





Bullitt County Public Schools

1040 Highway 44 East
Shepherdsville, Kentucky 40165

502-869-8000
Fax 502-543-3608
www.bullittschools.org

TO: Jesse Bacon, Superintendent 

FROM: Adrienne Usher, Assistant Superintendent for Student Learning 

DATE: March 13, 2019

RE: Shepherdsville Elementary and Bullitt Lick Middle School Turnaround Plans

Any school that is labeled as Comprehensive Support Improvement (CSI), under the new accountability system, is required to submit a turnaround plan after audit results have been delivered by the Kentucky Department of Education. The turnaround plan consists of revising and/or adjusting the Comprehensive School Improvement Plan (CSIP) within 30 days of the release of audit findings. In addition, the school must present the turnaround plan to the Board of Education for approval and then submit to the Commissioner of Education for approval. Attached you will find the turnaround plans for Shepherdsville Elementary and Bullitt Lick Middle School. In addition, you will find a short summary of revisions/adjustments (from each principal) to each school's CSIP based on audit findings. Approval of Shepherdsville Elementary and Bullitt Lick Middle Schools' Turnaround Plan is requested to ensure submission to the Commissioner of Education for final approval.

Shepherdsville Elementary

Improvement Priority #1: Develop, implement, and monitor a systemic and systematic continuous improvement process that increases student learning and improves organizational effectiveness. Ensure the process includes a plan that engages internal stakeholders to develop collaborative commitments to the implementation of specific goals, strategies, and activities and includes the use of multiple measures to determine impact and make data informed instructional decisions. **(Standard 1.3)**

Improvement Priority #2: Systematically implement and monitor the existing supervision and evaluation system. Establish ongoing mechanisms to provide immediate and meaningful feedback to teachers to improve professional practice. **(Standard 1.6)**

Improvement Priority #3: Monitor the quality and fidelity of implementation of the adopted curriculum across the school. Develop a system to collect, analyze, and use data to evaluate the quality and effectiveness of the curriculum to meet the school's learning expectations and student preparedness for the next level while using these data for potential revisions to the curriculum when necessary. **(Standard 2.5)**

Improvement Priority #4: Develop, implement, and monitor processes that ensure instructional implementation is adjusted for quality and fidelity to meet student needs. Ensure that the instructional process provides challenging learning opportunities that move students to the next level and that data are collected, effectively analyzed, and findings are used to drive instructional decisions. **(Standard 2.7)**

Equal Education and Employment Institution

Based on the CSIP and Improvement Priority congruency, the following summary of work has been included to detail the planning and implementation process at Shepherdsville.

The preceding Improvement Priorities (IP) above were incorporated into the Comprehensive School Improvement Plan (CSIP) that was originally developed in December 2018. Our CSIP was centrally focused on building systems and capacity schoolwide. It is clearly evident that we, as a school community, acknowledged the need for clearly defined systems for instruction, growth, and non-instructional systems. With the explicit intention that those systems moves our school forward regardless of personnel changes. We have spent a considerable amount of time diagnosing and identifying specific components that needed to be built. As a result of that work, we built a very straightforward CSIP focusing on systems and processes that will ensure a clear understanding of expectations and provides the pathway for success for all faculty and staff at SES.

Our IP's that were delivered from the Diagnostic Review Findings confirmed our focus and work. Our CSIP reflects the same priorities for growth originally identified in our CSIP. The IP's have been added to our CSIP as IP#'s in the Activities to Deploy column.

IP #1,2,3,4: The core of our improvement plan is to build a schoolwide network of successful and high functioning Professional Learning Communities (PLC's). Our PLC and Collaborative Team protocols will ensure faculty and staff are:

1. Growing instructionally
2. Reflecting on practices
3. Data-based decision making
4. Communicating effectively
5. Ensuring students receive a guaranteed and viable curriculum that supports their needs which ensures student achievement.

IP #1, 3, 4:

A major part of the work to ensure success is developing our Instructional System that focuses on the best practices for backwards design. The Instruction Process worked to define specific components of the instructional system that are expected to be implemented. Each component of the Instructional Process has been labeled and defined then delivered to all staff. All instructional improvement work is directly connected to the Instructional Process components. PLC work is focused on the Instruction

IP #2, 3, 4:

Additional work from our CSIP and IP's are to build support systems that provide opportunities to learn, reflect, grow, and receive feedback that supports success. SES provides New Teacher professional learning opportunities for anyone in the building bi-weekly on Friday mornings and professional book study series. The current book study is Jan Richardson's Guided Reading. Each participant receives the book so that each person will implement their training in the classroom. Faculty and staff also receive feedback on student learning environment data gathered through ELEOTs. This data is shared during Bullitt Days and each person has time to reflect on the data and feedback delivered. Each time a specific focus is added to work on schoolwide. Additional supports are provided through PLC work and Team Planning sessions where the Instructional Coach and Content Specialists in Math and Reading are active participants in helping teams plan instruction.

