple choice and constructed responses throughout the year. Common course teachers will meet regularly to discuss student progress and areas of strength and areas of focus throughout the curriculum. Points of teaching will be based on data analysis between teachers and classes.	8/8/2018 – 5/15/2019	Principal, assistant principals, instructional coaches, teachers	None required

4: Graduation rate

Goal 4: Improve the graduation rate goal from 97.5% to 98.5% by 2019-20.		
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: To improve the graduation rate goal from 97.5% to 98.5% by 2019-20.	1) Targeted interventions for at-risk students in an effort to monitor attendance, grades and progress towards graduation. 2) Career pathway choice and guidance/monitoring with students to ensure completion of pathways.	Identify at-risk students and meet with those students on a regular basis to monitor progress towards graduation.	8/8/2018 – 5/15/2019	Principal, assistant principals, counselors, drop-out prevention coordinator, DPP	None required
		Students will be educated on each pathway. They will receive information during the scheduling process as to which courses fulfill each pathway. Students will be monitored on progress toward completion of pathway.	8/8/2018 – 5/15/2019	Principal, assistant principals, counselors,	None required
Objective 2					

5: Growth

Goal 5:		
<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					
Objective 2					

6: Transition Readiness

Goal 6: Improve the transition readiness (academic and career) score from 64 to 70 by 2019-20.		
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: To improve the transition readiness (academic and career) score from 64 to 70 by 2019-20.	1)Students will be monitored on progress of their chosen career pathway. 2)Students will receive guidance regarding future choices of college, work force, or military options.	Course offerings will be aligned with CTE curriculum, End of Program assessment requirements and industry certification standards. Guidance counselors will monitor selected courses taken by students during the scheduling process to ensure that pathways are being followed by students with their course selections. Schedule changes will be monitored to ensure that students are staying on track to complete pathways.	8/8/2018 – 5/15/2019	Principal, assistant principals, counselors	None required
		All juniors will continue to work with the ACT online program CERT and take practice assessments to help them prepare for ACT in the spring. Teachers will disaggregate the data to continue to guide instructional practices. Teachers will continue to use ACT like questions as bell ringers, exit slips, etc. and other activities within daily instruction.	8/8/2018 – 5/15/2019	Principal, assistant principals, counselors	\$ 2500
		All sophomores will take the ACT in the spring paid for by the board of	8/8/2018 – 5/15/2019	Principal, assistant principals, counselors	\$ 7000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		education. Sophomores will set goals for their junior year based on test results. Staff will analyze data to address achievement gaps within content areas			
		All students will be exposed to life on a college campus. Each grade level will visit a different type of campus (trade/technical, small/private/community college, and large 4-year college). Seniors will be allotted 2 individual college visits throughout the year. All students will be taken to a nearby campus on a chosen day during the school year	8/8/2018 – 5/15/2019	Principal, assistant principals, counselors, YSC director, attendance clerk	\$ 2000
Objective 2					

7: Other (optional)

Goal 7: Continue to implement KYCID positive behavior intervention system school wide.		
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: Collaborate to decrease the number of office discipline referrals by 10% in comparison to last school year by 5/15/2019 as measured by data from Infinite Campus and SWIS	1)Positive behavior intervention system – MCSH will continue to be a PBIS school through KYCID. The intent of a PBIS program is to decrease undesired behavior and increase desired behaviors. Behavior will be monitored by analyzing data on a regular basis by a behavior committee using SWIS. A reward system will be implemented to reinforce positive behaviors based on MERCER expectations.	Teachers will be given weekly tickets. Anytime that they see a student exhibiting one of the MERCER expectations, they will reward the student with a Titan ticket. All students who earn a Titan ticket will be able to trade those tickets in for prizes. Data will be tracked for staff returning Titan tickets. KYCID requires an 80% buy-in from staff for implementation with fidelity	8/8/2018 – 5/15/2019	Principal, assistant principals, teachers	\$ 500
		All teachers will receive professional development on the PBIS system and MERCER expectations. New teachers with no experience with the program will receive a more extensive training before the beginning of the school year. New teachers will have a mentor that will help them throughout the year.	8/8/2018 – 5/15/2019	Principal, assistant principals, PBIS team, all staff	None required
		Lesson plans pertaining to the expectations will be revised as needed. Each teacher will receive copies of the lesson plans for each expectation that is to be taught. Expectations will be	8/8/2018 – 5/15/2019	Principal, assistant principals, PBIS team, teachers, IC and SWIS data	None required

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		taught and retaught periodically throughout the year. Lesson plans will be revised based on data and areas of need.			
Objective 2					