# Comprehensive Improvement Plan for Districts

## Rationale

​District 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, districts 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 the proficiency indicator scores by 2019-2020 to the following: elementary schools from 83.4 to 86.4, middle school from 83.0 to 86.0 and high school from 69.3 to 72.3 (3 pts.)** |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1:To increase the proficiency indicator score by 2018-2019:* Elem – 84.9
* Middle – 84.5
* High – 70.8

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* Middle – 84.5
* High – 70.8
 | Math Fluency | All math teachers will implement a math fluency component at the beginning of class (math automaticity, Engage NY, etc.) | MAP & KPREP Data |  | None |
| Math Programs  | All schools will utilize math programs that are research based and aligned with the Kentucky Academic Standards. These programs will be monitored and taught with consistency and fidelity at each grade level. | MAP & KPREP Data |  | None |
| Intentional Math Focus | Math learning walks focused on best practice strategies will take place in all schools. | Walk Through Instrument |  | None |
| Science and math teachers will collaborate to embed math into the science classroom. | PLC Notes / Agenda |  | $1000Title II |
| Vertical conversations will take place between the schools to ensure a smooth transition for all students | Meeting Notes |  | $1000Title II |
| Each school will develop plans for improving math instruction in the classroom | Plans |  | None |
| Literacy Programs | All schools will utilize literacy programs that are research based and aligned with the Kentucky Academic Standards. These programs will be monitored and taught with consistency and fidelity at each grade level. | Literacy Plan |  | $2000Title I |
| Literacy Specialists  | A literacy specialist will be hired at all schools to address literacy concerns. | MAP & KPREP Gap Data |  | $60,000Grant Funds |
| Personalized Learning  | All students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis. | Student Data Journals |  | None |
| RIT Band Instruction will be implemented to provide the appropriate personalized instruction for each student. | RTO Schedules & Progress Monitoring Data |  | None |
| Students will participate in leadership initiatives that will empower them in the learning process. | Student Participation |  | None |
| Peer Learning Labs | A peer learning lab protocol will be implemented to reinforce the leaning that takes place during a peer observation experience | Observations |  | $2000Title I |
| Curriculum Planning | All teachers will utilize curriculum documents and timelines aligned with the Kentucky Academic Standards as well as collaborate regularly in order to continuously refine and improve instruction. | Curriculum Documents  |  | None |
| Curriculum maps/Pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits. | Curriculum Documents |  | None |
| Each principal will conduct Quarterly Curriculum Reviews (QCRs) after each MAP assessment in order to monitor curriculum, assessment and individual student progress. | Meeting / PLC Schedules |  | None |
| Vertical discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment,and share information on individual students | Meeting Agenda / Notes |  | $1500PD Funds |
| Teachers will give common unit assessments in order to improve academic achievement. They will collaborate to write the assessments, analyze the results, and determine next steps. | Assessment Data |  | None |

## 2: Separate Academic Indicator

| Goal 2*:* **Increase the separate academic indicator scores by 2019-2020 to the following: elementary schools from 71.7 to 74.7, middle school from 75.5 to 78.5 (3 pts.)** |
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
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| Objective 1:To increase separate academic indicator score by 2018-2019:* Elem – 73.2
* Middle – 77.0
 | Writing Programs | All schools will utilize Writing programs that are research based and aligned with the Kentucky Academic Standards. These programs will be monitored and taught with consistency and fidelity at each grade level. | KPREP Data |  | None |
| Intentional Writing Focus | Each School will develop a school wide writing plan that addresses the various genres as well as writing across the curriculum. | Writing Plans and KPREP Data |  | None |
| Schools will implement various strategies focused on improving the writing skills of all students (Live Soring, Writing Scrimmages, On-Demand, Extended Response, etc.) | Student Work |  | None |
| Professional Development | All staff will participate in professional development focused on improving writing (PD Days, DPD days, PLC’s, Peer Leaning Labs, etc.) | Meeting Agenda’s |  | None |