IP #4:

Develop a clearly defined, multi-tiered and layered Intervention system that will support the needs of ALL students. Intervention team, School Psychologist, and school administrators are collaborating to build and define expectations/systems for our Multi-Tiered System of Supports (MTSS).

Bullitt Lick Middle School

Improvement Priority #1: Create a culture of continuous improvement that produces evidence, including measurable results of improving student learning and professional practice. Implement, monitor, and revise systems that support teaching and learning based on the analysis and use of data. **(Primary Indicator 1.3)**

Improvement Priority #2: Create and implement a curriculum map that is based on high expectations and prepares students for their next level of learning. Develop a system to monitor the quality and fidelity of the implementation of the adopted curriculum. **(Primary Indicator 2.5)**

Improvement Priority #3: Coordinate programs, services, and resources to address the needs of all students, including those with disabilities. Demonstrate consistent commitment and align actions to meet the specialized social, emotional, developmental, and academic needs of individual students. **(Primary Indicator 2.9)**

Based on these priorities, the following activities have been added to the CSIP. Additionally, each existing activity and Key Core Work Process has been labeled to match one or more of the priority areas.

- Create and implement a curriculum map that is based on high expectations (Kentucky Academic Standards) for each core grade class. (IP#2)
- Develop a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning). (IP #2)
- Develop and implement a system of guided planning with all math, ELA & science teachers to ensure alignment of instructional activities and assessments to standards. Assessment data will be analyzed with each teacher to determine recovery and extension needs for individual students, as well as inform future core instructional methods. (IP #1)
- Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities. (IP# 1,3)
- Analyze MAP assessment data (Growth Reports) twice during the school year to enable teachers to differentiate instruction and pinpoint individual student needs. Data collected also gives administrators the context to drive improvement across entire schools. (IP# 1,3)
- Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (IP# 1,3)

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: Increase the averaged combined reading and math proficiency rates for all students from 33.7% to 66.6% by 2022.

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.)*

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: 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 Increase the reading proficiency rates for all students from 43.1% to 52.1% by 2019 as measured by K-PREP. (69.9 on SRC)	KCWP 1: Design and Deploy Standards *Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)	Activity 1: Create/revise and monitor the implementation of a curriculum map that is based on high expectations (Kentucky Academic Standards) for each grade level ELA and reading class. (IP#2) (SWP: 2,3,4) Activity 2: Develop a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning). (IP #2) (SWP: 1,2,3,8,9)	-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the ELA standards rollout. -Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. Administrators will meet weekly with teachers in guided planning and PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.	Progress Monitoring Updates	\$0 \$0

https://docs.google.com/document/d/13Ub7l3ZKJsiXPAb8JS8zeGEUSZ_dA2aogt3Aho_yfD0/edit

	and professional practice. (IP #1)	<p>developmental and academic supports for individual students. (IP #3) (SWP: 1,2,3,5,8,9)</p> <p>Activity 2: Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities. (IP# 1,3) (SWP: 2,3,8,9)</p> <p>Activity 3: Analyze MAP assessment data (Growth Reports) twice during the school year to enable teachers to differentiate instruction and pinpoint individual student needs. Data collected also gives administrators the context to drive improvement across entire schools. (IP# 1,3) (SWP: 2,3,8,9)</p>	<p>-PLC process will review formative and summative assessments - Administrators and Leadership Team will review observation data of PLC process</p> <p>- Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review</p> <p>- Data will be reviewed by highly qualified teachers biannually in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review</p>		<p>CASE funded by district</p> <p>MAP funded by district</p>
--	------------------------------------	---	---	--	--

<p>Objective 2 Increase the math proficiency rates for all students from 24.3% to 37.3% by 2019 as measured by K-PREP. (63.3 SRC)</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>*Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p>Activity 1: Create/revise and monitor the implementation of a curriculum map that is based on high expectations (Kentucky Academic Standards) for each grade level math class. (IP#2) (SWP: 2,3,4)</p> <p>Activity 2: Develop a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning). (IP#2) (SWP: 1,2,3,8,9)</p>	<p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the ELA standards rollout.</p> <p>-Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. Administrators will meet weekly with teachers in guided planning and PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.</p>		<p>\$0</p> <p>\$0</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <p>*Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1,2)</p>	<p>Activity 1: Develop, deploy and monitor a PLC Plan Do Study Act (PDSA) planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data. (IP #1, 2) (SWP:1,2,3,5,8)</p> <p>Activity 2: Develop and implement a system of guided planning with all math teachers to ensure alignment of instructional activities and assessments to standards. Assessment data will be analyzed with each math teacher to determine</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review</p> <p>-PLC process will review assessments</p> <p>- Administrators and Leadership Team will review observation data of PLC process</p> <p>-Develop a schedule of guided planning with all math teachers</p> <p>-Develop a protocol for guided planning meetings, including data analysis and planning for systems of recovery and extension</p>		<p>\$0</p> <p>\$0</p>

