

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): By 2023, 80% of students will be reaching proficiency in reading and math.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding									
Objective 1: By May 2020, student proficiency rates will increase by the following: <table><tr><td>Subject</td><td>Current %</td><td>Goal %</td></tr><tr><td>Reading</td><td>64.9%</td><td>70%</td></tr><tr><td>Math</td><td>46.5%</td><td>55%</td></tr></table>	Subject	Current %	Goal %	Reading	64.9%	70%	Math	46.5%	55%	KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	<u>PLC Protocol:</u> <u>Evidence/Inference/Activate-</u> Collective Teacher Efficacy using student data to understand impact on learning. Teachers will meet twice a month to review student data from common assessments and predictive assessments and create actionable goals and plans based upon high yield strategies.	-Quarterly Data meetings -Common Assessment Data -Map Growth Reports		School and district funds
	Subject	Current %	Goal %											
	Reading	64.9%	70%											
	Math	46.5%	55%											
<u>Instructional Rounds:</u> Teachers will work together to create a problem of practice (POP). Teachers and district staff work together to collect evidence through instructional rounds observations, and debriefing the information. The debriefing process concludes with the “next level of work “identified.	-Instructional Rounds Debriefing Process -Student Data (formative and summative)		School funding											
<ul style="list-style-type: none">KCWP2: Design and Deliver Instruction - How do teachers determine the	<u>High Effect Size Instruction:</u> Teachers will be involved in continual professional learning regarding and instructional coaching regarding the best researched based instructional strategies. Strategies will be	-student progress data -teacher observations/walkthroughs		School funding										

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	implemented in daily instruction (i.e. teacher clarity, feedback, effective discussion, gradual release model, etc.)			
	KCWP2: Design and Deliver Instruction –What system is in place to ensure students take responsibility for their own learning? How does the teacher ensure cognitive engagement versus passive or active engagement? How do school/district leadership ensure teachers design lessons with students’ cultural, social, and	<u>Personalized Learning Study Group:</u> Teachers and principal will be involved in professional learning through studying personalized learning and creating next steps to implement personalized learning in classrooms.	-Professional learning -Implementation of personalized learning in the classroom -Student progress data		District and SBDM funding
		<u>Small Group Instruction</u> Small group instruction will be intentionally used in math and reading classes. Teachers and Para educators will co-teach content, offer specific feedback, and individualize instruction for students.	-Student progress data -MAP data -Common assessment data		District and SBDM funding
		<u>Co-Teaching</u> ECE and general education staff will learn and implement co-	-Student progress data -MAP data -Common assessment data		District and

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	developmental needs in mind?	teaching strategies in the ELA and Math classrooms.			SBDM funding

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): By 2023, 80% of students will be reaching proficiency in social studies and writing.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding								
Objective 1: : By May 2020, student proficiency rates will increase by the following: <table><tr><td>Subject</td><td>Current %</td><td>Goal %</td></tr><tr><td>Social Studies</td><td>60.5</td><td>68%</td></tr><tr><td>Writing</td><td>28.9%</td><td>50%</td></tr></table>	Subject	Current %	Goal %	Social Studies	60.5	68%	Writing	28.9%	50%	KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	<u>PLC Protocol:</u> Evidence/Inference/Activate-Collective Teacher Efficacy using student data to understand impact on learning. Teachers will meet twice a month to review student data from common assessments and predictive assessments and create actionable goals and plans based upon high yield strategies.	-Quarterly Data meetings -Common Assessment Data -Map Growth Reports	School and district funds
	Subject	Current %	Goal %										
	Social Studies	60.5	68%										
	Writing	28.9%	50%										
<u>Instructional Rounds:</u> Teachers will work together to create a problem of practice (POP). Teachers and district staff work together to collect evidence through instructional rounds observations, and debriefing the information. The debriefing process concludes with the “next level of work “identified.	-Instructional Rounds Debriefing Process -Student Data (formative and summative)	School funding											
<ul style="list-style-type: none">KCWP2: Design and Deliver Instruction - How do teachers determine the	<u>High Effect Size Instruction:</u> Teachers will be involved in continual professional learning regarding and instructional coaching regarding the best researched based instructional strategies. Strategies will be		-student progress data -teacher observations/walkthroughs	School funding									

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system is in place to ensure students take responsibility for their own learning?	implemented in daily instruction (i.e. teacher clarity, feedback, effective discussion, gradual release model, etc.)			
	KCWP2: Design and Deliver Instruction –What system is in place to ensure students take responsibility for their own learning? How does the teacher ensure cognitive engagement versus passive or active engagement? How do school/district leadership ensure teachers design lessons with students’ cultural, social, and	<u>Personalized Learning Study Group:</u> Teachers and principal will be involved in professional learning through studying personalized learning and creating next steps to implement personalized learning in classrooms.	-Professional learning -Implementation of personalized learning in the classroom -Student progress data		SBDM and district funding
		<u>Small Group Instruction</u> Small group instruction will be intentionally used in math and reading classes. Teachers and Para educators will co-teach content, offer specific feedback, and individualize instruction for students.	-Student progress data -MAP data -Common assessment data		SBDM and district funding
		<u>Co-Teaching</u> ECE and general education staff will learn and implement	-Student progress data -MAP data -Common assessment data		SBDM and district funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	developmental needs in mind?	co-teaching strategies in the ELA and Math classrooms.			
		<u>8th Grade Literacy Plan</u> Teachers have developed a literacy plan to use in ELA, science, and social studies classes. The plan brings writing across the contents for increased practice, feedback, and styles.	-Living Scoring data -Common assessment data		SBDM and district funding

