

# Comprehensive Improvement Plan for Districts

## Rationale

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

## Operational definitions of each area within the plan

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

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

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

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

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

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

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

## Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1: By 2021, 75% of students at the elementary level will attain a minimum of proficiency in reading as measured by the KPREP assessment.  
By 2021, 75% of students at the middle level will attain a minimum of proficiency in reading as measured by the KPREP assessment.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1</b>  68% of elementary students will achieve proficiency or above in reading as measured by the 2020 KPREP assessment.  72% of middle school students will achieve proficiency or above in reading as measured by the 2020 KPREP assessment.  60% of elementary students will achieve proficiency or above in math as measured by the 2020 KPREP assessment.  60% of middle school students will achieve proficiency or above in math as measured by the 2020 KPREP assessment.	<b>Developing a Guaranteed and Viable Curriculum</b> Ensure Tier I instruction and assessments meet the intent of the adopted standards?	Coaches will lead reading, math, & science teachers in vertical alignment discussions within schools, resulting in a revised curriculum map for grades K thru 8 <sup>th</sup> .	Curriculum is updated on the electronic organizer and is available to all stakeholders.	February 2020 March 2020	None
		Quality control meeting(s) will be held throughout the semester to review the congruency with assessments, standards, and instruction. It will be attended by representatives from grades 2-8.	Units are certified congruent between standards, assessment and instruction.	January 2020 March 2020	None
	<b>Developing Student Ownership and Independence</b> Focus on utilizing best practices that support a student-centered classroom.  Common, effective instructional practices are implemented in all classrooms	Professional development in the area of comprehension strategies, discourse, demanding tasks, productive struggle, and utilizing learning targets and success criteria in order to support student ownership and independence as readers, writers, mathematicians, and thinkers.	Evidence of shift in teacher practice as noted in coaching logs and observation data.	January 27-30, 2020 March 17-20 TBD for Fall 2020	Title I Title V
		Utilize district reflection tool which was co-designed with teachers and will serve as the centerpiece for professional growth. Teachers will complete and use to determine areas for growth. They monitor and move themselves on the continuum up as they master additional descriptors.	Teachers complete /update tool & are prepared to discuss areas with coaches and administrators.	Beginning of year, at post conference, & as part of regular self- assessment of practice.	None
		Lessons are designed using the workshop structure: Explain/Model skills & content that students need help with. Student Work time in singles, pairs, and or groups around a cognitively demanding task while the teacher confers by listening in, providing feedback, and providing instruction through catch and release. Reflection Time to share and consolidate critical concepts to be learned from the day’s lesson.	Observation data reflect a shift to the structures of workshop and use of discourse.	Quarterly by district Weekly by school administrators.	None
	<b>Collaborative Professional Learning</b> What systems of collaboration are in place in order to meet the Tier I educational needs of all students working in a student-centered classroom?	Lab classrooms will be used to provide opportunities for all teachers to observe each other while focusing on particular best practices. Teachers use a district protocol which provides a pre-brief, observation, and debrief to discuss what was observed and its implications to one’s own practice.	Each teacher participates and identifies areas to look for during the observation. Identifies next steps for practice as part of debrief.	Administrator and coach observation on day of event.	None
		Instructional coaches in each school will facilitate lab classes along with conducting individual coaching sessions with teachers to develop the capacities set forth in our instructional model.	Coaches schedule and facilitate the lab.	Team conducts quarterly observations together	None
		Lesson study will be utilized to explore ways to utilize the effective instructional practices used in a student-centered classroom. Teachers plan a lesson together, then one of the team teaches it while others capture information about how it supported students. Then all members teach the lesson their classes.	Teachers develop plans and strategies that shift their practice.	Coaches meetings	None