		<p>recovery and extension needs for individual students, as well as inform future core instructional methods. (IP#1) (SWP: 1,2,5,8,9)</p> <p>Activity 3: Host an annual math parent event to promote and inform on mathematical practices used at BLMS supplemented with Title 1 funds. (SWP: 6)</p>	<p>- Completed PDSA documents.</p> <p>-Sign in sheets will be used to track attendance.</p> <p>-Annual Title 1 survey will provide data on effectiveness of program</p>		
	<p>KCWP 4, Review, Analyze and Apply Data</p> <p>*Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice. (IP #1)</p>	<p>Activity 1: Implement, monitor and revise the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic supports for individual students. (IP #3) (SWP: 1,2,3,5,8,9)</p> <p>Activity 2: Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities. (IP# 1,3) (SWP: 2,3,8,9)</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review</p> <p>-PLC process will review formative and summative assessments to determine recovery and extension needs for students, as well as discuss supports for external factors impacting performance levels</p> <p>- Administrators and Leadership Team will review observation data of PLC process</p> <p>- Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally</p> <p>-Recommendations will be made based on data for</p>		<p>\$0</p> <p>\$0</p>

		<p>Activity 3: Analyze MAP assessment data (Growth Reports) twice during the school year to enable teachers to differentiate instruction and pinpoint individual student needs. Data collected also gives administrators the context to drive improvement across entire schools. (IP# 1,3) (SWP: 2,3,8,9)</p>	<p>placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review</p> <p>- Data will be reviewed by highly qualified teachers biannually in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review</p>		\$0
--	--	--	---	--	-----

2: Separate Academic Indicator

Goal 2: Increase the average combined science, social studies and writing on demand proficiency rates for all students from 21.6% to 51.6% by 2022.

<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 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 	<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 Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: 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
-----------	----------	-------------------------------	--------------------	----------------------------------	---------

<p>Objective 1 Increase the science proficiency rates for all students from 9.2% to 19.2% by 2019 as measured by K-PREP.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>*Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p>Activity 1: Create/revise and monitor the implementation of a curriculum map that is based on high expectations (Kentucky Academic Standards) for each grade level science class. (IP#2) (SWP: 2,3,4)</p> <p>Activity 2: Develop a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning). (IP #2) (SWP: 1,2,3,8,9)</p>	<p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the ELA standards rollout.</p> <p>-Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. Administrators will meet weekly with teachers in guided planning and PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.</p>		<p>\$0</p> <p>\$0</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <p>*Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1)</p>	<p>Activity 1: Develop, implement and monitor the item analysis portion (Study) of the Plan Do Study Act (PDSA) protocol within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are. (IP#1) (SWP: 1,2,3,5,8)</p> <p>Activity 2: Develop and implement a system of guided planning with all science teachers to ensure alignment of instructional activities and assessments to standards. Assessment data will be analyzed with each math teacher to determine recovery and extension needs for individual students, as well as inform future core instructional methods. (IP#1) (SWP: 1,2,5,8,9)</p>	<p>- Highly-qualified teachers will upload PDSA documents with high yield instructional strategies into google drive for administrative review</p> <p>-PLC process will review data to determine effectiveness of chosen instructional strategies</p> <p>-Develop a schedule of guided planning with all science teachers</p> <p>-Develop a protocol for guided planning meetings, including data analysis and planning for systems of recovery and extension</p> <p>- Completed PDSA documents.</p>		<p>\$0</p> <p>\$0</p>