3: Gap

Goal 3 (*State your Gap goal*): By 2023, 80% of identified subgroup student performance will reach proficiency in reading, math, social studies, and writing.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding										
Objective 1: By May 2020, student proficiency rates in each subgroup will reach 40% in each core content area: <table><tr><td></td><td>Students w/ IEP's</td></tr><tr><td>Reading</td><td>16.7%</td></tr><tr><td>Math</td><td>20.8%</td></tr><tr><td>Social Studies</td><td>16.7%</td></tr><tr><td>Writing</td><td>4.2%</td></tr></table>		Students w/ IEP's	Reading	16.7%	Math	20.8%	Social Studies	16.7%	Writing	4.2%	KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best? How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind?	<u>Curriculum Monitoring Systems</u> - Instructional leaders will monitor student learning data to ensure curriculum is being taught at a high level of fidelity. Quarterly data review plcs will be held to review data trends, make inferences, and plan next steps specific to subgroup data. PLC processes will examine student data to determine next steps, planning of interventions and enrichments, and formation of student groupings for small group instruction and next steps with core instruction.	RTI data monitoring; assessment data		District and SBDM funding
		Students w/ IEP's													
	Reading	16.7%													
	Math	20.8%													
	Social Studies	16.7%													
	Writing	4.2%													
<u>Evidence-based instructional strategies</u> - Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e.	student progress data		SBDM funding												

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Metacognition, Gradual Release Model, Teacher Clarity)			
		<u>Daytime Tutoring:</u> Identified students on the “watch/cusp” list will receive additional instruction during the day utilizing the daytime ESS waiver program.	Student progress data		SBDM funding
		<u>Flexible Intervention Classes:</u> Identified students will be enrolled in classes to receive Tier 2 and Tier 3 instruction based upon the students’ needs and progress.	Student progress data		SBDM funding
		<u>Achieve 3000:</u> Students with disabilities will receive additional instruction with the literacy program Achieve 3000.			District ECE funding
		<u>Co-Teaching</u> ECE and general education staff will learn and implement co-teaching strategies in the ELA and Math classrooms.	Student Progress Data Map Data Classroom Assessments		District ECE funding
		<u>Brain Research</u> Professional Development in the area of brain development of male and female students. Teachers will learn how to	Student Progress Data Map Data Classroom Assessments		SBDM funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		effectively reach students of different genders.			

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): By 2023, graduation rate will increase from 92.8% to 98%.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2020, graduation rate will increase from 95.8% to 97%.	KCWP2: Design and Deliver Instruction - What monitoring systems are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? What process is in place to ensure students have an understanding of the learning expectations (e.g. learning targets, goal-setting, purpose) and know the criteria for success? How do we engage learners in the ways that they learn best?	<u>Contextual/Authentic Learning Experiences</u> Teachers will engage in professional learning experiences that will support a variety of student learning opportunities that match student need and allow for student voice and choice such as personalized learning, project-based learning, 21st Century learning, blended and virtual learning environments, etc. Teachers will learn to integrate technology using best practices to engage students in the ways that they learn best. Virtual learning lab to be developed to ensure that all freshman students receive credit for all classes putting them on the correct path for graduation.	-development of virtual lab (2 nd semester) -Freshman Credit Success data -Professional learning in student engagement, empowerment, and personalized learning opportunities.		District and SBDM funds.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<u>Individual Learning Plans:</u> Students will develop ILP's as a part of their regular instruction. ILP's will be used to guide students in selecting best classes and career pathways that align with their interest and future goals.	-Completion of ILP's -Individual coaching to schedule student classes		SBDM funds
		<u>Mentorship Program:</u> Using the Persistence to Graduate Report, identified students will receive mentoring from a certified teacher. Mentorship will include goal setting, attendance and grade monitoring progress, and skill building in leadership and empowerment.	-Student progress data		SBDM funds
		<u>Future Story:</u> Each 9 th grade student will develop a Future Story. The Future Story will be a map of goals, classes, opportunities, clubs, extra-curricular that will enable students to reach their end goal by their graduation. Future story will be developed and used to guide individual mentoring and coaching.	-Completion of Future Story plans -Use of plan to coach students in decision making for future success		SBDM funding
	<u>KCWP 6: Establishing Learning Culture and Environment:</u> What supports are currently in place to assist students	<u>Attendance Review Meetings-</u> With the use of the Persistence to Graduate tool, attendance review meetings held with at risk	-Student action plans -Increased attendance		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	in decision making in regard to behavioral needs/goals? What processes are in place to communicate with parents in order to address barriers to learning? What processes are in place to communicate with students in order to address barriers to learning?	students to develop action plans. <u>Success Coaching</u> Identified students will receive success coaching. Mentors will be using the Early Warning IC report and Persistence to Graduate Report to identified students and targeted areas for improvement.	-Student Classroom Performance -Persistence to Graduate Report -Early Warning Data		