2: Separate Academic Indicator

Goal 2  
By 2022, 50% of students at the elementary, middle, and high school will attain a minimum of proficiency in Science and 60% in Social Studies as measured by the KPREP assessment.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1</b>  40% of elementary, middle, and high school students will achieve proficiency or above in science as measured by the 2019 KPREP assessment.  35% of middle school students will achieve proficiency or above in science as measured by the 2019 KPREP assessment.  35% of high school students will achieve proficiency or above in science as measured by the 2019 KPREP assessment.	Ensure Tier I instruction and assessments meet the intent of the adopted standards?	Refine common assessments and ensure vertical alignment. Ensure that assessments are congruent to the level of the standard.	Assessments are loaded in the Link-it platform and are lined up to the district pacing guide. Test items mirror standard language.	February 2020 March 2020	None
		Tag each learning target to the NGS standard so that concepts can be easily tracked from grade to grade.	Can search Link-it database for a standard and can see the degree students at various grade levels are proficient with it.	February 2020 March 2020	None
		Ensure ongoing professional development in the area of comprehension strategies while developing student ownership and independence as readers, writers, and thinkers of science content. (Scientists)	Classrooms exhibit elements of workshop as part of the daily learning routine.	Quarterly Implementation review data	None
		Identify and practice using critical content vocabulary as a regular part of lesson delivery.	Vocabulary development happens throughout the lessons as part of the daily routine.	Unit plans reflect vocabulary development & Implementation review data on quarterly basis	None
		Ensure that all grade level science content standards are accessible to all students including a minimum of 45 minutes of daily instruction for grades 5-8.	All students in grade 5-8 receive daily science instruction that enables depth of learning for grade level concepts.	Observations Master Schedule	None
		Elementary science teachers receive support/training on teaching science content, NGSS standards, & scientific phenomena.	Number of students scoring proficiency increases.	February 2020 March 2020	Title I \$1000
<b>Objective 2</b>  By 2022, 68% of elementary and middle school students will achieve proficiency in social studies.	Ensure curriculum is vertically aligned 4 <sup>th</sup> grade-8 <sup>th</sup> .	Professional learning will be provided to break down new social studies standards and new pacing guides.	Completed pacing guides agreed upon by consensus of members and loaded into online tool.	February 2020 March 2020	\$1000

3: Gap

Goal 3: By 2022, 60% of free and reduced students at the elementary level will attain a minimum of proficiency in reading as measured by the KPREP assessment. By 2022, 60% of free and reduced students at the middle level will attain a minimum of proficiency in reading as measured by the KPREP assessment. By 2020, 45% of students with disabilities in grades 3-8 will attain a minimum of proficiency in reading as measured by the KPREP assessment.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b>  A minimum of 60% of free/reduced lunch elementary and middle school students will score proficient/distinguished in reading and a minimum of 50% in math as measured by KPREP in 2019,  Reduce reading & math novice by 10% as measured by 2019 KPREP Assessment.	Develop individual checklists to ensure Tier II instruction is implemented with fidelity and based on effective practice.	The district will work with each individual school to develop a rubric for the activities/strategies/etc. that should be used daily during Tier II and III intervention.	Checklists/rubrics are used as part of the implementation review process.	Beginning in January 2019 – monthly through April. Bi=monthly in 2019-2020.	NA
	Develop a school & district wide data monitoring tool to monitor students’ progress toward proficiency.	The district leadership team will monitor the progress of identified Tier II & III students. Data for the target group will be collected and shared at the meeting.	Data is posted monthly for those in Tier II or above and is reviewed at monthly staff meetings.	Monthly.	NA
		STAR reports will serve as a tracking system for monitoring of student achievement in reading and math.		Collected every 10 days.	NA
	Provide professional learning opportunities to refine effective instructional practice in intervention classes.	Schedule intervention teachers into Lab Classrooms that focus on effective literacy practices.	Teachers attend at least one lab per year.	Lab class schedule.	NA
		Provide strategy information that help define best practice in Literacy.		Copies of materials, links, etc.	
<b>Objective 2</b>  Schools respond when students are struggling or falling behind.  Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	<b>Using Goals and Results to Drive Improvement</b> Utilize District wide Common benchmark assessments. (STAR)  Utilize District wide Common quarterly content assessments. (Scrimmage)  Common unit assessments are created by grade/subject level teachers to help measure student progress.	Use benchmark assessments in reading, math, on a quarterly basis.  Use teacher made content assessments in reading, math, s. studies, writing, and science on a quarterly basis. The assessments will be placed within an electronic platform so that the data can be analyzed by individual student and areas of need each quarter.  Common unit formative assessments form the basis of all PLC meetings when reviewing student learning data. They are collected by the team and analyzed through the PLC process.	Assessments created, administered, and analyzed at leadership/team meetings.  Teams identify a need, make a plan to address it which improves student performance.	End of each quarter.  Throughout each unit as determined by agreed upon formative assessments and dates.	None

