

# 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 (State your proficiency goal): Increase proficient/distinguished in reading and math combined to 70% by the end of school year 2020.

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](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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.*)

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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.

Timeline: End of school year 2020.  
Persons responsible: Admin, district curriculum personnel, teachers, professional development personnel

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By the end of the 18-19 school year, the combined reading and math proficient/distinguished KPREP scores will be 60%.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. *PLCs move to teacher-led with admin guidance.	PLC notes and TELL survey	February 2019	\$0
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. *All classrooms deploy research-based strategies that meets students' needs. Data teams' collaboration will ensure student needs are met.	ELEOT tool, PLC notes	February 2019	\$0
	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. *Professional development plan is teacher-driven to accommodate their needs.	TELL	February 2019	\$0
	Ensure that <b>students</b> understand the success criteria within each learning target. ("Our learning target for today is	ELEOT tool, lesson plan documentation	February 2019	\$0	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>_____, and we will know we are successful when we _____.”)</p> <p>*Exemplars posted, rubrics or scoring guides made available for students to further ensure understanding.</p> <p>*Explicit Instruction (see attached document)</p>			
	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Continue to use PLC protocol with cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p> <p>*Data teams and PLCs continue to move through the alignment process and review for curriculum.</p>	<p>PLC notes</p> <p>Learning intentions posted and student-driven</p>	<p>February 2019</p>	<p>\$0</p>
		<p>Create and monitor a “Watch (Cusp) List” for students performing below proficiency.</p> <p>*Star data wall and reports from ABRI to inform instruction regarding students on the cusp. Math and reading intervention teachers monitor students who should be in pull-out intervention classes.</p> <p>Data teams continue to monitor students not meeting mastery.</p>	<p>Star data boards</p> <p>Data teams documentation and strategy implementation</p>	<p>February 2019</p>	<p>\$0</p>

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): By May 2019, the composite score for separate academic indicator (writing, science, social studies) will increase from 51.6% to 61%.

<p>Which <b>Strategy</b> 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"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<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> <p>Timeline: End of school year 2019. Persons responsible: Admin, district curriculum personnel, teachers, professional development personnel</p>
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Objective 1 All science content areas teachers will deliver a Through Course Task each semester.	KCWP 2: Design and Deliver Instruction	Utilizing resources from PIMSER and KDE, collaborate to design TCTs to be implemented in the classroom.	PLC meeting notes, lesson plans	February 2019	\$0
	KCWP 5: Design, Align and Deliver Support	Continue to use PLC protocol with cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC meeting notes	February 2019	\$0
Objective 2 All teachers will review the TCMS writing plan and implement the plan throughout the school year.	KCWP: 1 Design and Deploy Standards	Review TCMS writing plan and policy.	Faculty meeting agenda/notes	February 2019	\$0
		Indicate plan needs interdepartmentally	Faculty meeting agenda/notes	February 2019	\$0
	KCWP: Design and Deliver Instruction	Continue to use PLC protocol with cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	PLC meeting notes	February 2019	\$0

### 3: Gap

Goal 3 (*State your Gap goal*): Students in the disability group will increase by 5% in the proficient/distinguished rating in the combined Math/Reading category from 32.4% to 37.4% by the end of the school year 2020.

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Reduce novice scores in disability population by 10% in reading (42.9 from 52.9 in 2017-18) and increase proficient/distinguished by 5% in math (10.9% from 5.9% in 2017-18).	KCWP 2: Design and Deliver Instruction	RTI will be implemented at all tiers. Students in tier one will receive small group and one-on-one instruction in the core classroom setting, while students in tiers two and three will receive small group and one-on-one instruction in addition to core tier one instruction/intervention	RTI documentation in all tiers	February 2019	\$0
		Implementation of Explicit Instructional strategies to be used in all classrooms. *Explicit Instruction (see attached document)	ELEOT tool, Star data	February 2019	\$0
	KCWP 4: Review, Analyze and Apply Data	STAR assessments will be given as interim assessments tracking students' overall performance. After each implementation, teachers will analyze data to identify students who are either close to proficiency or just above the proficiency line.	Star data	February 2019	\$0
	KCWP 5: Design, Align and Deliver Support	Implement coaching sessions in which teachers are identifying individual areas of struggle in regards to standards,	TPGP meeting notes	February 2019	\$0

