

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): Combined reading and math proficiency will increase from 55.05 in 2018 to 74.0 in 2019 for all students.

<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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, math proficiency will increase from 34.0 to 66.9.	Design and Deploy Standards- Teachers and staff will work to gain a better understanding of standards and will work to implement, with fidelity, strategies to support rigorous instruction	The implementation of Data Teams (PLC) will help us track proficiency of standards, fidelity of strategies and instructional next steps. The work that is completed in data teams will support the work towards mastery of priority standards through the use of SMART goals.	Formative and Summative data, MAP	August 2018-May 2019	\$0
		Lesson Studies will support teacher understanding of math lessons and will allow for teacher/administrator feedback of student response to the delivery of the lesson. This will allow for deeper understanding for the teachers of the math standards and mathematical practices to ensure the delivery of rigorous instruction.	Formative and summative data	August 2018-May 2019	\$0
	Review Analyze and Apply Data	SST bi-monthly meetings will be held to discuss and track students in intervention and			
Objective 2: By May 2019, reading proficiency will increase from 42.0 to 70.7	Design and Deliver Instruction-Teachers will continuously work to improve their understanding	The Reading Recovery specialist will continue to support classroom teachers providing tier 2 and tier 3 reading instruction.			
		All teachers will ensure the 5 components of balanced literacy is delivered to all students to ensure a year's growth.			

	and implementation of core reading instruction.				
		Administration will offer feedback on lesson plans and during walk-throughs.	Lesson plans	August 2018-May 2019	
		Primary teachers will continue their work with Lynne Schwalle from OVEC on balanced literacy	Walk-through data and lesson plans	August 2018-May 2019	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): By May 2019 Social Studies proficiency will increase from 12.5 to 65.0

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](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
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- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019 Social Studies proficiency will increase from 12.5 to 65.0	Design and Deploy Standards	Teachers will work with grade level social studies DPLC to design a comprehensive curriculum map.	Formative/Summative Data		\$0
	Design and Deliver Instruction	Teachers will create learning targets to guide instruction that are student friendly and aligned with standards.	Formative/Summative Data		\$0
		Teachers will create highly engaging lessons aligned with standards.	Formative/Summative Data		\$0

3: Gap

Goal 3 (State your Gap goal): To increase GAP proficiency among students with disabilities – IEP.

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	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, reading proficiency among students with disability – IEP will increase from 13.3 to 40.0.	Review, Analyze and Apply Data	PLC/Data Teams: Student progress will be tracked weekly through the PLC process to ensure progress for all students and the appropriate next steps for instruction.	Formative/Summative Data	August 2018-May 2019	\$0
		SST Meetings: Bi-monthly SST meetings will take place to ensure student success with interventions.	Formative/summative data,	August 2018-May 2019	\$0
	Design and Deliver Instruction: RTI will be delivered as prescribed by district guidelines.	Novice Reduction Plans: A novice reduction plan will be created for students that fall below the 25 th percentile on MAP to ensure proper strategies that are implemented by the student and monitored by the teacher weekly. This plan will encourage the student to work daily on academic improvement and holds the student accountable for their success.	Progress monitoring based off chosen strategy.	January 2019-May 2019	\$0
		RTI: Tiered interventions will be implemented through the use of Reading Recovery, CIM, Guided Reading, Lexia, LLI.	Progress Monitoring based off intervention	August 2018-May 2019	\$12,000 Title I
	Design, Align and Deliver Support	Improve co-teaching models among the building to better support our special education learners.	Progress monitoring and formative/summative assessment.	August 2018-May 2019	

4: Graduation rate

Goal 4 (State your Graduation Rate 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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Objective 1					
Objective 2					

5: Growth

Goal 5 (State your Growth goal): An increase in combined reading and math growth from 19.5 to 25.0 by May 2019.

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	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019 WRE students will increase proficiency in reading and math from 19.5 to 45.0.	Design and Deploy standards – teachers and staff will work together to gain a better understanding of standards and will work to implement with fidelity strategies to support rigorous instruction.	The implementation of Data Teams (PLC) will help us track proficiency of standards, fidelity of strategies and instructional next steps. The work that is completed in these data teams will support the work towards mastery of priority standards through the use of SMART goals.	Formative/summative Data	August 2018-May 2019	\$0
		Core Instruction: Teachers will implement Eureka Math K-5 to establish systemic core math instruction.	Formative/summative data and MAP	October 2018-May 2019	\$0
	Review, Analyze and Apply Data Results	Core Instruction: Teachers will create a balanced reading block that incorporates all 5 components of reading.	Formative/summative data and MAP	August 2018-May 2019	\$0
		Novice Reduction Plans: A novice reduction plan will be created for students that fall below the 25 th percentile on MAP to ensure proper strategies that are implemented by the student and monitored by the teacher weekly. This plan will encourage the	Progress monitoring	January 2019-May 2019	\$0

		student to work daily on academic improvement and holds the student accountable for their success.			
Objective 2					

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): An increase in proficiency of fifth graders transitioning to middle school from 23% in 2017 to 40% in 2018 in math according to MAP and 27% in 2017 to 50% in 2018 in reading according to MAP.

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: By May 2019, WRE fifth graders will increase proficiency in reading from 42.8% to 60%.	Establishing Learning Culture and Environment Design and Deliver Instruction	Team Building: The Fourth and Fifth grade is considered the “Wolf Pack” They are working on demonstrating leadership skills in the classroom and out in the building to create a strong culture of leading and learning.	Formative data	August 2018-May 2019	\$0
		Core Instruction: Teachers will implement Eureka Math K-5 to establish systemic core math instruction.	Formative/summative assessment and MAP	August 2018-May 2019	\$0
	Review, Analyze and Apply Data Results	Instructional Walk Through: Administration will do walk-throughs to identify and give feedback on the 5 components of literacy.	Formative/summative assessment	August 2018-May 2019	\$0
		Novice Reduction Plans: A novice reduction plan will be created for students that fall below the 25 th percentile on MAP to ensure proper strategies that are implemented by the student and monitored by the teacher weekly. This plan will encourage the student to work daily on academic	Progress Monitoring	January 2019-May2019	\$0

		improvement and holds the student accountable for their success.			
Objective 2					

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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Objective 2					