

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):
Goal 1A: By 2023, Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in reading from 49.4 to 54.5% by 12/1/2023 as measured by the state assessment.

Goal 1B: By 2023, Bluegrass Middle School will increase the combined percentage of students scoring proficient and distinguished in math from 35.4% to 39.1% by 12/1/2023 as measured by the state 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.) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 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.) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Strong PLC Work	Professional Learning Communities - Professional Learning Communities will develop protocol and address the Three Smart Goals with the Four Essential Questions being a part of each meeting. 1) What do we want students to learn? 2) How will we know if they have learned? 3) What will we do if they do not learn? 4) What do we do if they already know it? The expectation is that 100% of all Professional Learning Communities will focus on	The PLCs will continue to review and revise curriculum maps to include pacing structures (by the day) based upon the Combined Document and the Blueprint for Kentucky Common Core Content Assessment. Activities will also be aligned and congruent with the Combined Document and include levels of learning 100% of all PLCs will follow the expectation. Results will be monitored through direct contact with teachers and student work.	Increased student scores especially within the gap group students.	Bi-Weekly PLCs	No funding required
		PLCs will develop Common Assessments by grade and content	Increased student scores especially	Bi-Weekly PLCs	No funding required

	these four questions. Results will be measured by PLC minutes and administrative attendance.	levels. Professional Learning Communities will use a common scoring rubric to evaluate results based upon the essential questions. Common assessments will be displayed in the classrooms/ consistently with the rubric and the core content posted with the assessment. Strategies will be taught in all content areas and grade levels for extended and short answer response assessments. Of all content/grade levels, 100% will begin the use of common assessments, and scoring rubrics. Results will be monitored through lesson plans, review of common assessments and rubrics, along with walkthrough data/observation.	within the gap group students.		
		Texts and CCSS skill lessons using the gradual release of responsibility to help scaffold student learning of complex concepts (Crosswalk Coach, Common Core Clinics).	Increased student scores especially within the gap group students.	Weekly PLCs Weekly Lesson Plan Review	No funding required
Objective 2: Technology Integration	Technology Integration - With the immersion of technology within the school, students will have access to more technology. Bluegrass provides students with laptops, iPads, each student is assigned their own Chromebook as a day user or take-home user to interact with the content. This ability allows the teacher to modify and change instruction both because of the lack of	Our allocation of KETS money through the BOE has been used for the past few years to allow us to become 1:1 and replacing teacher work stations. The workstations are approaching KETS out of support list.	Increased student scores especially within the gap group students.	Bi-Weekly PLCs Monthly Curriculum Meetings Yearly Technology Meetings SBDM Monthly Meetings	KETS Funding SBDM Funding

	understanding but increasing the depth. As teachers begin to focus and continue appropriate use of technology as a strategy for instruction, there will be an increase in learning and retention among Bluegrass students.				
Objective 3: Professional Learning	Professional Learning Days - Teachers have a total of four professional development days, but with the current requirements from the Kentucky Department of Education and the depth of the common core, more training and time for teachers to work with each other to disaggregate data is needed. The district made a conscience decision to give teachers another four days called Professional Learning Days. These are invaluable to help teachers continue to move forward in instruction and helping students learn.	<p>We will review eWalk data as it relates to instructional practices affecting KSA Scores. Communicate the results of the eWalks and continually make plans to improve our practices.</p> <p>eWalk data has shown a need for differentiation training and teachers have expressed a desire to learn more regarding differentiating in their classrooms. Teachers will receive training on differentiation in the classroom and how to engage students using the Antonetti Cube and NTN Instructional Practice Cards.</p> <p>With the Professional Growth and Effectiveness System (PGES), a different approach to evaluating teachers has been adopted and must be reviewed with teachers based on what most or some are not accomplishing. This time will let us use EdCAMP to target specific learning teachers need to be accomplished under each domain.</p>	<p>Increased student scores especially within the gap group students.</p> <p>Engaged teachers during PLDs</p> <p>Effective agendas and work of teachers</p>	Bi-Weekly PLCs Bi-Monthly Learning Days	No funding required
Objective 4: Literacy Standards Implementation	Literacy Standards Continued Integration - The Common	Purchase Scope, Jr. Scholastic, Science World, and Action as well	Increased student scores especially	Bi-Weekly PLCs Monthly SBDM Meetings	SBDM funds

