

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 average combined reading and math KPREP scores by 5% each year.**

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.*)

- [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
Increase the number of students scoring P/D in reading and math by 5% each year	Use of high yield strategies in every classroom	PD and PLC studies of effective strategies	Increase in teacher effectiveness, delivery and student achievement	June 2019	None
	Use of individualized and differentiated instruction.	Computer programs such as Lexia, Reading Plus, AR, Star Reading and Symphony Math	Increase in overall reading and math student achievement	June 2019	Symphony Math: \$6600.00 (SEEK) AR/Star Reading: \$4,629.21 (SEEK) Lexia/ Reading Plus: \$9,350.00 (Striving Readers Grant)
		Carefully planned use of classroom time to allow one-on-one instruction	Learning centers allow various skills to be taught and supported based on data to target student needs	June 2019	AR, Lexia; books in classroom libraries; hands-on materials to supplement skills
		Support from 2 instructional coaches	Increase student achievement	June 2019	\$40,722 (2 @ .2 FTE Instructional Coaches) (District set-aside Title I)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Focus on C-R-A (Concrete, Representational, Abstract)method of math instruction to build basic understanding and number sense	Use of math manipulatives and use CRS method to build math proficiency	Increase in math number sense and achievement	June 2019	Manipulatives \$101.11 (SEEK)
		Use of Symphony Math program to support number sense	Increase in math number sense and achievement	June 2019	Symphony Math \$6600.00 (SEEK)
	Use of the Artful Reading curriculum across grade levels	Integrating art with reading and making cross-curricular connections	Increase in student engagement and memorable learning	June 2019	Paid for by the Striving Readers Grant
		Periodic training throughout the year to implement the program with fidelity	Increase in student engagement and sustained reading improvement	June 2019	Consultant & Materials \$18,363
	Use of high interest reading material to encourage reading, foster a love of reading, and increase stamina and comprehension	SBDM allocates money yearly for purchase of books for library	An inviting and diverse library encourages reading	June 2019	Purchase of high-interest books \$3500.00 (SEEK)
		Book Fair 2x/year	Increase in the number of books available and checked out	June 2019	Approximately \$2000 each time; used to purchase books
		Scholastic Magazines for classroom use at each grade level	Increased interest in reading	June 2019	\$1,079.76 (SEEK)
		NTI and other PLCs on high-yield comprehension strategies to employ daily	Increase in students' reading comprehension	June 2019	None
		Incorporate non-fiction reading to support content in each grade	Increased student knowledge of content and vocabulary	June 2019	None
		Integrate vocabulary consistently to support content and comprehension	Increased student knowledge of content and vocabulary	June 2019	None
	Reward programs to encourage reading: AR, Lexia	Regular rewards are planned for AR: each 9 weeks, then a big reward at end of year for meeting goals; recognition at Academic Celebrations	A sustained or increased interest in reading and meeting goals, which supports reading regularly and at an appropriately challenging level	June 2019	AR/Star reading program: \$4,629.21 (SEEK) and purchase

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					of library books as listed above. Cost of trip at end of year is approximately \$2500.00 (Activity Fund—supplemented by community partners)
	Adults will model and share a love for reading	Teachers and principal will read regularly to students and share what they are reading	Foster a culture wherein reading is valued and loved	June 2019	None
	Family Literacy Nights 4x/year	Guest speakers will read; parents will read with students	Foster a culture wherein reading is valued and loved	June 2019	None
	Strategic use of assessment data to drive instructional decisions and delivery	Strategic and frequent use of benchmark assessment to gauge growth	Targeting individual student needs and growth	June 2019	MAP/MAP Skills Easy CBM \$4,792 (SRCL Federal Funds)
		Use of daily monitoring data to inform instruction	Progress monitoring data collected in classroom	June 2019	None

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): **Increase the number of students scoring P/D in Science, Social Studies and On-demand writing as measured by KPREP test by 5% each year.**

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: We will increase proficiency in science at every grade level.	Vertical alignment of content from K-5 utilizing common strategies, vocabulary and spiraling of content.	Scaffolded TCT (Through Course Tasks) with increasing complexity: K-3 and 5 will do all available TCTs (focusing on the CER method) in the bank and submit to principal	Depth of knowledge of science standards and real world application	June 2019	None
		Intentional use of rich and complex content vocabulary	Increase in student understanding of content and achievement	June 2019	None
		Use of content PLCs as needed to inform change	Increase in overall student achievement	June 2019	None
		Purchase of science materials for each grade level	Supports for learning will lead to increased student achievement	June 2019	Study Island: \$429.00 (SEEK) Textbooks: \$4536.00(Textbook) Placards \$80 (SEEK) Bringing Science Alive! TCI materials \$1965.25 (SEEK)

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2: We will increase proficiency in social studies by supporting instruction at every grade level.	Vertical alignment of content from K-5 utilizing common strategies, vocabulary and spiraling of content.	Intentional use of rich and complex content vocabulary	Increase in student understanding of content and achievement	June 2019	None
		Use of content PLCs as needed to inform change	Increase in overall student achievement	June 2019	None
		Purchase of materials to support learning	Supports for learning will lead to increased student achievement	June 2019	Study Island: \$396 (SEEK)
		Artful Reading connections for social studies.	Increase in content area knowledge and overall reading fluency	June 2019	Funding previously noted
Objective 3: We will increase proficiency in on-demand writing by supporting the writing process at every grade level.	Vertical alignment of content from K-5 utilizing common strategies, vocabulary and spiraling of content.	Intentional use of rich and complex content vocabulary	Increase in student understanding of content and achievement	June 2019	None
		Use of content PLCs as needed to inform change	Increase in overall student achievement	June 2019	None
		Purchase of materials to support writing in each grade	Supports for learning will lead to increased student achievement	June 2019	Composition Notebooks for Primary students \$272.50 (SEEK)
	Students will write for authentic audiences	Letters to real people/organizations	Increased student awareness of audience and motivation	June 2019	None
	Use of a common writing organizer K-5	Writing PLC will allow for development of a common writing organizer and common expectations/rubrics	Increased student familiarity with the writing process and what proficient writing is	June 2019	Some PLCs during NTI will have no cost; One PLC will require 5 substitutes, approximately \$550

