

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):

Increase the percentage of students scoring proficient and distinguished in both math and reading from 62.5 to 71.5 by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
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- [KCWP 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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring proficient and distinguished in math from 61.3 to 66.3 by 2019.	Continue to refine our Tier II intervention system (WIN) in order to ensure that our groups are flexible and targeted to specific students' math needs.	Continue to enact and refine a protocol and monitoring/documentation tool for tiered math interventions.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
		Coaches will use "data wise" questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs.	Continuous refinement of math intervention.		
	Continue to offer advanced math standards for grades 3-5 in order to ensure that our distinguished students are being challenged.	Develop a protocol and monitoring/documentation tool for advanced math implementation.	Continuous student mastery of advanced math standards.		
		Coaches to use "data wise" questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs.	Continuous refinement of advanced math implementation.		
Objective 2: Increase the percentage of students scoring proficient and distinguished in	Continue to refine our Tier II intervention system (RTI) in order to ensure that our groups	Provide support through on-going professional development in the area of	Implementation of reading evidence based practices in observations.		

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reading from 63.6 to 68.6 by 2019.	are flexible and targeted to specific students' literary needs.	reading evidence based practices that align with our vision for students.			
		Identify essential standards and create a unit plan to address those standards in intervention.	Creation of the essential standards unit plan.		
		Coaches will use "data wise" questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs.	Continuous refinement of ELA intervention.		
		Develop a protocol and monitoring/documentation tool for tiered reading interventions.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Implement the ELA curriculum frameworks (with standard realignment) for grades K-5 in order to ensure a guaranteed and viable curriculum is translated into instructional steps.	PLCs will continue to unpack the ELA units (with standard re-alignment) and refine assessment matrices for each unit of study.	Documentation of activity creation and assessment matrices.		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

Increase the separate academic indicator score from 73.8 to 82.8 by 2021.

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.)

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Objective 1: Increase the separate academic indicator in social studies from 77.6 to 82.6 by 2019.	Continue to use evidence based instructional strategies (i.e. text immersion, research, discourse) in order to ensure that our students are making meaning of social studies content.	Teams will continue to plan for instruction regularly, reflecting on the activity's success based on data collected.	Documentation of evidence based practices embedded into regular lesson plans.		
	Implement the social studies curriculum frameworks for grades K-5 in order to ensure a guaranteed and viable curriculum is translated into instructional steps.	PLCs will continue to unpack social studies standards and create assessment tools for each unit of study.	Documentation of activity creation and matching assessments.		
Objective 2: Increase the separate academic indicator in on demand writing from 65.1 to 70.1 by 2019.	Continue to use evidence based instructional strategies (such as modeling, opportunity to write, discourse and scaffolding) in order to ensure that our students are progressing as writers.	PLCs will continue to unpack the new ELA units (with standard realignment) and create pre/post cold writes and student goal setting for each unit of study.	Documentation of activity creation and assessment matrices.		
	Implement the ELA (writing) curriculum frameworks for grades K-5 in order to ensure a guaranteed and viable curriculum is translated into instructional steps.	PLCs will continue to unpack the new ELA units (with standard realignment) and create pre/post cold writes and student goal setting for each unit of study.	Documentation of activity creation and assessment matrices.		

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	Continue to refine our writing instruction through writing analysis in order to ensure that our instruction is targeted to specific students' literacy needs.	Coaches and team members will use protocols and "data wise" questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs.	Continuous refinement of writing development on a specified rubric.		

3: Gap

Goal 3 (State your Gap goal): **Increase the average reading proficiency ratings for all students in the non-duplicated gap group from 45.1% in 2018 to 50.1% in 2021.**

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.)

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Objective 1: Increase the percentage of students scoring proficient and distinguished in the non-duplicated gap group of students with disabilities in reading from 47.4 to 52.4 by 2019.	Ensure Tier I curriculum is accessible to all students via the co-teaching model, and instruction and assessments meet the intent and rigor of the standards.	Continue to expand our understanding and regular implementation of co-teaching through professional development and planning support/feedback.	Regular effective co-teaching as is evidenced by the co-teaching “look for” document.		
		Utilize the “look for” document for co-teaching to ascertain the effectiveness of our current practice.	Continual growth on the “look for” document by all co-teachers		
	Ensure that resource instruction is evidence based and differentiated based on the students’ needs.	Ensure that ECE teachers receive differentiated professional learning and monitoring about curriculum and evidence based instructional practices that can be utilized in resource or highly structured classrooms.	ECS teachers to receive specific trainings on writing IEPs, instructional best practice, reading instructional strategies, and teaching with poverty and trauma in mind.		
Objective 2: Increase the percentage of students scoring proficient and distinguished in the non-duplicated gap group from poverty in reading from 36.2 to 41.2 by 2019.	Ensure Tier I curriculum is accessible to all students and instruction and assessments meet the intent and rigor of the standards. Ensure that instruction is evidence based, and poverty,	Continue to expand our understanding and regular implementation of instructional best practices through professional development and planning support/feedback. Ensure that teachers receive differentiated professional learning and	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		

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	trauma and culturally responsive based on the students' needs.	monitoring about curriculum and evidence based instructional practices that are responsive to students living in poverty.	Reduction of behavioral disciplinarys among students in poverty.		
			Increase in proficiency in regular CFA data analysis.		

