

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 border="1"><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,	<p><u>Data Tracking</u> Teachers, instructional coach, and admins will monitor the success of Tier One instruction through proficiency tracker and Otus data system. Data will be shared in PLC’s to determine effectiveness of instruction and how to differentiate student learning.</p> <p><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.</p>	<p>Student progress data -MAP data -Common assessment data</p> <p>-Student progress data -MAP data -Common assessment data</p>		<p>District and SBDM funding</p> <p>District and SBDM funding</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	social, and developmental needs in mind?	<u>Co-Teaching/Collaboration</u> ECE and general education staff will learn and implement co-teaching strategies in the ELA and Math classrooms.	-Student progress data -MAP data -Common assessment data		District and SBDM funding
		<u>Catch Up Coaching/Mentoring</u> Student grades and success will be monitored through on going data tracking. Students will be assigned a coach/mentor to support the students socially, emotionally, and academically throughout the school year in weekly small group and one on one coaching sessions.	Student progress data -MAP data -Common assessment data		
		<u>Spring Spiral Review Sessions</u> Teachers will plan for intentional spiral review 2 times a week of fall content completed in the block schedule. Students' skills will be strengthen through intentional practice and ongoing exposure to content.	Student progress data -MAP data -Common assessment data		
		<u>Online Resources</u> Teachers will use Achieve 3000 math and Actively Learn to supplement teaching and learning in their classrooms.	Student progress data -MAP data -Common assessment data		District 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	<u>Individual Student Conferences with goal setting</u> Students will be given the opportunity to goal set after receiving individual feedback on writing assignments and prompts. Adult and peer feedback will be used to grow writers.	-		SBDM and district funding
	engagement versus passive or active engagement? How do school/district leadership ensure teachers design	<u>Co-Teaching/Collaboration</u> ECE and general education staff will learn and implement co-teaching strategies in the ELA and Math classrooms.	-Student progress data -MAP data -Common assessment data		SBDM and district funding
	lessons with students’ cultural, social, and	<u>Implement 8th Grade Literacy Plan</u> Teachers have developed a literacy plan to use in ELA,	-Living Scoring 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?	science, and social studies classes. The plan brings writing across the contents for increased practice, feedback, and styles.			

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%	<u>KCWP2: Design and Deliver Instruction</u> - 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>Virtual ESS</u> Students have the opportunity to receive additional learning through virtual ESS sessions with certified teachers.	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. Metacognition, Gradual Release Model, Teacher Clarity)	student progress data		SBDM funding									
		<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	Student progress data		SBDM funding									

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		and Tier 3 instruction based upon the students' needs and progress.			
		<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

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%.	<u>KCWP2: Design and Deliver Instruction</u> - 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	<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	-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
	ways that they learn best?	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.			
		<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>Catch Up Coaching/Mentoring</u> Student grades and success will be monitored through on going data tracking. Students will be assigned a coach/mentor to support the students socially, emotionally, and academically throughout the school year in weekly small group and one on one coaching sessions.	-Student progress data -Persistence to Graduate Data		SBDM funds
		<u>Social Emotional Learning</u> Teachers will use Knight Way time intentionally teach and focus on social emotional lessons. Habitudes will be used as base curriculum as well as			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		The Student Leadership Challenge.			
	<u>KCWP 6: Establishing Learning Culture and Environment</u> : What supports are currently in place to assist students 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?	<u>Attendance Review Meetings</u> - With the use of the Persistence to Graduate tool, attendance review meetings held with at risk students to develop action plans.	-Student action plans -Increased attendance		

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	<u>KCWP 2: Design and Deliver Instruction</u> 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 is in place to	<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>Name and Claim Strategy</u> Teachers will name and claim students who are not showing adequate growth. Data will be monitored and individual supports placed for	-student progress data													

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	ensure students take responsibility for their own learning?	increased student success.			
		<u>Data Tracking</u> Teachers, instructional coach, and admins will monitor the success of Tier One instruction through proficiency tracker and Otus data system. Data will be shared in PLC's to determine effectiveness of instruction and how to differentiate student learning.			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		
		<u>Assessment Data Review</u> Teachers will analyze assessment data from Map, Cert, common assessments, and live scoring to evaluate the effectiveness of their instruction and make			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		adjustments to student learning.			

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)	<u>KCWP 6: Establishing Learning Culture and Environment</u> Enable students to develop leadership roles within the school. . Enable students to develop leadership roles within the classroom	<u>Leadership</u> : 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
		<u>College and Career Readiness</u> : Students will have the opportunity to virtually 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
		<u>Student Success Ready Conferences</u> : Using CERT data teachers will design a student conference that offers breakout sessions geared towards specific ACT topics. Students will be coached to choose sessions that fit their needs according to their CERT data.	-increase in student CERT data		SBDM funds
		<u>Sources of Strength</u> MCKA will partner with Sources of Strength as a			Grant funded

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		comprehensive program to address social and emotional learning.			
		<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