

Comprehensive Improvement Plan for Schools

Peaks Mill 2020-2021

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: In the 2020-21 school year, Peaks Mill Elementary will increase our overall NAPD Index score from 77 to 82.

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](#)
- [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? (*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.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p>In the 2020-21 school year, We will increase our overall proficiency for reading from 73.5 NAPD Index score to 78.</p> <p>In the 2020-2021 school year, we will increase our overall proficiency for math from 80.5 NAPD Index score to 85.</p>	<p>Instructional Fidelity and Consistency</p> <p>Design, Align and Deliver Support</p> <p>Based on the KCWP # 1 with our needs assessment determined by the Admin team and the Empowerment Team.</p>	<p>Teachers will plan and implement balanced math and reading units that address the core academic standards and use on-going formative and summative assessments matched to the content standard.</p>	<p>Formative assessments, MAP scores, KPREP scores</p>	<p>Ongoing assessments throughout the year ; District Benchmarks –October, January, March MAP assessments- Sept., Dec., April KPREP assessment- May</p> <p>District content cadres will work quarterly to review standards and targets to make sure rigorous content is being introduced to all students.</p>	<p>District support for MAP testing</p> <p>District support for benchmark assessments in reading and math.</p>
		<p>Core instruction will be supported with embedded technology programs targeted and assessing and moving students. Programs include but are not limited to: Khan Academy, Reading Plus, Great Minds, and Lexia.</p>	<p>Formative assessments, MAP scores, KPREP scores, benchmark results.</p>	<p>Ongoing assessments throughout the year ; District Benchmarks –October, January, March MAP assessments- Sept., Dec., April KPREP assessment- May</p>	<p>District support for MAP testing and technology training</p>
	<p>Align and Deliver Assessment Literacy (KCWP # 3)</p>	<p>District Benchmark tests will be given three times yearly in reading to assess the core standards and to align the district curriculum map</p>	<p>Formative assessments, MAP scores, KPREP scores</p>	<p>Ongoing assessments throughout the year ; District Benchmarks –October, January, March MAP assessments- Sept., Dec., April KPREP assessment- May</p>	<p>District support for testing</p>

	Design and Deliver Instruction	Student Success Team meeting will be held monthly to discuss data and support systems designed to meet individual students needs in RTI.	Formative assessments, MAP scores, KPREP scores. EasyCBM data	Ongoing assessments throughout the year ; District Benchmarks –October, January, March; EasyCBM- three times a year; MAP assessments- Sept., Dec., April KPREP assessment- May	District support for testing
		Daytime ESS will be implemented to support student targeted diverse instruction for students behind in reading and math	Formative assessments, MAP scores, KPREP scores. EasyCBM data	MAP assessments- Sept., Dec., April KPREP assessment- May EasyCBM data-three times a year;	PME ESS funds
Objective 2 To offer specific professional development opportunities for teachers based on the professional growth goals, that will increase efficacy and support student thinking towards proficiency.	Professional Development KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	All teachers will be trained and provided feedback in the Workshop Model of Instruction and Thinking Strategies for ongoing instructional support.	Formative assessments, MAP scores, KPREP scores; Teacher retention; Evaluation data;	Coaching cycles with teachers (especially those new to the district) focused on workshop.	District and school support for teacher substitutes
		Professional Learning Communities (PLC) will meet weekly to desegregate data and plan learning targets/strategies to meet the standards.	Formative assessments, MAP scores, KPREP scores;	Meeting agendas and minutes; PLC notes. Using the data from the formatives and having it organized allows teachers to discuss instructional moves. This supports our design of rigorous instruction and the cycle begins as they bring new data to analyze.	0
		Teachers will participate in Peer Learning Labs led by the district instructional coaches.	Formative assessments, MAP scores, KPREP scores	Agendas from peer labs. District has an ongoing list of labs with topics and those attending.	District and school support for teacher substitutes
		Twice monthly staff meeting will have instructional and professional development components.	Formative assessments, MAP scores, KPREP scores;	Google slides help to know what we have covered and leadership team follows up with teams that need additional support.	0

2: Separate Academic Indicator

Goal 2: In 2020-21 school year, Peaks Mill will increase our separate academic indicator overall proficiency from 52.6% to 62%.