	<p>Core Standards require students to read rigorous texts across a variety of content areas, genres, and formats. We have found age appropriate and subject appropriate magazines are timely and relevant in integrating Literacy Standards.</p>	<p>as a weekly reader health magazine to support reading across the content areas.</p> <p>In collaboration with the Director of Secondary Education and the ELA department will develop thematic units of study for ELA teachers. These standards-based units will be bundled based on the district pacing guide. As part of this curriculum, students will participate in ongoing literature circles based on their individual Lexile levels. Tasks for these literature circles will relate to the current unit of study, as determined by the pacing guide. The socratic circles will help decrease the percent of novice and apprentice level students at BGMS by challenging students to complete rigorous standards-based tasks at their independent reading level. Students will engage in tasks with stretch-texts during whole group and practice the tasks at their level in their literature circle groups. We will use formative assessments based on their literature circle tasks, quarterly summative assessments, as well as MAP data to measure and document progress. There are 6 Lexile groups identified per grade level, and each group will read a minimum of 2 novels per year.</p>	<p>within the gap group students.</p>		
Objective 5: Four Essential Questions	Use the Four Essential Questions in PLCs and Reviewing Data - The four	The instructional focus of a Title I school in grades 6-8 will be on reading and math. Bluegrass will	Increased student scores especially	Bi-Weekly PLCs Weekly eWalks	No funding required

	<p>essential questions for success will be reviewed when looking at data - state, local, classroom, etc. These questions will keep us on track in figuring out what else we might do to help our students. Questions: 1) What do we want them to learn? 2) How do we know they learned? 3) What will we do if they did not learn? 4) What do we do if they already know the material?</p>	<p>continue to apply for the day-time waiver to help provide support for Tier II and Tier III students showing reading and math deficiencies. Monitoring of the ESS program will occur through observations and weekly reports.</p> <p>Using teacher allocations from the board of education, Title II funds and per pupil allocations, Bluegrass will employ one individual who will be hired yearly to implement and monitor KSI/RTI initiatives which include data collection, strategic implementation, and enhancement to the current instructional practices within the school. The Instructional Specialist will help facilitate PLCs and Program Review initiatives. This person is vital in our continued success instructionally and meeting the state requirements.</p>	within the gap group students.		
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2: Separate Academic Indicator

Goal 2: By 2025, students scoring proficient/distinguished in Science will increase from 18 % to 40.5% and from 44% to 63.6% in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, students scoring Proficient/Distinguished	Professional Learning Communities - Professional Learning Communities will develop protocol and address the Three Smart Goals with the Four Essential Questions being a part of each meeting. 1) What do we want				
		The PLCs will continue to review and revise curriculum maps to include pacing structures (by the day) based upon the Combined Document and the Blueprint for Kentucky Common Core Content	Increased student scores especially within the gap group students.	Bi-weekly PLCs	None

in Science will increase from 18% to 40.5%	students to learn? 2) How will we know if they have learned? 3) What will we do if they do not learn? 4) What do we do if they already know it? The expectation is that 100% of all Professional Learning Communities will focus on these four questions. Results will be measured by PLC minutes and administrative attendance.	Assessment. Activities will also be aligned and congruent with the Combined Document and include levels of learning 100% of all PLCs will follow the expectation. Results will be monitored through direct contact with teachers and student work.			
		PLCs will develop Common Assessments by grade and content levels. Professional Learning Communities will use a common scoring rubric to evaluate results based upon the essential questions. Common assessments will be displayed in the classrooms/ consistently with the rubric and the core content posted with the assessment. Strategies will be taught in all content areas and grade levels for extended and short answer response assessments. Of all content/grade levels, 100% will begin the use of common assessments, and scoring rubrics. Results will be monitored through lesson plans, review of common assessments and rubrics, along with walkthrough data/observation.	Increased student scores especially within the gap group students.	Bi-weekly PLCs	None
		PLCs will develop an I-Ready/MAP like assessments by grade. The assessments will be given three times a year like I-Ready/Map (fall, winter, spring) and data will be tracked and reviewed to support students who need additional help with the concepts. Strategies will be taught in all content areas and grade levels for extended and short answer response assessments. Of all content/grade levels, 100% will begin the use of common assessments, and scoring rubrics. Results will be monitored through lesson plans, review of common assessments and rubrics, along with walkthrough data/observation.	Increased student scores especially within the gap group students.	Bi-weekly PLCs	None

Goal 2: By 2025, students scoring proficient/distinguished in Writing will increase from 44% to 63.6%.	Professional Learning Communities - Professional Learning Communities will develop protocol and address the Three Smart Goals with the Four Essential Questions being a part of each meeting. 1) What do we want students to learn? 2) How will we know if they have learned? 3) What will we do if they do not learn? 4) What do we do if they already know it? The expectation is that 100% of all Professional Learning Communities will focus on these four questions. Results will be measured by PLC minutes and administrative attendance.				
		The PLCs will continue to review and revise curriculum maps to include pacing structures (by the day) based upon the Combined Document and the Blueprint for Kentucky Common Core Content Assessment. Activities will also be aligned and congruent with the Combined Document and include levels of learning 100% of all PLCs will follow the expectation. Results will be monitored through direct contact with teachers and student work.	Increased student scores especially within the gap group students.	Bi-weekly PLCs	
	Writing Plan-A school-wide writing plan has been developed, utilizing input from all grade levels and contents. The plan has been approved by SBDM and is being implemented. It includes writing in every content and across grade levels consistently.	The writing is measured by a school-wide rubric, the writing is displayed, and students are celebrated. Additionally, there are supports in place for students who need help with their writing through writing workshops, ESS, No Red Ink, individual student conferences.	Increased student scores especially within the gap group students.	Quarterly	None

3: Gap

Goal 3 (State your Gap goal):
Goal 3A: By 2023, Bluegrass Middle School will increase the combined percentage combined student group scoring proficient and distinguished in reading from 37.1% to 41.1% by 12/1/2023 as measured by the state assessment.