		<p>Activity 3: All teachers will be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional learning and coaching observations will be used to ensure effective implementation/execution of the four pillars in classrooms to increase student ownership of learning and rigor of teaching. (IP#1) (SWP: 1,2,4,5)</p>	<ul style="list-style-type: none"> - Develop a schedule for embedded professional learning. - ELEOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings. 		\$0
<p>Objective 2 Increase the social studies proficiency rates for all students from 37.9% to 47.9% by 2019 as measured by K-PREP.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>*Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)</p>	<p>Activity 1: Create/revise and monitor the implementation of a curriculum map that is based on high expectations (Kentucky Academic Standards) for each grade level social studies class. (IP#2) (SWP: 2,3,4)</p> <p>Activity 2: Develop a multi-layered system to monitor the quality and fidelity of the implementation of the adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning). (IP #2) (SWP: 1,2,3,8,9)</p>	<p>-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the ELA standards rollout.</p> <p>-Highly qualified teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. Administrators will meet weekly with teachers in guided planning and PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.</p>		<p>\$0</p> <p>\$0</p>

	KCWP 2: Design and Deliver Instruction *Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1)	Activity 1: Develop, deploy and monitor a PLC Plan Do Study Act (PDSA) planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data. (IP # 1) SWP: (1,2,3,5,8) Activity 2: All teachers will be trained on the four pillars of a thinking-centered classroom: community, gradual release of responsibility, discourse and thinking strategies. Monthly trainings, embedded professional learning and coaching observations will be used to ensure effective implementation/execution of the four pillars in classrooms to increase student ownership of learning and rigor of teaching. (IP#1) (SWP: 1,2,4,5)	- Highly-qualified teachers will upload PDSA documents with high yield instructional strategies into google drive for administrative review -PLC process will review data to determine effectiveness of chosen instructional strategies - Administrators and Leadership Team will review observation data of PLC process - Develop a schedule for embedded professional learning. - ELEOT walkthrough data will determine if student engagement is increasing based on teacher training. -ELEOT data will be reviewed in weekly ILT meetings.	\$0 \$0
Objective 3 Increase the writing On-Demand proficiency rates for all students from 17.7% to 27.7% by 2019 as measured by K-PREP.	KCWP 1: Design and Deploy Standards *Addressing this process ensures that curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP#2)	Activity 1: Create/revise and monitor the implementation of a curriculum map that is based on high expectations (Kentucky Academic Standards) for each grade level ELA class. (IP#2) (SWP: 2,3,4) Activity 2: Develop a multi-layered system to monitor the quality and fidelity of the implementation of the	-Highly qualified teachers will collaborate with district personnel in the development and revision of curriculum maps during the ELA standards rollout. -Teachers will share curriculum maps, pacing guides and instructional units in a shared teacher's google drive. Administrators will meet	\$0 \$0

		adopted curriculum (i.e., curriculum maps, pacing guide, and unit planning). (IP #2) (SWP: 1,2,3,8,9)	weekly with teachers in guided planning and PLCs to review, revise and monitor the quality and fidelity of implementation of the curriculum.		
	KCWP 2: Design and Deliver Instruction *Addressing the design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1)	Activity 1: Develop, deploy and monitor a PLC Plan Do Study Act (PDSA) improvement protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (IP #1) (SWP: 1,2,3,8) Activity 2: Develop and implement a system of guided planning with all ELA teachers to ensure alignment of instructional activities and assessments to standards. Assessment data will also be analyzed with each social studies teacher to determine recovery and extension needs for individual students, as well as inform future core instructional methods. (IP#1) (SWP: 1,2,5,8,9)	- Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review - PLC process will review assessments - Administrator observations data of PLC process - Develop a schedule of guided planning with all ELA teachers - Develop a protocol for guided planning meetings, including data analysis and planning for systems of recovery and extension - Completed PDSA documents.		\$0 \$0

3: Gap

Goal 3: Increase the average combined Reading and Math proficiency rates for all students in the non-duplicated gap group from 28.25% to 67.3% in 2022.

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"> <u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> 	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"> <u>KCWP1: Design and Deploy Standards Classroom Activities</u> <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> 	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.
--	---	---

<ul style="list-style-type: none"> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<ul style="list-style-type: none"> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	
--	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the reading proficiency rates for students in the non-duplicated gap group from 37.3% to 64.4% by 2019 as measured by K-PREP.	KCWP 4, Review, Analyze and Apply Data *Reviewing, analyzing and applying data results to demonstrate consistent commitment and align actions to meet the specialized social, emotional, developmental, and academic needs of individual students. (IP #1 and 3)	Activity 1: Develop a schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.) (IP# 3) (SWP: 2)	- Review behavior data at monthly, tier 1 PBIS meeting to determine next steps. - Development of a uniform team based intervention system for minor behavior events.		\$0
		Activity 2: Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (IP# 1,3) (SWP: 1,2,3,8,9,10)	- All students scoring below the proficient level based on MAP and CASE assessments, receive additional tier 2, reading instruction from highly qualified reading teachers during a secondary reading class period. Highly qualified, novice level reading teacher is funded through Title 1. Title 1 funded part time counselor organizes and facilitates RTI data and meetings.		Title 1 -\$133,000
Objective 2 Increase the math proficiency rates for students in the non-duplicated gap group from 19.2% to 61.4% by 2019 as measured by K-PREP.	KCWP 4, Review, Analyze and Apply Data *Reviewing, analyzing and applying data results to demonstrate consistent commitment and align actions to meet the specialized social, emotional, developmental,	Activity 1: A schoolwide discipline system (Positive Behavior Interventions and Supports) will be maintained, which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors (i.e. Check and Connect, Behavioral Contracts.) (IP# 3) (SWP: 2)	- Review behavior data at monthly, tier 1 PBIS meeting to determine next steps. - Development of a uniform team based intervention system for minor behavior events.		\$0

