# 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 (*State your proficiency goal):* By 2021, the district will increase the proficiency indicator (reading and math) of 74.1 to **84.1** (elementary), 76.6 to **86.6** (middle), and 72.1 to **82.1** (high). |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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* Deputy Superintendent Chief Academic Officer
* Assistant Superintendent Learning Support Services
* LSS Team
* Building Principals
* School Leadership Teams
* Teacher Leaders/Teachers
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1By 2021, the district will increase the proficiency indicator (reading and math) of 74.1 to **84.1** (elementary), 76.6 to **86.6** (middle), and 72.1 to **82.1** (high). | KCWP 1: Design and Deploy Standards  | ***Activity- Aligned District Curriculum***Bundled priority and supporting standards are in place (June 2018) but need to develop a process to monitor/measure implementation by LSS team, principals, teacher leaders, instructional coaches in order to make sure ALL students receive access to a highly aligned instructional system. | System or Process for ensuring school implementation of common standards/assessmentsDistrict book study of Mike Schmoker’s book Focus to center everyone around this work | Ongoing | 10,000  |
| ***Activity- Highly Aligned District Assessment System*** LSS team working with teacher leaders and instructional coaches will develop/design common formative assessments/benchmarks based on aligned standards to ensure alignment and monitor student progress | Development of common formative assessments using Canvas and Mastery Connect  | By May 2019 | 50,000 |
| KCWP 2: Design and Deliver Instruction  | ***Activity- Common District-aligned PLC Processes***LSS team working with principals, instructional coaches, teacher leaders, and RTI taskforce will develop a systemic process for ensuring PLC’s are active and effective in each building | Development of a PLC process/handbook that is developed by all key stakeholders in the district | By May 2019 | 25,000 |
| ***Activity- Training of PLC Implementation*** LSS team working with principals, instructional coaches, teacher leaders, and RTI taskforce will develop a timeline and system for training for effective PLC implementation for all school teams | Timeline and Strategic Roll-Out Plan on PLC Processes/Non negotiables  | By May 2019 | 5,000 |
| KCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze, and Apply Data  | ***Activity- Continued progress towards Mastery Learning/Standards Based Grading***LSS, school teams, principals, instructional coaches, will continue to explore and provide opportunities to learn and develop plans for our system to develop and support our full implementation of Mastery Learning/Standards-like Grading | Revision and Continuous Learning and PD of our strategic plan to fully implement Mastery Learning Standards-Like Grading by May 2022Book- Common Formative Assessment by Kim Bailey to center this work  | By May 2022 | 10,000 |
| ***Activity- 4DX- Scoreboard Review at School & District Level*** Using the 4DX (4 Disciplines of Execution) model, District will create a visual Data Dashboard as a way to monitor and support schools. District will continue to work with schools to measure high-yield instructional strategies to serve as LEAD measures. | 4DX Lag/Lead Measures Scoreboards (school & district) Meetings Agendas/Minutes  | Reviewed Monthly at School level and Quarterly at District level | 0 |
| ***Activity- Differentiating/Personalized Learning***LSS will provide training and support for schools to ensure that students are provided high quality, differentiated learning targeted to help students at all levels succeed at mastering content standards and develop student agency as a learner. This ensures that ALL Learners receive an EQUITABLE, ACCESSIBLE, RIGOROUS, and RELEVANT educational experience. | STAR scores, KPREP data, ongoing classroom formative assessments | Ongoing | 0 |
|  |

## 2: Separate Academic Indicator

| Goal 2 (*State your separate academic indicator goal):* By 2021, the district will increase the Separate Academic Indicator of Science, Social Studies, and Writing 63.8 to **73.8** (elementary), and 69.1 to **79.1** (middle) |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1By 2021, the district will increase the Separate Academic Indicator of Science, Social Studies, and Writing 63.8 to **73.8** (elementary), and 69.1 to **79.1** (middle) | KCWP 2: Design and Deliver Instruction  | ***Activity- Engagement Structures and Kagan Structures***District admins, LSS team, and school leadership teams employ Kagan Structures and other high-yield, research-based cooperative learning strategies to improve student engagement in the classroom, specifically focusing in our students who fall in a gap group. | STAR scores, KPREP data, CERT, ongoing classroom formative assessmentsEleot and Engagement walk-thru tools  | Ongoing | 65,000 |
| ***Activity- Eleot District/School Walk-thrus*** In partnership with our school leadership teams, district office staff will conduct and lead teams through the eleot tool to ensure that our students are engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners. | STAR scores, KPREP data, CERT, ongoing classroom formative assessments | Ongoing  | 1,000 (if training seats are needed)  |
| KCWP 2: Design and Deliver Instruction | ***Activity- Modules and Professional Learning to support teachers after eleot and engagement data is collected*** LSS team will work directly with school leadership teams at PLC’s, ILT meetings, or faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data. | STAR scores, KPREP data, CERT, ongoing classroom formative assessments | Ongoing | 0 |