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		creating common formative assessments and rubrics, as well collaboration. Discuss strategies and instructional practices that will meet the needs of gap students.			
		MTSS committee to meet monthly and analyze student progress, assign students to tier levels of support.	MTSS committee meeting minutes	February 2019	\$0

#### 4: Graduation rate

Goal 4 (State your Graduation Rate goal): N/A for middle school

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.*)

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Objective 1					
Objective 2					

## 5: Growth

Goal 5 (*State your Growth goal*): The number of all students scoring proficient/distinguished on KPREP in reading and math will increase by the end of school year 2020, with emphasis on positive values earned by 80% of students “keeping up and moving up” to proficiency.

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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 scores from 59% to 62% in 2019 as measured by state assessments.	KCWP 2: Design and Deliver Instruction	Scheduling of students for math and ELA will continue to be structured for flexible grouping in each grade level. Students will receive instruction that allows them to learn at their own individual levels (gifted/talented, RTI, etc.). *Explicit Instruction (see attached document)	ELEOT tool; TPGES evaluations	February 2019	\$0
	KCWP 4: Review, Analyze and Apply Data	Students in each grade level will set goals in regard to their performance on STAR assessments, and will track and monitor their goals throughout the school year.	Star data	February 2019	\$0
	KCWP 5: Design, Align and Deliver Support	Data teams will continue to prioritize standards using assessment data, creating common formative assessments and rubrics, as well collaborating with colleagues to discuss strategies and instructional practices that will meet the needs of individual students.	PLC notes	February 2019	\$0



## 6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): By May 2020, the composite score for transition readiness (reading/writing, math, science, social studies) will be at benchmark level, which will be determined by Ky. Department of Education. To measure progress toward this goal, 60% of students will reach proficiency in all areas and will be measured by Star reading and math data, Through-Course-Task data for science, and classroom assessment data for social studies by May 2019.

<p>Which <b>Strategy</b> 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"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> 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"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<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> <p>Timeline: End of school year 2020. Persons responsible: Admin, district curriculum personnel, teachers, professional development personnel</p>
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<p>Objective 1 60% of students will reach proficiency and above on Star reading and math benchmark assessments.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring. *Data teams are implemented 3x per semester, 100% participation ensured through admin. accountability, and goals/instructional strategies are reflected upon at the next meeting.</p>	<p>PLC notes</p>	<p>February 2019</p>	<p>\$0</p>
		<p>Utilize the Persistence to Graduation Tool/Early Warning Tool and ABRI reports to assist in identifying students at risk for remediation, failure, and/or untimely graduation. Utilize tier II and III behavior interventions for at-risk students. * MTSS team meetings occur to identify at-risk students and develop behavior and academic plans for their success.</p>	<p>MTSS meeting notes</p>	<p>February 2019</p>	<p>\$0</p>

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	KCWP 2: Design and Deliver Instruction	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> <p>*PLCs ensure that standards, learning intentions, success criteria, and assessment measures are congruent and rigorous to reflect the demands of grade-level standards and beyond (for G/T).</p>	PLC notes, ELEOT tool	February 2019	\$0
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>*Teacher professional development reflects teacher needs, and develops capacity in instructional best practices. PLCs cont. to identify students who are not mastering standards and intervening when necessary. RtI reading, math, and writing teachers are highly qualified.</p> <p>*Explicit Instruction (see attached document)</p>	PLC notes, ELEOT tool	February 2019	\$0
		<p>Plan for and implement active student engagement strategies.</p> <p>*Incorporate Kagan and Thoughtful Ed. structures, as well as other successful engagement strategies, as observed in classroom walkthroughs (ELEOT and TPGES).</p>	PLC notes	February 2019	\$0

**7: Other (optional)**

Goal 7 (State your goal):

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.*)

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