	and academic needs of individual students. (IP #1,3)	Activity 2: Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (IP# 1,3) (SWP: 1,2,8,9)	- All students scoring in the novice category on math according to MAP assessments receive progress monitoring and small group instruction from our Title 1 Math Instructional Tutor. Title 1 funded part time counselor organizes and facilitates RTI data and meetings.		Title 1 - \$133,000
--	--	---	---	--	---------------------

<p>Goal 5: Increase the averaged combined reading and math categorical growth in grades 6 – 8 from 14.6% to 30% by 2020 as measured by MAP.</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"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<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"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<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>

[illegible]

6: Transition Readiness		
Goal 6: Increase the percentage of students who are on track to meet ACT benchmarks in reading and math from 4.7% to 20% by 2020 as measured by MAP.		
<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"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<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"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<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 Increase the percentage of students who are Transition Ready in reading from 19% to 35% by 2019 as measured by MAP.	KCWP 2: Design and Deliver Instruction *Addressing the design and deliver of instruction will ensure the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1)	Activity 1: Develop and deploy a PLC Plan Do Study Act (PDSA) planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, along with analysis of data to improve student learning and professional practice. (IP # 1) SWP:(1,2,3,5,8) Activity 2: Develop and implement a system of guided planning with all ELA teachers to ensure alignment of instructional activities and assessments to standards. Assessment data will be analyzed with each ELA teacher to determine recovery and extension needs for individual students, as well as inform future core instructional methods. (IP#1) (SWP: 1,2,5,8,9)	- Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLC process will review assessments - Administrator observations data of PLC process -Develop a schedule of guided planning with all ELA teachers -Develop a protocol for guided planning meetings, including data analysis and planning for systems of recovery and extension		\$0 \$0
	KCWP 4, Review, Analyze and Apply Data *Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice. (IP #1,3)	Activity 1: Implement, monitor and revise the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic supports for individual students. (IP #3) (SWP: 1,2,3,5,8,9)	-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLC process will review formative and summative assessments to determine recovery and extension needs for students, as well as discuss supports for		\$0

		<p>external factors impacting performance levels</p> <ul style="list-style-type: none"> - Administrators and Leadership Team will review observation data of PLC process <p>Activity 2: Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities. (IP# 1,3) (SWP: 2,3,8,9)</p> <ul style="list-style-type: none"> - Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review <p>Activity 3: Analyze MAP assessment data (Growth Reports) twice during the school year to enable teachers to differentiate instruction and pinpoint individual student needs. Data collected also gives administrators the context to drive improvement across entire schools. (IP# 1,3) (SWP: 2,3,8,9)</p> <ul style="list-style-type: none"> - Data will be reviewed by highly qualified teachers biannually in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review 		<p>CASE funded by district</p> <p>MAP funded by district</p>
Objective 2 Increase the percentage of students who are Transition Ready in math from 8% to	<p>KCWP 2: Design and Deliver Instruction</p> <p>*Addressing the design and delivery of instruction will</p>	<p>Activity 1: Develop and deploy a PLC Plan Do Study Act (PDSA) planning protocol with an effective cyclical process for standards deconstruction, designing of</p>	<ul style="list-style-type: none"> -Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review 	\$0