## 3: Gap

| Goal 3 (*State your Gap goal):* Increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): elementary schools 33.9 to **43.9**%, middle school 29.4 to **39.4**%, and high school 25 to **35**% in 2021. |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1Increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): elementary schools 33.9 to **43.9**%, middle school 29.4 to **39.4**%, and high school 25 to **35**% in 2021. | KCWP 5: Design, Align and Deliver Support  | ***Activity- Alignment and Review of RTI processes*** LSS team, school leadership teams, instructional coaches, teacher leaders, and RTI taskforce will collaborate in order to review, refine, and improve RTI processes and ensure that ALL students are receiving the best instruction by highly effective teachers. | RTI 2.0 District-wide Manual/HandbookSTAR scores, KPREP data, ongoing classroom formative assessments | Ongoing | 5,000 |
| ***Activity- All Means All Project*** District admins, LSS team, and school leadership teams will meet together regularly in order to ensure that curriculum, instruction, interventions, and support is aligned and monitored to ensure that ALL students are growing. \*See model flow chart for All Means All Instructional Alignment as part of this project.  | STAR scores, KPREP data, ongoing classroom formative assessments | Fall BenchmarkWinter BenchmarkSpring Benchmark  | 2,000 |
| KCWP 2: Design and Deliver Instruction  | ***Activity- Eleot District/School Walk-thrus*** In partnership with our school leadership teams, district office staff will conduct and lead teams through the eleot tool to ensure that our students are engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners. | STAR scores, KPREP data, ongoing classroom formative assessments | Ongoing | 0 |
| ***Activity- Modules and Professional Learning to support teachers after eleot and engagement data is collected*** LSS team will work directly with school leadership teams at PLC’s, ILT meetings, or faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data. | STAR scores, KPREP data, ongoing classroom formative assessments | Ongoing | 0 |

## 4: Graduation rate

| Goal 4 (*State your Graduation Rate goal):* Increase the Graduation Indicator from 94 to **95** by 2021, as measured by the combined 4 and 5 Year Cohort Graduation Rate. |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1Increase the Graduation Indicator from 94.6 to **95.6** by 2021, as measured by the combined 4 and 5 Year Cohort Graduation Rate. | KCWP 6: Establishing Learning Culture and Environment  | ***Activity- Academic & Behavioral Supports*** In collaboration with district office, building principals and leadership teams develop school culture supports, both academic and behavioral, to promote and support learning for all. | Resiliency Poll DataOther School SurveysAnecdotal EvidenceEleot and Engagement walk-thru tools | Ongoing | 25,000 |
| ***Activity- Social Emotional Learning for ALL students*** In partnership with our schools, Student Services, Learning Support Services, and SEL Taskforce committee will work to develop curriculum and embed Social Emotional Learning opportunities for ALL students. | Resiliency Poll DataOther School SurveysAnecdotal Evidence | Ongoing | 30,000 |
| ***Activity- Persistence to Graduation Tool***Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. | Resiliency Poll, Data collected on reduction of students not on track to graduate | Ongoing | 0 |

## 5: Growth

| Goal 5 (*State your Growth goal):* Increase the average combined reading and math growth indicator 17.9 to **27.9** (elementary), and 13.3 to **14.3** (middle) by 2021. |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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| Objective 1Increase the average combined reading and math growth indicator 17.9 to **27.9** (elementary), and 13.3 to **14.3** (middle) by 2021. | KCWP 4: Review, Analyze and Apply Data  | ***Activity- 4DX- Scoreboard Review at School & District Level*** Using the 4DX (4 Disciplines of Execution) model, District will create a visual Data Dashboard as a way to monitor and support schools. District will continue to work with schools to measure high-yield instructional strategies to serve as LEAD measures. | 4DX Lag/Lead Measures Scoreboards (school & district) Meetings Agendas/Minutes  | Reviewed Monthly at School level and Quarterly at District level  | 0 |
| KCWP 5: Design, Align and Deliver Support  | ***Activity- Action Research on District and School Programs*** LSS works in partnership with school leadership teams to monitor and evaluate current implementation of programs based on ESSA standards as well as using district data to determine effectiveness. | STAR scores, KPREP data, ongoing classroom formative assessments | Ongoing | 0 |

6: Transition Readiness

| Goal 6 (*State your Transition Readiness goal):* Increase the transition indicator from 68 (2018) to **78** by 2021. |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
 | 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.* * [KCWP1: Design and Deploy Standards Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%202%20Design%20and%20Deliver%20Instruction%20Classroom%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%203%20Design%20and%20Deliver%20Assessment%20Literacy%20Classroom%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data%20Classroom%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%205%20Design%20Align%20Deliver%20Support%20Classroom%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%206%20Establishing%20Learning%20Culture%20and%20Environment%20Classroom%20Activities.pdf)
 | 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.* Superintendent
* Deputy Superintendent Chief Academic Officer
* Assistant Superintendent Learning Support Services
* LSS Team
* Student Services Department
* Building Principals
* School Leadership Teams
* Teacher Leaders/Teachers
 |

|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1Increase the transition indicator from 68 (2018) to **78** by 2021. | KCWP 2: Design and Deliver Instruction | ***Activity- Mastery Learning/Standards-Based Grading***All teachers will continue in PD practices in the area of Mastery Learning and Standards-Based Grading. Ensure that formative assessment practices allow students to understand where they currently are, where they are going, and how they can improve through their personalized learning path. LSS team will develop a systematic approach including deliverables to be shared with school leadership teams and will continue to support schools with blended professional learning. Skype sessions, Canvas courses, face-to-face meetings will be offered to teachers, as well as in-person training for teachers as we make this district-wide transition over the next 3-4 years.  | STAR scores, KPREP data, CERT, ongoing classroom formative assessments | Ongoing  |  |
| ***Activity- Continued Professional Development Support of teachers pertaining to PLC work, RTI work, Effective Instructional Strategies, Student Engagement, and Guaranteed and Viable Aligned Curriculum Support***LSS team, in partnership with school leadership teams, will continue to stay at the forefront of research on best practices for continuous improvement in all areas of teaching and learning. Whether it be professional outsourcing, or internal support, we will work to provide whatever PD is necessary to support our team. | STAR scores, KPREP data, CERT, ongoing classroom formative assessments | Ongoing | 200,000 |