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 In the 2020-21, Peaks Mill will increase the science score on KPREP from 38.3% Proficiency to 41.1% by May of 2020.	KCWP#2 - Design and Deliver Instruction	Through Course Tasks (TCT's) will be given in each grade level and discussed at PLCs.	Formative Assessments; KPREP data	On-going assessments, lesson plans, staff meeting agenda's and minutes, and district content specific cadres.	0
		Core instruction will be supported with embedded technology programs targeted and assessing and moving students.	Formative Assessments; KPREP data	On-going assessments, lesson plans, staff meeting agenda's and minutes.	0
	KCWP#4 – Review, Analyze, and Apply data through the PLC process to discuss ways we are attacking science standards with cross curricular ELA standards.	Teachers will be required to embed hands- on science lessons and/or technology lessons in science.	Formative Assessments; KPREP data	On-going assessments, lesson plans, staff meeting agenda's and minutes.	0
		Professional Learning Communities (PLC) will meet weekly to desegregate data and plan learning targets/strategies to meet the standards.	Formative Assessments; KPREP data	On-going assessments, lesson plans, staff meeting agenda's and minutes.	0
		Like science assessments will be planned and used to support assessment literacy	Formative Assessments; KPREP data	On-going assessments, lesson plans, staff meeting agenda's and minutes.	0
		Community support (4-H), and field trips will be planned to support core curriculum standards	Formative Assessments discussed through PLC, KPREP data	On-going assessments, lesson plans, staff meeting agenda's and minutes.	0

<p>Objective 2 In the 2020-21 school year, Peaks Mill will increase the writing proficiency from 61.4% to 70%.</p>	<ul style="list-style-type: none"> • KCWP 5: Design, Align and Deliver Support 	<p>Teachers design writing formatives during the PLC process and then review data to identify trends.</p> <p>Literacy Committee unveiled the writing continuum, outlining expectations per grade level.</p>	<p>Data from formatives determine instructional moves.</p>	<p>Monthly Writing formatives tracked on PLC notes</p> <p>Benchmark assessments (grades 3-5 with writing short answers, ERQ)</p> <p>Benchmark writing 3 times a year to monitor the effectiveness of our targeted instruction.</p>	<p>Librarian bought supporting 6+1 trait crates for mentor text (\$500).</p>
	<ul style="list-style-type: none"> • KCWP 6: Establishing Learning Culture and Environment 	<p>Building wide writing instruction with writing mentors (5th grade). Every student has a writing mentor to offer instructional support using 6+1 traits rubric.</p>	<p>Writing Rubric and scores of pieces collected by classroom teacher and discussed during PLCs.</p>	<p>At least once monthly writing mentors review writing and confer twice on each piece.</p>	<p>Folders for each student (\$100)</p>

3: Gap

Goal 3: Students with disabilities and economically disadvantaged will increase their KPREP proficiency in reading and math scores by 15%.

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Disabilities In the 2020-21 school year, students with disabilities will increase their reading proficiency from 28.1% to 43.1%.	KCWP 2	Send the Special Education team to the Behavior Institute to learn new strategies for student needs.		Weekly PLC meetings with Special Ed team to discuss student needs and strategies. Weekly sentence/passage probes.	\$2000 registration
		Students practice with text reader			
		EdMark reading program is used in small group setting	Increase of EdMark level		
		Orton Gillingham is used in speech resource			
Disabilities In the 2020-21 school year, students with disabilities will increase their math proficiency from 31.3% to 46.3%.	KCWP 2	Do the Math program is used with small groups of students	Easy CBM Math Benchmark	Easy CBM administered twice a month. Math Benchmark administered three times a year.	
		Intentional exposure to content prior to core instruction			
		Concrete, Interactive and hands on manipulatives			
Economically disadvantaged In the 2020-21 school year, students with disabilities will increase their reading 47.7 to 62.7%.		Additional reading support through interventionists.	Running records, benchmark reading scores, formatives assessments in classroom.	Bi-weekly reading PLC formative reviews, MAP scores (3 times a year), District Reading Benchmark (3 times a year), Curriculum Calibration for standards review, monthly student success team (SST) meeting to identify and discuss needs.	Title 1 – salary for interventionist \$40,000 (120 days)