25% by 2019 as measured by MAP.	ensure the core instructional process is provided to all students utilizing evidence-based strategies. (IP#1)	<p>assessment measures, resource sharing and collaborative lesson creation, along with analysis of data to improve student learning and professional practice. (IP # 1) (SWP: 1,2,3,5,8)</p> <p>Activity 2: Develop and implement a system of guided planning with all math teachers to ensure alignment of instructional activities and assessments to standards. Assessment data will be analyzed with each math teacher to determine recovery and extension needs for individual students, as well as inform future core instructional methods. (IP#1) (SWP: 1,2,5,8,9)</p>	<p>-PLC process will review assessments - Administrator observations data of PLC process</p> <p>-Develop a schedule of guided planning with all math teachers -Develop a protocol for guided planning meetings, including data analysis and planning for systems of recovery and extension</p>		\$0
	<p>KCWP 4, Review, Analyze and Apply Data</p> <p>*Reviewing, analyzing and applying data results produces measurable results of improving student learning and professional practice. (IP #1,3)</p>	<p>Activity 1: Implement, monitor and revise the Study Act portion of the PDSA planning protocol that produces evidence of improving student learning by identifying and providing social, emotional, developmental and academic supports for individual students. (IP #3) (SWP: 1,2,3,8,9)</p>	<p>-Highly-qualified teachers will upload PDSA documents with summative assessments into google drive for administrative review -PLC process will review formative and summative assessments to determine recovery and extension needs for students, as well as discuss supports for external factors impacting performance levels - Administrators and Leadership Team will review observation data of PLC process</p>		\$0

		<p>Activity 2: Analyze CASE benchmarking assessments quarterly to coordinate programs, services, and resources to address the needs of all students, including those with disabilities. (IP# 1,3) (SWP: 2,3,8,9)</p>	<p>- Data will be reviewed by highly qualified teachers quarterly in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review</p>		CASE funded by district
		<p>Activity 3: Analyze MAP assessment data (Growth Reports) twice during the school year to enable teachers to differentiate instruction and pinpoint individual student needs. Data collected also gives administrators the context to drive improvement across entire schools. (IP# 1,3) (SWP: 2,3,8,9)</p>	<p>- Data will be reviewed by highly qualified teachers biannually in content PLC and RTI PLC to determine needs of individual students both academically and socially/emotionally -Recommendations will be made based on data for placement in RTI tiers and referral of counseling services -ILT will review data to determine next steps in continual improvement review</p>		MAP funded by district

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.

Definitions of Codes used:

SWP= School Wide Plan (Title I Components)

IP= Improvement Priority (Diagnostic Review Goals)

Diagnostic Review Improvement Priorities

Improvement Priority #1 Develop, implement, and monitor a systemic and systematic continuous improvement process that increases student learning and improves organizational effectiveness. Ensure the process includes a plan that engages internal stakeholders to develop collaborative commitments to the implementation of specific goals, strategies, and activities and includes the use of multiple measures to determine impact and make data informed instructional decisions. (Standard 1.3)

Improvement Priority #2 Systematically implement and monitor the existing supervision and evaluation system. Establish ongoing mechanisms to provide immediate and meaningful feedback to teachers to improve professional practice. (Standard 1.6)

Improvement Priority #3 Monitor the quality and fidelity of implementation of the adopted curriculum across the school. Develop a system to collect, analyze, and use data to evaluate the quality and effectiveness of the curriculum to meet the school's learning expectations and student preparedness for the next level while using these data for potential revisions to the curriculum when necessary. (Standard 2.5)

Improvement Priority #4 Develop, implement, and monitor processes that ensure instructional implementation is adjusted for quality and fidelity to meet student needs. Ensure that the instructional process provides challenging learning opportunities that move students to the next level and that data are collected, effectively analyzed, and findings are used to drive instructional decisions. (Standard 2.7)

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase the combined (reading and math) percentage of proficient/distinguished students from 29.75% to 35%, as measured by 2019 K-PREP.

<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"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<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"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<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- SES will increase Reading Proficiency from 33.2% to 38.2% as measured by 2019 KPREP.	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> <p>*ensure high quality instruction is planned and delivered to all students</p>	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9) (IP: 1,2, 3, 4)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data (IP: 2)		\$500
		Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9) (IP: 3)	Feedback and Support through PLC's, Lesson Plan Reviews with Feedback, Team Planning (IP:2)		\$0
	<ul style="list-style-type: none"> • <u>KCWP 4: Review, Analyze and Apply Data</u> <p>*ensure data is reviewed and analyzed to ensure student growth and mastery towards</p>	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with		\$200

	standards are actively monitored.	in need of intervention supports. (SWP 1, 2, 3, 5, 8, 9) (IP: 1, 3)	Feedback, Data Analysis and discussion of Formative and Summative assessment data (IP:2)		
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> *Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9) (IP: 1, 2, 3, 4)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data (IP:2)		\$250
	<u>KCWP 6: Establishing Learning Culture and Environment</u> <ul style="list-style-type: none"> Addressing this process ensure that parents are included in the educational process (SWP 6, 10) 	Literacy learning evening to involve parents in their own children's learning. (SWP 1, 5, 6, 10) (IP: 1)	Parents will be surveyed to determine next steps.		\$500 Parent Involvement/Title I/ FRC/
Objective 2: SES will increase Math Proficiency from 26.3% to 31.3% as measured by 2019 KPREP.	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> *ensure high quality instruction is planned and delivered to all students	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9) (IP: 1,2,3,4,8,9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data. (IP:2)		\$500

		Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)	Feedback and Support through PLC's, Lesson Plan Reviews with Feedback, Team Planning. (IP:2)		\$0
	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> <p>*ensure data is reviewed and analyzed to ensure student growth and mastery towards standards are actively monitored.</p>	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. (SWP 1, 2, 3, 5, 8, 9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data (IP:2)		\$200
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> <p>*Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.</p>	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data. (IP:2)		\$250
	<p><u>KCWP 6: Establishing Learning Culture and Environment</u></p> <ul style="list-style-type: none"> Addressing this process ensure that parents are included in the educational process (SWP 6, 10) 	Math learning evening to involve parents in their own children's learning. (SWP 1, 5, 6, 10)	Parents will be surveyed to determine next steps.		\$500 Parent Involvement/Title I/ FRC

2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator overall from 16.2% to 26.2%, as measured by KPREP, 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](#)
- [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.)*

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: 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: Increase Science Proficiency from 9% to 14% as measured by 2019 K-PREP.	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction *ensure high quality instruction is planned and delivered to all students	Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data. (IP:2)		\$1500
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and		\$0

			Summative assessment data. (IP:2)		
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> <p>*Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.</p>	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data. (IP:2)		\$0
Objective 2: Increase Social Studies Proficiency from 25.6% to 30.6% as measured by 2019 K-PREP.	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> <p>*ensure high quality instruction is planned and delivered to all students</p>	Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data (IP:2)		\$1500
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and		\$0

			Summative assessment data (IP:2)		
	<ul style="list-style-type: none"> • <u>KCWP 5: Design, Align and Deliver Support</u> <p>*Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.</p>	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data. (IP:2)		\$0
Objective 3: Increase Writing Proficiency from 14% to 19% as measured by 2019 K-PREP.	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> <p>*ensure high quality instruction is planned and delivered to all students</p>	Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data. (IP:2)		\$1500
		Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (SWP 1,2,3,4,8,9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data. (IP: 2)		\$0

	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> <p>*Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.</p>	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9)	Feedback and Support through PLC's, Walkthroughs/Observations, Lesson Plan Reviews with Feedback, Data Analysis and discussion of Formative and Summative assessment data (IP: 2)		\$0

3: Gap

Goal 3: Increase the combined (reading and math) percentage of proficient/distinguished students from 16.65% to 26.65%, as measured by 2021 K-PREP.

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.)*

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: 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: Improve F/R Proficiency rates for Reading from 26.9% to 31.9% as measured by 2019 KPREP.	#2 Key Core Work Processes: Design and Deliver Instruction	*Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP 1, 2, 3, 4, 5, 8, 9, 10) (IP: 1,4)	Rtl PLCs, SPAGS data, MAP data.		Title I (Certified Teacher, Instructional Assistants and RTA supplemental salary) \$135,260.00, ESS \$13,140.57
Objective 2 Improve F/R Proficiency rates for Math from 20.4% to 25.4% as measured by 2019 KPREP.	#2 Key Core Work Processes: Design and Deliver Instruction	*Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. (SWP 1, 2, 3, 4, 5, 8, 9, 10) (IP: 1,4)	Rtl PLCs, SPAGS data, MAP data		Title I (Certified Teacher, Instructional Assistants and supplemental salary) \$113,260.00, ESS \$13,140.57

Objective 3: Improve SWD Proficiency rates for Reading from 7% to 12% as measured by 2019 KPREP.	#5 Key Core Work Processes: Design, Align, Deliver Support Processes	Students with disabilities will be supported through the use of student-centered co-teaching and resource opportunities daily in their identified area. Progress will be monitored through formative, summative and interim assessments with leadership team developing SMART goals to decrease Novice and modify instructional practice. (SWP 1, 2, 3, 8, 9, 10) (IP: 4)	Common Formative Assessments, Learning Checks, and MAP Testing		\$0
Objective 4: Improve SWD Proficiency rates for Math from 7% to 12% as measured by 2019 KPREP.	#5 Key Core Work Processes: Design, Align, Deliver Support Processes	Students with disabilities will be supported through the use of student-centered co teaching and resource opportunities daily in their identified area. Progress will be monitored through formative, summative and interim assessments with leadership team developing SMART goals to decrease Novice and modify instructional practice. (SWP 1, 2, 3, 8, 9, 10) (IP: 4)	Common Formative Assessments, Learning Checks, and MAP Testing		\$0