4: Graduation rate

Goal 4 (State your Graduation Rate goal): **N/A**

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.)

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Objective 1					
Objective 2					

5: Growth

Goal 5 (*State your Growth goal*): Increase the percentage of students in “keep up” or “move up” from 64.5% in reading and math to 73.5% by 2021.

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.*)

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Objective 1: Increase the percentage of students in “keep up” or “move up” in reading from 66% to 71% by 2019.	Ensure Tier I curriculum is accessible to all students and instruction and assessments meet the intent and rigor of the standards.	Continue to expand our understanding and regular implementation of instructional best practices through professional development and planning support/feedback.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Continue to use evidence based instructional strategies (such as modeling, opportunity to write, discourse and scaffolding) in order to ensure that our students are making meaning of ELA content.	Teams will continue to plan for instruction regularly, reflecting on the activity’s success based on data collected.	Documentation of evidence based practices embedded into regular lesson plans.		
	Continue to refine our Tier II intervention system (WIN) in order to ensure that our groups are flexible and targeted to specific students’ reading and writing needs.	Continue to enact and refine a protocol and monitoring/documentation tool for tiered ELA interventions.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Continue to offer extensions in ELA standards in order to ensure that our distinguished students are being challenged.	Develop a protocol and monitoring/documentation tool for extension implementation.	Continuous student mastery of advanced ELA standards and complex text.		

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		Coaches to use “data wise” questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs.	Continuous refinement of extension ELA implementation.		
Objective 2: Increase the percentage of students in “keep up” or “move up” in math from 63% to 68% by 2019.	Ensure Tier I curriculum is accessible to all students and instruction and assessments meet the intent and rigor of the standards.	Continue to expand our understanding and regular implementation of instructional best practices through professional development and planning support/feedback.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Continue to use evidence based instructional strategies (such as modeling, opportunity to write, discourse and scaffolding) in order to ensure that our students are making meaning of math content.	Teams will continue to plan for instruction regularly, reflecting on the activity’s success based on data collected.	Documentation of evidence based practices embedded into regular lesson plans.		
	Continue to refine our Tier II intervention system (WIN) in order to ensure that our groups are flexible and targeted to specific students’ reading and writing needs.	Continue to enact and refine a protocol and monitoring/documentation tool for tiered math interventions.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Continue to offer extensions in math standards in order to ensure that our distinguished students are being challenged.	Develop a protocol and monitoring/documentation tool for extension implementation.	Continual student mastery of advanced math standards and complex text.		
		Coaches to use “data wise” questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs.	Continual refinement of extension math implementation.		

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase the combined reading and math proficiency amongst 5th grade students as measured by KPREP from 65.6 to 74.6 by 2021.

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.*)

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Objective 1: Increase the math proficiency amongst 5th grade students as measured by KPREP from 66.7 to 71.7.	Ensure Tier I curriculum is accessible to all students and instruction and assessments meet the intent and rigor of the standards.	Continue to expand our understanding and regular implementation of instructional best practices through professional development and planning support/feedback.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Continue to use evidence based instructional strategies (such as modeling, opportunity to write, discourse and scaffolding) in order to ensure that our students are making meaning of math content.	Teams will continue to plan for instruction regularly, reflecting on the activity's success based on data collected.	Documentation of evidence based practices embedded into regular lesson plans.		
	Continue to refine our Tier II intervention system (WIN) in order to ensure that our groups are flexible and targeted to specific students' reading and writing needs.	Continue to enact and refine a protocol and monitoring/documentation tool for tiered math interventions.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Continue to offer extensions in math standards in order to ensure that our distinguished students are being challenged.	Develop a protocol and monitoring/documentation tool for extension implementation.	Continual student mastery of advanced math standards and complex text.		

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		Coaches to use “data wise” questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs.	Continual refinement of extension math implementation.		
Objective 2: Increase the reading proficiency amongst 5th grade students as measured by KPREP from 64.4 to 69.4.	Ensure Tier I curriculum is accessible to all students and instruction and assessments meet the intent and rigor of the standards.	Continue to expand our understanding and regular implementation of instructional best practices through professional development and planning support/feedback.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Continue to use evidence based instructional strategies (such as modeling, opportunity to write, discourse and scaffolding) in order to ensure that our students are making meaning of ELA content.	Teams will continue to plan for instruction regularly, reflecting on the activity’s success based on data collected.	Documentation of evidence based practices embedded into regular lesson plans.		
	Continue to refine our Tier II intervention system (WIN) in order to ensure that our groups are flexible and targeted to specific students’ reading and writing needs.	Continue to enact and refine a protocol and monitoring/documentation tool for tiered ELA interventions.	Continual movement of students out of Tier II interventions as measured by ongoing collection of common formative assessment data.		
	Continue to offer extensions in ELA standards in order to ensure that our distinguished students are being challenged.	Develop a protocol and monitoring/documentation tool for extension implementation.	Continuous student mastery of advanced ELA standards and complex text.		
		Coaches to use “data wise” questions (what does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are next steps?) in regular PLCs.	Continuous refinement of extension ELA implementation.		

7: Other (optional)

Goal 7 (State your goal):

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.*)

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