5: Growth

Goal 5 (*State your Growth goal*): By 2023, 70% of students will reach the student growth norm for their grade level according to KPREP growth indicator.

Beginning to End of Year		
Grade	Reading	Math
8	59.7/60	41.6/60

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding									
Objective 1: By May 2020, 50% of students will reach the student growth norm for their grade level according to KPREP growth indicator (below). <table><tr><td colspan="3">Beginning to End of Year</td></tr><tr><td>Grade</td><td>Reading</td><td>Math</td></tr><tr><td>8</td><td>59.7/60</td><td>41.4/60</td></tr></table>	Beginning to End of Year			Grade	Reading	Math	8	59.7/60	41.4/60	KCWP 2: Design and Deliver Instruction What is the process classroom teachers use when measuring instructional effectiveness based on student data? How does the teacher ensure lessons are designed with students’ cultural, social, and developmental needs in mind? How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target? What system	<u>Plan, Do, Study, Act:</u> Using Map growth reports, teachers will develop “watch/cusp” list for identified students. Teachers will develop action plans during the PLC process specific to data driven decision and students the effectiveness of plans. Teachers will make reflect, data driven decisions to make changes to instruction.	-student progress data		SBDM funds
Beginning to End of Year														
Grade	Reading	Math												
8	59.7/60	41.4/60												
		<u>Plus/Delta (with next steps):</u> Special education teachers will be using the Plus/Delta system of data monitoring during the PLC process to identify students’ progress and improvement areas. Each PLC will end in a next	-student progress data -student progress towards IEP goals		District and SBDM funds									

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	is in place to ensure students take responsibility for their own learning?	steps plan to be reviewed at the next meeting.			
		<u>Evidence-based instructional strategies-</u> Evidence-Based Instructional Strategies- Teachers will engage in Instructional Coaching and Professional learning focused on the areas of best practice/high yield instructional strategies to aid in curricular decisions. (i.e. Metacognition, Gradual Release Model, Teacher Clarity)	-teacher lesson plans -observational data -ewalk data -Instructional Rounds data		SBDM funds
		<u>Goal-setting-</u> Schools will meet in concurrent PLC groups to review and modify established goals based on available data using the Activate, Inference, (MAP, Common Assessment) Additionally teacher and students will collaborate to develop individual growth goals.	-Student progress data		

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): By 2023, 75% of students will reach reading and mathematics transition readiness benchmarks. (College readiness measured as students reaching the 69th percentiles on MAP; Career readiness benchmarks will be measured through work-ready skills)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2020, 50% of students will reach reading and mathematics transition readiness benchmarks. (College readiness benchmarks will be measured as students reaching the 69th percentiles on MAP; Career readiness benchmarks will be measured through work-ready skills)	KCWP 6: Establishing Learning Culture and Environment Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom	Leadership: All students at MCKA will participate in The Student Leadership Challenge- a researched base program to develop leadership in youth.	-completion of the 5 practices modules -increase in student leadership opportunities		District funding
		College and Career Readiness: Students will have the opportunity to visit a college or industry during their 8 th and 9 th grade year. Nine trips will be planned visiting colleges/universities, community/technical colleges, and local business and industry.	-completion of student field trips		FRC funding
		Outside Partnerships: MCKA will partner with KHEAA and the Ky College Coach to give students the knowledge and coaching to make informed decisions during their high school career.	-KHEAA visits -Ky College Coach mentorship group meetings/next steps		District funds
		Student Success Ready Conferences: Using CERT data teachers will design a student conference that offers breakout sessions geared towards specific	-increase in student CERT data		SBDM funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		ACT topics. Students will be coached to choose sessions that fit their needs according to their CERT data.			
		<u>Sources of Strength</u> MCKA will partner with Sources of Strength as a comprehensive program to address social and emotional learning.			Grant funded
		<u>MyShield/Knight Academy Awards</u> Students will upload artifacts to MyShield App. The artifacts will link to 21 st century skills and MC 6 C's. In May, students will defend their artifacts as part of their end of year activities.			District funds
		<u>House System</u> Each teacher is assigned to a team or house at MCKA. Each House has their own group of students. This enables the teachers to collaborate in meeting student needs.			
		<u>CERT testing</u> 9 th grade students will take the CERT test 3 times a year as ACT practice and predictor.			District Funds