# Comprehensive Improvement Plan for Ockerman Elementary School

## 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, will increase the proficiency indicator (reading and math) of 64.3 to **74.3**. |
| --- |
| 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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 | 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)
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 | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1By 2021, will increase the proficiency indicator (reading and math) of 64.3 to 74.3 | KCWP 2: Design and Deliver Instruction  | Continued implementation of guided reading during core instruction for all students with students who are performing below grade level to receive additional time and support within the guided reading structure. Leveled Literacy Intervention (LLI) will be implemented for all special education students who receive literacy interventions. Small group remedial instruction using the LLI system in conjunction with other ESSA approved interventions (FastForword, Orton Gillingham ) will be implemented for students who are identified as needed interventions – RTI students. students using approved interventions  | Running Records STAR benchmarkAnecdotal records Fidelity checks for consistency. LLI Running Record Data Fast Forword Data reports  |  | Title 1  |
| Continued progress toward mastery learning/standards-based grading; collaborative model within classrooms daily for both reading and math standards  | Mastery Connect Data |  | Title 1  |
| Continued implementation of guided math during core instruction with additional time and support given for those students who are performing below grade level, small group differentiated instruction for math RTI students using approved interventions such as ST Math digital program and Focus Math.Implementation of Focus Math program for math special education students beginning in the 2019 -2020 school year.  | Lesson plans STAR benchmarking Common Assessments Progress monitoring - Boulder Assessment and STARST Math progress data Focus Math Assessments  |  | Title 1  |
| Literacy and Math Support through use of instructional coach; district support and administration to improve core instruction  | PLC notes and agendas |  | Title 1 District PD  |
| Implementation of the co teaching model for special education beginning in the 2019-2020 school year.  | Professional learning community notes / logsTraining agendasELEOT walk though data Classroom observations  |  | IDEA Title 1District PD  |
| Working in PLC’s on data driven instruction practices for both reading and math  | KPREP.,PLC notes / agendas |  | Title 1  |
| KWCP 3: Design and Deliver Assessment Literacy  | Grade level common assessments tied to the standards for both reading and math  | PLC Data Analysis  |  | Title 1 District PD  |
|  |  |  |  |
| KCWP 4 Review, analyze and Apply Data  | Instructional feedback through ELEOT and engagement walkthrough tool | ELEOT Engagement Walkthrough  |  | None needed  |
| Data Analysis for gap group students will occur every 30 days in PLCs through 30-60-90 day planning which are connected to grade level goals ( wildly important goals – WIGS) Individual students who are performing below grade level and ALL students who are receiving special education services to include speech services will be monitored and discussed during weekly PLCs.  | 30, 60, 90 day plan, PLC agenda, meeting notesSTAR Benchmark Data Mastery Connect Data IEP goals progress monitoring  |  | None needed  |
| Creating intentional opportunities for students to monitor their own progress through student data binders | Teacher fidelity checks Student Leadership binders  |  | None needed  |

## 2: Separate Academic Indicator

| Goal 2 (*State your separate academic indicator goal):* By 2021, will increase the Separate Academic Indicator of Science, Social Studies, and Writing 59.5 to **69.5.**  |
| --- |
| 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, will increase the Separate Academic Indicator of Science, Social Studies, and Writing 59.5 to 69.5. | KCWP 2 Design and Deliver Instruction  | Identification of Gap students who are performing below grade level in science, social studies and / or writing to include special education students, English learners and reading intervention students. Students falling below grade level will receive additional content area support in the areas of social studies , science or writing through differentiated instruction in the general classroom or special education collaborative classroom.  | * Data Collection tool – grades k – 5
* Rubrics for writing
* Through Course Tasks (TCT) Data
* Unit assessment
* Anecdotal records
 |  | Title 1  |
| Implementation of engagement strategies to increase student participation ( Kagan) for ALL students in all content areas.  | * Professional learning attendance
* Engagement walkthroughs
* Implementation checklists
 |  | Title 1 funds SBDM funds  |
| Professional learning to increase writing instruction and implementation of workshop model for writing ( Smekens, 6 Traits etc. )  | * Professional learning attendance
* Classroom observations
* Implementation checklists which are consistent across grades k – 5.
 |  | Title 1 Funds SBDM Funds  |
| Ensure monitoring measures are in place to support holistic planning for high fidelity of instructional delivery of the standards for each content area.  | * Lesson plans
* PLC notes
* Grade specific skills checklists / non negotiables
 |  | Title 1District PD  |
| Professional learning for differentiation strategies in the content areas to meet individual student needs  | * Professional Learning Logs
* Implementation checklists
* Classroom walkthroughs
 |  | Title 1 District PD  |
|  | Implementation of expanded expressions strategies ( EET) for writing for special education students and any student who scores as a novice writer.  | * Professional Learning Logs
* Implementation checklists
* Classroom walkthroughs
 |  |  |