3: Gap

Goal 3 (State your Gap goal): **Increase the number of students in each GAP group scoring at the P/D levels by 5% each year, while decreasing overall N/A.**

<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 1: Reduce the gap between free/reduced, special education, and white students.	Intentional learning focus on students qualifying for F/R lunch and those qualifying for special education services.	ESS is offered to all students as a support for instruction.	Participation rate and increase in student achievement	June 2019	\$3,300 (ESS Funding)
		One full-time RtI teacher and 32 days of sub-teacher are utilized to assist students who fall below benchmark.	Increase in student achievement through weekly progress monitoring and benchmarks	June 2019	\$12,359 (ESS- Daytime Waiver) \$3,528 (Title V)
		Purchase of 5 iPads for reading and math RtI intervention.	Increase in student achievement/reduction of gap	June 2019	\$1,470 (Title V)
		PBIS support system with rewards used to increase motivation	PBIS team meets monthly to analyze SWIS data and plan	June 2019	\$2,000 (Activity Fund)
		Use of data to assist students in setting goals for improvement	Data tracking and student achievement/growth scores	June 2019	None
		Teacher/ principal Data PLCs monthly	Data-driven instruction will correlate to an increase in student achievement; gap groups will be identified and targeted for improvement	June 2019	None

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Behavior RtI utilized to support at-risk students	Fostering relationships and providing data to teach behavior that supports learning	June 2019	None
		Use of IEPs to target skills for each student in special education	Meeting IEP goals as measured by progress monitoring	June 2019	Easy CBM and teacher created monitoring tools
		Part-time para-professional to support EL students	Decrease in the gap between the white and the EL populations	June 2019	\$8,281.80 (Title I EL)
		Use of 5 iPads for EL support	Decrease in the gap between the white and the EL populations	June 2019	\$1,620 (Title I EL)

5: Growth

<p>Goal 5 (State your Growth goal): Increase the overall number of students scoring proficient or showing categorical growth by 5% each year, as measured by the KPREP data.</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>

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Objective 1: Pre-K, kindergarten, first, second and third grade students will demonstrate proficiency in readiness skills to advance to the next grade level.	Assessment data will be utilized to determine student grade level readiness.	Battelle Developmental Inventory and the GOLD online assessment for preschool students.	Early childhood developmental readiness and growth	June 2019	District preschool funds
		Easy CMB and Early Star Literacy will assess grades K-3	Progress monitoring and individual student growth and achievement	June 2019	Easy CBM Early Star Literacy
		MAP will further assess grade 3	Progress monitoring and individual growth, achievement, and goal-setting	June 2019	MAP
		CCLD (Collaborative Center for Literacy Development) Workshops conducted by trained consultants for early childhood education	Increase in phonemic awareness, writing, print awareness, letter identification, and pre-emergent literacy skills.	June 2019	\$3,235 (SRCL Federal Funds)
		Pop-Up Literacy Learning Events	Increase parental partnerships in literacy building.	June 2019	\$3,114 (SRCL Federal Funds)

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Objective 2: Fourth and fifth grade students will demonstrate growth as measured by KPREP testing and readiness for the next grade as demonstrated by benchmark data.	Provide learning opportunities for students and parents to support growth and overall achievement	Supports to provide student motivation including PBIS, ESS, Computer programs, Academic Celebrations, motivational speakers	Decrease in student behavior referrals; increase in student motivation and achievement	June 2019	Funding previously noted
		Parent workshops to clarify standards and to provide support for upcoming learning	Increase in parent/school partnership	June 2019	\$2,083.13 (Title I Parent & Family Engagement)
		Goal setting with students to help them advance to the next level	Increase in student motivation and achievement	June 2019	None
		MAP benchmark will assess progress and readiness through the use of two mobile computer labs	Increase in achievement scores	June 2019	Purchase of one iPad lab and cart \$9,570 (Title I)

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): *Students will demonstrate grade-level readiness as measured by academic indicators and quarterly benchmarks.*

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: Pre-Kindergarten through fifth grade will demonstrate grade-level readiness on quarterly benchmarks and various academic indicators	Students will demonstrate readiness for the next grade as measured by the spring benchmarks.	Daily progress monitoring in classrooms	Benchmark scores increasing	June 2019	Easy CBM & MAP & MAP Skills – funding previously noted
		Data PLCs monthly with principal	Increase in student achievement	June 2019	None
	Use of daily differentiated instruction	Daily learning centers	Increase in student achievement	June 2019	None
		Star, Lexia, Reading Plus and Symphony Math	Mastery of targeted skills	June 2019	Funding previously noted
		ESS and RtI services	Mastery of targeted skills	June 2019	Funding previously noted
	Use of continual formative and summative assessment data to drive instruction	Progress Reports and Grade Cards will show appropriate growth for the next grade	Students will begin the next grade with appropriate skills to succeed	June 2019	None
		Standards based grading will allow for student growth and comprehension	Students will be expected to demonstrate mastery of standards in 3-5 th grades through assessment	June 2019	None

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Daily progress monitoring in K-2	Students will demonstrate mastery of skills appropriate to next grade	June 2019	None