Goal 3A: By 2023, Bluegrass Middle School will increase the combined percentage combined student group scoring proficient and distinguished in math from 23.8% to 26.3% by 12/1/2023 as measured by the state 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.) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 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.) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Use of KSI process	GAP students will be placed in KSI intervention classrooms as well as work on IXL and My Path from iReady to fill the gaps in learning. These classes will be no less than 45 minutes. Students will be assessed quarterly and progress will be reviewed weekly.	IXL and My Path will be monitored by quarterly assessments and progress reports given to the principal. Students, parents, and teachers will be communicated with if there is little to no progress	Increased student scores especially within the gap group students.	Bi-Weekly PLCs Monthly KSI meetings	\$3750
Objective 2: Strong Instructional Practices	Teachers will continue to attend PLCs, professional development, cadres, collaboration, and review of	The principal will be one of the driving forces besides the teachers working to make sure the professional learning community	Increased students scoring proficient	Bi-Weekly PLCs School Wide ERQ Data	No Funding Required.

	student data – pre/post assessments, summative assessments, writing tasks reviewed, and instructional strategies which are researched based being used most all day every day.	and instructional practices are implemented / followed with fidelity.			
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5: Growth

Goal 5 (State your Growth goal):
Goal 5: By 2023, Bluegrass Middle School will increase students making growth from 10.5% to 32.0% by 12/1/2023 as measured by the state assessment.

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">• 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? (<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">• 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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Use of iReady to measure growth	Students will take the iReady assessment three times a year in the areas of math and reading. After each assessment students will meet with administration to set new goals.	Administration will be present during assessments like iReady to insure integrity of testing.	Increases in the number of students reaching their required goal.	iReady data	No Funding Required
		Students will be given the day before a goal sheet designed by iReady and revised based on student excess	Increases in growth from the previous year	iReady data	No Funding Required
Objective 2: Use of ERQs, KSA Scrimmage, Instructional Strategies to identify areas of needed growth to help the student grow overall	Students will take a minimum of four ERQs a year.	At which time the assessment committee will review grade their answers, look for common mistakes and successes then return them to the student with comments.	Continual improvement on ERQs and citing their work.	ERQ Data Bi-Weekly PLCs	No Funding Required
	Students will take a KSA scrimmage each year	At which time students will take a full KSA assessment like test. They	Overall scores greater than 70 by 70.	iReady data	\$100 (paper)

		will be timed and SPED students will have modifications. Students will be paired with the person giving the assessment in the spring and SPED with those who will read to them on the assessment.			
	Instructional strategies within the building will be there to promote learning through thinking tasks, differentiation, and level of engagement.	Students will participate in lessons which allow for the productive struggle, content that is interesting to the students, tasks assigned are different based on the individual student.	Instructional rounds will show a consistent and even increased pattern of instructional strategy use.		No Funding Required

6: Transition Readiness

<p>Goal 6 (State your Transition Readiness goal):</p> <p>Goal 6: By 2023, Bluegrass Middle School will maintain 100% of our students are high school transition ready.</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">• 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
Objective 1: Students will be familiar with JHHS and EC3	Students will take at least two trips to JHHS and EC3 concerning career possibilities, registration for the upcoming school year, and/or opportunities offered at technical colleges.	The counselors from Bluegrass and JHHS will meet in the summer of each school year to discuss the transition activities such as career day, band concerts, plays, or reality stores.	The record shows that 100% of students went on to the high school level	Yearly Meetings with Counselors	No Funding Required
		The counselors from Bluegrass and EC3 will meet in the summer of each school year to discuss the transition activities such as career opportunities at EC3, the job fairs they may have, and opportunities to take college courses at EC3 during the school day. Students will be bussed from Bluegrass to EC3	The record shows that 100% of students went on to the high school level.	Yearly Meetings with Counselors	\$300
Objective 2: Required paperwork and criteria for high school are met	Students will have taken all the required assessments, filled out all paperwork such	The counselors from JHHS, EC3 and Bluegrass will meet in the summer of each school year and	The record shows that at least 100% of our students have the	Yearly Meetings with Counselors	No Funding Required

	as scheduling and other criteria stated that is needed by the high schools.	discuss the requirements such as assessments, paperwork and scheduling. Bluegrass will have ready access to all those materials.	required criteria to be at the high school level.		
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