<i>Repeated from previous page</i>  Schools respond when students are struggling or falling behind.  Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	<b>Collaborative planning and analysis of the effect of instruction on student performance.</b>  Schools develop/refine a PLC process that includes data analysis, and next steps to attack areas of weakness in student performance.	Adopt a protocol for a PLC meeting that defines, the time, the day(s), what data will be collected, how the data will be used, instructional resources available and how it will be monitored.  Develop/utilize protocols for various tasks for the PLC within the school.	Teams have a protocol that is followed and is adjusted to be successful in improving achievement.	Administrator observations of PLC	None
	Professional learning on effective PLC structures.	Professional learning is provided to administrators and coaches on effective PLC structures.	Each school develops and refines a PLC process that is established as a norm for school operations.	Monthly at professional learning meetings.	None
	Common instructional practices & their effectiveness on student achievement is monitored?	The district leadership team conducts quarterly implementation and impact reviews. Data and evidence are collected and shared with schools.	Implementation review data in documentation.	Dates TBD	None
		District leadership along with instructional coaches observe classroom teachers and provide feedback on practices and next steps.	Coaching notes Observation data from district team members.		None
	Develop/Refine a system of interventions to reduce Novice performance and increase proficient	Schools identify a list of steps/procedures to take that address areas of academic concern for groups of students who are not performing to academic expectations including second chance opportunities.	Quarterly reviews indicate an increase in at least one level on the performance scale for students attending intervention.	Schools/district reviews the results of intervention system in each school based on increased achievement of students involved.	None
		Develop a plan to monitor the effectiveness of school-based interventions.			

4: Graduation rate

Goal 4 Allen County-Scottsville High will increase graduation rate to 96% by the end of the 2019-2020 school year.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b>  In 2018-2019, 80% of eligible students enrolled in virtual courses will achieve enough credits to graduate high school.	Refine processes that are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Provide students with after school support to achieve skills needed to earn credits.	Students attend and complete coursework.	Weekly Reports	ESS
		For all incoming students to the program, provide a two week introduction/tutorial on how to function in an independent setting and use virtual program.	Attendance in the orientation process.	Attendance Roster	NA
		Plan for home visits to students who are remote in order to provide support and encouragement to complete course work.	Remote students complete coursework.	Log of visits.	NA
<b>Objective 2</b> Collaborate to ensure a graduation rate of 96% by May 2020 as measured by graduation rates provided by the Kentucky Department of Education.	Advising/Mentoring - Teachers will have a group of students to mentor/advise throughout their high school career. Students at high risk of dropping out in those rooms will be identified using attendance, grades, and behavior as criteria. Teachers will be provided time within the school day to develop a relationship with the students and guide them throughout their high school years.	Teachers will be assigned a PRIDE homeroom to follow from 9th grade throughout their high school career. PRIDE homerooms meet once per week on Fridays during PRIDE (30 minute intervention period). Students at high risk of dropping out will be flagged for special attention by PRIDE homeroom teacher using attendance, grades, and behavior as criteria. Teachers will work to develop a relationship with the students and guide them throughout their high school years.	Daily, Weekly, Monthly mentoring monitoring	Behavioral Support Program, Career Preparation/Orientation  Aug. 2019-May 2020	\$55000
	Credit Recovery/Intervention - A credit recovery room will continue at the Alternative School for students who have fallen behind and will not graduate on time. Also, intervention will take place during PRIDE with students rotating back to each block class for an extra 35 minutes throughout the week.This will be used to	Credit recovery room has been established and will continue at our alternative school for students who have fallen behind and will not graduate on time. We also provide credit recovery during after school sessions for those students who have failed a fall semester class and	Teacher tracking of student progress over time,	Aug. 2019-May 2020 Principals, Guidance Counselors, Mike Kello, Greg Dunn and Jeff Rippy	District Funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	help prevent students from falling behind. By keeping students on track or helping them catch up, dropout rates should decrease. Category: Persistence to Graduation	meet criteria. We will continue to offer a two week summer school credit recovery for those students who have failed either fall or spring semester classes and meet criteria			
	Data Teams - Teachers with common courses and common planning are teamed. They will meet weekly to analyze data from common assessments. This analysis will determine next steps for instruction and what interventions are necessary for those who are not meeting proficiency. Category: Professional Learning & Support Research Cited: Schools that doubled their performance: Set goals Analyzed student data Used formative assessments Collectively reviewed evidence on good instruction Used time more effectively Were led by leaders providing instructional leadership Hattie 2009	Teachers with common courses and common planning are teamed. They will meet weekly to analyze data from common assessments. This analysis will determine next steps for instruction and what interventions are necessary for those who are not meeting proficiency.	Notes/ minutes for department head meetings and reports from department head. Evaluation of instruction/utilization of units Use of common assessment data to drive instructional practice Evidence of individual, class, and course improvement over time	Review at faculty meetings Aug. 2019-May 2020 Principals, Instructional Coach	District Funding