		Family Outreach during the summer and throughout the school year to increase parent involvement.	Number of attendees Survey Results	Feedback from parents and community stakeholders	\$2500 (food, kid activities)
Economically disadvantaged In the 2020-21 school year, students that are economically disadvantage will increase their math proficiency from 55% to 70%.		Family Outreach during the summer and throughout the school year to increase parent involvement.	Number of attendees Survey Results	Feedback from parents and community stakeholders	\$2500 (food, kid activities)
		Additional math instructional support through interventionists.	Running records, benchmark reading scores, formative assessments in classroom.	Bi-weekly reading PLC formative reviews, MAP scores (3 times a year), District Reading Benchmark (3 times a year), Curriculum Calibration for standards review, monthly student success team (SST) meeting to identify and discuss needs.	Title 1 – salary for interventionist \$40,000 (120 days)

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: The KPREP student growth indicator score will increase from 70.1 to an indicator score of 76.

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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Reading In the 2020-21 school year, Peaks Mill will increase our reading growth indicator score from 62.1 to 67.1.	KCWP 1- Design and Deploy Standards	Weekly Walk throughs to identify alignment with targets from the standards.	Shared drive with documented walk through notes.	Benchmark that is standards based 3 times a year.	
		Peer observations multiple throughout the year.	Discussion notes and teacher feedback to one another.	MAP assessments 3 times a year.	
		Reading groups from ALL 1 and 2 nd grade students with support from enrichment and interventionists.	Running records and DRA show growth in reading level.	Weekly PLC meetings with formative assessment review based on standards.	
				District content PLCs for standards driven curriculum map.	
Math In the 2020-21 school year, Peaks Mill will increase our math growth indicator score from 78 to 83.	KCWP 1- Design and Deploy Standards	Weekly Walk throughs to identify alignment with targets from the standards.	Shared drive with documented walk through notes.	Benchmark that is standards based 3 times a year.	
		Peer observations multiple throughout the year.	Discussion notes and teacher feedback to one another.	MAP assessments 3 times a year.	
		Teachers attend Eureka PD to strengthen instructional practices specific to this rigorous program.	Mid Module Assessments and Formatives.	Weekly PLC meetings with formative assessment review based on standards.	
				District content PLCs for standards driven curriculum map.	

6: Transition Readiness

Goal 6: N/A

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7: Other (optional)

Goal 7 (*State your goal*): In the 2019-2020 school year, Peaks Mill will increase our overall attendance rate from 95.6% to 96.6%.
 ***2020-21 This goal would be based on participation and trying to get virtual participation levels consistently up.

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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In the 2019-2020 school year, Peaks Mill will increase our attendance rate with economically disadvantaged students from 64.2% to 67% 20-21 school year this would be measure through participation rather than attendance.	KCWP 6	Use the Great 8 Life Ready Standards during morning meeting and bi-monthly counseling lessons to monitor my behavior in becoming a productive citizen.	Increase in attendance for this population	Monthly attendance reports from attendance clerk	\$500
		Conduct home visits to show parent support and build relationship for ease of transition.		Sign in sheets for Parent Academies, Literacy Nights, and grade level parent nights.	
		FRC monitors and targets students who are chronically absent and provide support.			
		Personal phone calls from teachers, principal, and attendance clerk.		PLP tab documentation on IC of all calls.	0
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient and distinguished in reading and math.	KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies.	KCWP 2: Research, create and implement professional learning opportunities to promote best practice/high yield instructional strategies	Completed/created professional learning opportunities regarding high yield/best practice strategies	<ul style="list-style-type: none"> ● Attendance of sessions recorded ● Feedback from attendees 	N/A