5: Growth

Goal 5 (State your Growth goal): Decrease the combined average of students scoring novice and apprentice in reading and math from 70.25% to 65%, as measured by KPREP, 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
- 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.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: 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 Decrease the percentage of students scoring Novice in Reading from 36.3% to 31.3% as measured by 2019 KPREP.	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> *ensure high quality instruction is planned and delivered to all students	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments must include. (SWP 1, 2, 3, 4, 5, 8, 9) (IP:1,3,4) (IP: 1, 3, 4)	PLC's, Common Formative and Summative assessment analysis, and MAP data a analysis.		\$0
		Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9) (IP:3)	Team Planning, PLC's, data analysis, lesson planning		\$0
	<ul style="list-style-type: none"> • <u>KCWP 5: Design, Align and Deliver Support</u> *Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9) (IP:1,3)	Common Formative and Summative assessment analysis, and MAP data a analysis.		\$0

Objective 2: Decrease the percentage of students scoring Novice in Math from 37.1% to 32.1% as measured by 2019 KPREP.	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> *ensure high quality instruction is planned and delivered to all students	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments must include. (SWP 1, 2, 3, 4, 5, 8, 9) (IP:1,3,4)	PLC's, Common Formative and Summative assessment analysis, and MAP data a analysis.		\$0
		Increase collaboration in deconstructing standards and developing congruent learning targets. (SWP 1, 2, 3, 5, 8, 9) (IP: 3)	Team Planning, PLC's, data analysis, lesson planning		\$0
	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> *Effective PLC's ensure instruction is a cyclical process that ensures all students grow utilizing all available data sources.	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9) (IP:1,3)	Common Formative and Summative assessment analysis, and MAP data a analysis.		\$0

6: Transition Readiness

Goal 6: Increase the percentage of 5th grade students who are transition ready for Middle school from 31.35% to 41.35%, by 2021, as measured by MAP combined Reading and Math assessment.

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.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: 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 Increase the number of Reading Middle School Ready 5th grade students from 38% to 43% as measured by 2019 Spring MAP.	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data *ensure data is reviewed and analyzed to ensure student growth and mastery towards standards are actively monitored.	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9) (IP:1,3)	Analysis of student growth data from MAP assessments and formative/summative data analysis methods from team planning and PLC's	Transition Ready Tracking	\$500
	<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards *Ensure Work Ethic Certification expectations will be communicated and students work to set goals for becoming Transition Ready (SWP 3,6,10)	Ensure all students and families are aware of Work Ethic Certification requirements and the benefits of becoming Work Ethic certified. School Counselor will ensure all students are met with and Work Ethic Certification is explained. (SWP 1, 2, 6, 9, 10)	Work Ethic Certification		\$0
Objective 2: Increase the number of Math Middle School Ready 5th grade students from 23.9% to	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data *ensure data is reviewed and analyzed to ensure student growth and mastery towards	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson	Analysis of student growth data from MAP assessments and formative/summative data analysis methods	Transition Ready Tracking	\$500

28.9% as measured by 2019 Spring MAP.	standards are actively monitored.	creation, and analysis of data. (SWP 1, 2, 3, 4, 5, 8, 9) (IP:1,3)	from team planning and PLC's		
	<ul style="list-style-type: none"> <u>KCWP 1: Design and Deploy Standards</u> *Ensure Work Ethic Certification expectations will be communicated and students work to set goals for becoming Transition Ready (SWP 3,6,10)	Ensure all students and families are aware of Work Ethic Certification requirements and the benefits of becoming Work Ethic certified. School Counselor will ensure all students are met with and Work Ethic Certification is explained. (SWP 1, 2, 6, 9, 10)	Work Ethic Certification		\$0
Objective 3: Increase schoolwide transition readiness including the increase of Kindergarten Readiness from 33.3% Ready to 40% by 2019.	<ul style="list-style-type: none"> <u>KCWP 5: Design, Align and Deliver Support</u> *Ensure incoming students are provided the supports to increase student achievement and growth.	Highly qualified teachers will provide Kindergarten screening for incoming Kindergarten students. The results of the screeners will utilize initial baseline information to build programming for incoming students. (SWP 1,7,10)	Kindergarten screening and assessments (PASS/DRA/MAP)		\$250
		Schoolwide "Step-Up" Day in May will allow all students the opportunity to meet potential teachers and get a preview of the next year's grade level. This process helps to support transition needs. (SWP 1, 7, 10)	Step-Up agenda and transition ARC's to support student individual needs.		\$0