## 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): 33.4 to **44.4%.** |
| --- |
| 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 proficiency rates for all students in the Gap Group (Consolidated Student Group): 33.4 to **44.4%.** | KCWP 4 - Review, Analyze and Apply Data  | Develop a clearly defined school wide process with applicable checklists and documentation tools, including such information as service frequency, intervention program, SMART goal measurement and progress monitoring checks with an intentional focus on students who fall in gap groups (special education , English learners)  | * Progress monitoring data reports - STAR, Running records, anecdotal records
* Benchmark data - STAR
* Common Assessments
* Individual Student Data Binders
 |  | Title 1 SBDM  |
| Develop and deploy a PLC Protocol with an effective cyclical process for standards, deconstruction, designing of assessment measures, and resource sharing and collaboration lesson creation with an analysis of data that addresses the specific needs of students who fall in the gap groups.  | * PLC notes and agendas
 |  | None needed  |
| KCWP 2: Design and Deliver Instruction  | Identification of gap students, tracking students’ progress in reading and math. (Triangulating data sources to drive instruction) | STAR, student assessment data, Mastery Connect Data  |  | District funds SBDM Title 1  |
| Continued implementation of guided reading groups; Leveled Literacy Intervention ( LLI) for resource/special education students small group remedial instruction for RTI students using approved interventions ( Fast Forword, Orton Gillingham)  | Implementation checklists Lesson plans KPREP Data Progress Monitoring data  |  | Title 1 SBDM IDEA  |
| Continued implementation of guided math during core instruction with intentional focus on students within the gap groups to receive additional instruction and support during core instruction through  | Implementation checklists Lesson plans KPREP Data Progress Monitoring data |  | Title 1  |
|  | KCWP 5 : Design; Align and Deliver Support  | PLC’s with special education teachers weekly with a focus on determining next steps for students with disabilities based upon content area data  | PLC notes / agenda Student plans  |  | IDEA SBDM  |
| 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 assessments  |  | Title 1 SBDM  |

## 4: Graduation rate - Non Applicable for Elementary Schools

## 5: Growth

| Goal 5 (*State your Growth goal):* By 2021, increase the average combined reading and math growth indicator 17.1 to **27.1**. |
| --- |
| 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, increase the average combined reading and math growth indicator 17.1 to **27.1**. | KCWP 4 Review, Analyze and Apply Data  | Assess with formative and summative assessments that are aligned to the standards and learning targets. | Mastery connect dataSTAR growthUnit assessments for grade levelRunning recordsLLI Data  |  | Title 1 RTA Grant – if available  |
| Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. | Implementation checklists Progress monitoring data  |  | Title 1 SBDM  |
| KCWP 5 Design Align, and Deliver Support | Ensure a 30-60-90 day plan which it tied to grade level wildly important goals ( WIGS) and monitoring tool are developed and implemented for determination of program and initiative effectiveness, incorporating data measures such as faculty/staff surveys, leadership observations and evaluations, Quality Tool data, and other formal and informal data sources.  | Surveys Leadership Observations Implementation checklist Anecdotal notesData collection for WIGS  |  | None needed  |
| Identification and tracking of students who are not showing adequate growth and target those students through additional support services in all content areas through extended school services.  | Tracking sheets ESS attendance rosters  |  | ESS Funds Title 1 Funds  |
| KCWP 2: Design and Deliver Instruction  | Continued implementation of guided reading groups; Leveled Literacy Intervention ( LLI) for resource/special education students; small group remedial instruction for RTI students using approved interventions to include Fast Forword / Orton Gillingham.  | Running Records STAR benchmarkAnecdotal records   |  | District PD Title 1  |
| Continued implementation of guided math during core instruction with support for those students who are performing below grade level, small group differentiated instruction for RTI students using approved interventions | Running Records STAR benchmarkAnecdotal records   |  | District PD Title 1  |
| Provide extended school services for before or after school program with specific targeting of students who are not showing expected growth.  | KPREP Benchmark Data Anecdotal RecordsRunning Records  |  | ESS funds Title 1  |

## 6: Transition Readiness

| Goal 6 (*State your Transition Readiness goal):* By 2021, will increase the percent proficiency for all students in reading 46 to **56**% and math 40.7 to **50.7**%. |
| --- |
| 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 1By 2021, will increase the percent proficiency for all students in reading 46 to **56**% and math 40.7 to **50.7**%. | KCWP: Design and Deliver Instruction  | Kindergarten Readiness Camp and Collaboration with Me and My School program  | Brigance Scores Benchmarking Data  |  | ESS funds Title 1 FundsMe and My School Grant Funds ( if available)  |
| Differentiated small group instruction for students who are at risk / gap group students  | KPREP Data Benchmarking Data Lesson Plans Progress Monitoring  |  | ESS funds Title 1 Funds |
| Implementation of summer transition programming for outgoing 5th graders to assist with transition to middle school  | Anecdotal records Lesson Plans  |  | ESS FundsTitle 1 Funds  |
| KCWP 4: Review, Analyze and Apply Data  | 5th grade and pre-K transitional meetings for all students specifically targeting EL students and special education students.  | Meeting Schedules Anecdotal records  |  | None needed  |
| Instructional feedback through ELEOT and engagement walkthrough tool | ELEOT Engagement Walkthrough  |  | None needed  |
|  | Data Analysis gap group students will occur every 30 days in PLCs through 30-60-90 day planning. | 30, 60, 90 day plan, PLC agenda, meeting notesSTAR Benchmark Data Mastery Connect Data  |  | None needed  |
| Creating intentional opportunities for students to monitor their own progress through student data binders | Teacher fidelity checks Student Leadership binders  |  | None needed  |