## 3: Gap

| Goal 3:  **Increase the proficiency indicator scores for students with disabilities by 2019-2020 to the following: elementary schools (combined avg.) from 65.4 to 71.4, middle school from 65.8 to 71.8 and high school from 32.3 to 38.3 (6 pts)** |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1:To increase the proficiency indicator score for students with disabilities by 2018-2019:* Elem – 68.4
* Middle – 68.8
* High – 35.5
 | RIT Band Instruction | MAP data and the associated resources will be used to differentiate instruction for individual students based on their specific academic needs. | MAP & KPREP Data |  | None |
| ECE Progress monitoring & support | ECE teachers will conduct progress monitoring with their students on a regular basis and meet with principals to determine effectiveness of instruction. | Progress Monitoring Data |  | None |
| All students receiving ECE services will reflect on past performance on MAP and K-PREP and set goals through the development of Individual Success Plans or school-developed plans. The plan will be reviewed with students at least every nine weeks. | Goal Setting Journals |  | None |
| All ECE department and ARC chairpersons will attend monthly meetings with the Director of Special Education. | Meeting Agendas |  | None |
| The targeted schools will implement/monitor a schedule that allows students and opportunity for mastery learning through content reinforcement activities. | Schedules |  | None |
| Schools will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year. | Assessment Schedules |  | None |
| Instruction  | Each school will implement/monitor a plan to improve Tier I instruction using research-based strategies. | Plans |  | None |
| Intentional PLC Process | All schools will utilize and intentional PLC process focused on data analysis and gap reduction. | PLC Protocol |  | None |
| The high school will utilize Grade Cam to analyze student data and modify instruction. | PLC Notes |  | $2000ActivityFunds |
| All principals and teachers will do an in-depth data analysis of all test results (MAP, K-PREP, End of Course, ACT, etc.) to determine which students are not making adequate progress and to inform instruction. | Data Analysis  |  | None |

## 4: Graduation Rate

| Goal 4: **Increase the Graduation Rate indicator from 95.6 to 97.6 by the 2019-2020 school year (2 pts).** |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1:Increase the graduation rate indicator from 95.6 to 96.6 by the 2018-2019 school year | Career Pathways | Spencer County High School will explore options for expanding the career pathways as well as seeking out additional opportunities for students. | Site Visits |  | None |
| Spencer County Schools will utilize the Edgenuity platform to expand the career pathways offered to students. | Edgenuity Data |  | $35,000GeneralFund |
| Spencer County will investigate the options for implementing the Project Lead the Way initiative. | Implementation of PLTW |  | None |
| College and Career Coach | CCR Coach will lead activities to prepare students for life after high school, especially in the areas of college and career. | CCR Coach job Description |  | $50,000General Fund |
| Targeted Interventions | Seniors who have not yet met the benchmarks on the ACT for College Ready will take a CCR Lab course in addition to their regular English and/or Math so that they can meet the required benchmarks. | Student Schedules |  | None |
| ACT Prep software will be utilized to better prepare students for the ACT assessment. | ACT Data |  | None |
| All schools will develop and implement a plan for improving student attendance rates.  | Attendance Rates |  | None |

## 5: Growth

| Goal 5: **Increase the percentage of students who are ready for kindergarten from 48% to 60% by 2020 as measured by the Brigance Screener. (Readiness Initiative)** |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1:Increase the percentage of students who are ready for kindergarten from 48% to 54% by 2018-2019 school year | Awareness | Post awareness information on the district website. | Updated Website |  | None |
| Present readiness information at the various community events that take place in the district (Chamber Meetings, School events, etc.). | Observation |  | None |
| Utilize both social and regular media sources to communicate the importance of Kindergarten Readiness. | Observation |  | None |
| Community Outreach | Schedule regular meetings with the private child care facilities in the community for the purpose of communication and training. | Meeting Schedule |  | None |
| Utilize the outreach bus to provide ongoing educational services throughout the community. | Successful Implementation  |  | $20,000Grant Funds |
| Schedule and host readiness events at the various centers in the community as well as the public library | Observation |  | $1500General Funds |
| Plan and implement a summer readiness event | Event Schedule |  | $1500Grant Funds |

## 6: Transition readiness

| Goal 6: **All stakeholders will have an understanding of the competencies and dispositions that are embedded into the Spencer County graduate profile by 2019-2020.** |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1Students in middle and high school will be introduced to the graduate profile by 2019-2020 | Awareness | Develop district committee to address components of a competency based learning system. | Committee Notes |  | None |
| Share Graduate Profile information with the Spencer County Leadership Teams (SCLT) so that they can take back to individual schools and gather feedback | Meeting Agenda |  | None |
| Share draft version of the graduate profile with the Chamber of Commerce and seek feedback. | Meeting Agenda |  | None |
| Post information on the Graduate Profile on the district webpage. | Observation |  | None |
| Implementation | Determine a vertical alignment of measuring mastery of competencies (from Graduate Profile) at certain grade levels and/or transition points | Continuum of Activities  |  | $2000PD Funds |
| Begin district discussions on revising the grading system to a mastery reporting system. | Meeting Agenda & Notes |  | None |
| Introduce the idea of student agency at each school | PLC / PD Schedule |  | None |
| Work Essential Skills  | A program that addressed the essential work skills will be implemented at all schools. | Observation |  | None |