5: Growth

Goal 5
Proficiency will increase 10% for elementary and middle school free and reduced lunch students and students with disabilities as measured by the 2018-2019 KPREP report.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Proficiency will increase 10% for elementary and middle and high school free and reduced lunch students as measured by the 2018-2019 KPREP report	Ensure Tier II instructional needs are met and next steps for improvement are identified?	Supplemental daily support will be provided to students who are just below proficiency as an addition to core instructional time.	Number who move from apprentice to proficiency.	Records of work with each student/group.	ESS \$8000.00
	A system will be developed to monitor students' progress on standards in order to know when they have achieved mastery?	STAR reports will serve as a tracking system for monitoring of student achievement progress by standard. Checks will occur every ten school days.	Data will be captured and recorded.	Monthly	N/A
		The district leadership team will monitor the progress of identified Tier II students. Data for the target group will be collected and shared at monthly staff meetings.	Team reviews the data monthly.	Monthly progress checks.	N/A



6: Transition Readiness

Goal 5 (State your transition readiness goal.): Allen County-Scottsville High School will increase the percentage of students who are Transition Ready from 84.2 to 88 by May 2020. Every student matriculating will reach transition readiness in at least one of the four defined categories: Academic, Career, Military, or School-to-Work.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Students will create a pathway in accordance with Transition Readiness.	All students will set personal goals and self-assess their transition ready status.	Students will regularly check their transition status during PRIDE.	Students can articulate where their current standing and next steps for success	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0
		Transition readiness will be made accessible in a shared, electronic, read-only format for all teachers.	Students can articulate where their current standing and next steps for success	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0
		Teachers and students will be trained on the ACSHS Transition Readiness matrix.	Posted throughout building	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0
<b>Objective 2</b> Intervention structure and procedures will ensure all students are transition ready.	The interventionist, career counselor, JROTC instructors, and instructional administrator will monitor transition data regularly.	Monthly meeting to update transition readiness, update data and move students to intervention as needed	Notes/ minutes from. Monthly administrative data team meeting	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0
Transitional Readiness Intervention - Administrative staff and Guidance will provide effective college and career advising that includes targeted interventions, course and assessment alignment, and adequate communication to students, staff and parents	Transition Readiness Intervention - Administrative staff and Guidance will provide effective college and career advising that includes targeted interventions and course pathway tracking.	Students scoring below benchmark on the ACT in either one or two areas of math, reading, or English will be pulled from elective classes/study halls/or during PRIDE by content area teachers for intervention before taking the college entrance exams.	Notes/ minutes from. Monthly administrative data team meeting	Principals, Career Counselors, Interventionists, Coach August, 2019-May, 2020	\$0