# 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*:* 80% of third-fifth grade students will score proficient or distinguished in Reading and Math by 2020. |
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| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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 | 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
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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 1Increase Reading and Math proficient and distinguished scores to 70% or above. | Student Recognition of Reading and Math Achievements | Reading Rocks | Lexia & Reading Plus |  | $100 |
| Student Activity Banners | Mad Minute Math &Multiplication Challenge |  |  |
| PLC Cross Curricular Planning | Monthly Meetings | Student Data Charts |  |  |
| Student Work Samples Review |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2To decrease Reading and Math novice scores to 7.5% or below. | Instructional staff will target low achieving students through RTI. | Small Group Instruction | Progress Monitoring |  | 0 |
| Individualized Computer Programs | MAP DataScrimmage Tests  |  |  |
| ESS Instructional Coach | Small Group Instruction |  |  | $8000 |
| Individualized Computer Programs |  |  |  |
|  |  |  |  |  |
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## 2: Separate Academic Indicator

| Goal 2: 60% of students will score on average proficient or distinguished in Social Studies, Science, and Writing by 2020. |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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|  **Objective**  | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 170% of fifth grade students will score proficient or distinguished in Social Studies. | PLC Committee Work | Monthly cross curricular meetings |  |  | 0 |
|  |  |  |  |
| School Visits | Observing effective practices from high achieving schools |  |  | $500 |
|  |  |  |  |
| New Resources | Benchmark Advance Curriculum Grades 3-5 (looking into 2nd grade adoption) |  |  | $8000 |
|  |  |  |  |
| Objective 250% of fourth grade students will score proficient or distinguished in Science. | PLC Committee Work | Monthly cross curricular meetings |  |  |  |
|  |  |  |  |
| Assessment Practice | TCT at all grade levels once a semester | Data review by PLC groups |  |  |
|  |  |  |  |
| STEM Activities  | Weekly labs and STEM activities |  |  | $1000 |
|  |  |  |  |
| Objective 350% of fifth grade students will score proficient or distinguished in Writing. | Utilizing Instructional Resources | GRECC Writing Specialist Training | Scrimmage |  | $1000 |
|  | KPREP |  |  |
| Teacher Training | School-wide On-Demand Scoring  |  |  |  |
|  |  |  |  |
| Technology | EXACT Path Language  |  |  |  |
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## 3: Gap

| Goal 3: Achieve 75% of students scoring proficient or distinguished in Reading and Math by 2020.  |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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| --- | --- | --- | --- | --- | --- |
| Objective 1Increase Reading and Math proficient and distinguished scores to 70% or above. | Teacher provided ESS services before and after school. | Breakfast Club | Student Data Charts |  | ESS--$3500 |
| Spartan Success Club (SSC) | Attendance |  |  |
| Collaboration | Bi-annual student accommodations review  | Scheduled Meetings |  |  |
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| Objective 2Reduce the percentage of Gap students scoring novice to 10% or less. | Instructional staff will target low achieving students through RTI. | Small Group Instruction | Progress Monitoring |  | 0 |
| Individualized Computer Programs | MAP DataScrimmage Tests  |  |  |
| ESS Instructional Coach | Small Group Instruction |  |  | $8000 |
| Individualized Computer Programs |  |  |  |
| Student Case Studies | Monthly Meetings with School Psychologist and Administration |  |  |  |
| Special Ed. PLC  |  |  |  |

## 4: Graduation rate

| Goal 4 (*State your Graduation Rate goal):* |
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| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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| --- | --- | --- | --- | --- | --- |
| Objective 1 |  |  |  |  |  |
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| Objective 2 |  |  |  |  |  |
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## 5: Growth

| Goal 5: 75% of fourth and fifth grade students will demonstrate a year or more of growth in Reading and Math. |
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| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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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 175% of fourth and fifth grade students will demonstrate a year or more of growth in Reading. | Instructional staff will target low achieving students through RTI. | Small Group Instruction | Progress Monitoring |  | 0 |
| Individualized Computer Programs | MAP DataScrimmage Tests  |  |  |
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| Objective 275% of fourth and fifth grade students will demonstrate a year or more of growth in Math. | Instructional staff will target low achieving students through RTI. | Small Group Instruction | Progress Monitoring |  | 0 |
| Individualized Computer Programs | MAP DataScrimmage Tests  |  |  |
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## 6: Transition Readiness

| Goal 6: 75% or more of students will be transition ready at the end of fifth grade. |
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| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
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| --- | --- | --- | --- | --- | --- |
| Objective 175% of students will demonstrate transition readiness in Reading at the end of fifth grade. | Instructional staff will target low achieving students through RTI. | Small Group Instruction | Progress Monitoring |  | 0 |
| Individualized Computer Programs | MAP DataScrimmage Tests  |  |  |
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|  |  |  |  |  |
|  |  |  |  |
| Objective 275% of students will demonstrate transition readiness in Math at the end of fifth grade. | Instructional staff will target low achieving students through RTI. | Small Group Instruction | Progress Monitoring |  | 0 |
| Individualized Computer Programs | MAP DataScrimmage Tests  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 375% of students will demonstrate transition readiness in Social Studies at the end of fifth grade. | PLC Committee Work | Monthly cross curricular meetings |  |  | 0 |
|  |  |  |  |
| School Visits | Observing effective practices from high achieving schools |  |  | $500 |
|  |  |  |  |
| New Resources | Benchmark Advance Curriculum Grades 3-5 (looking into 2nd grade adoption) |  |  | $8000 |
|  |  |  |  |
| Objective 475% of students will demonstrate transition readiness in Writing at the end of fifth grade. | Utilizing Instructional Resources | GRECC Writing Specialist Training | Scrimmage |  | $1000 |
|  | KPREP |  |  |
| Teacher Training | School-wide On-Demand Scoring  |  |  |  |
|  |  |  |  |
| Technology | EXACT Path Language  |  |  |  |
|  |  |  |  |

## 7: Other (optional)

| Goal 7: 100% of students will be exposed to foundational skill development. |
| --- |
| 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
 | 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Design%20and%20Deploy%20Standards%20Classroom%20Activities.pdf)
* [KCWP2: Design and Deliver Instruction Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%202%20Design%20and%20Deliver%20Instruction%20Classroom%20Activities.pdf)
* [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%203%20Design%20and%20Deliver%20Assessment%20Literacy%20Classroom%20Activities.pdf)
* [KCWP4: Review, Analyze and Apply Data Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data%20Classroom%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%205%20Design%20Align%20Deliver%20Support%20Classroom%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment Classroom Activities](https://education.ky.gov/school/csip/Documents/KCWP%206%20Establishing%20Learning%20Culture%20and%20Environment%20Classroom%20Activities.pdf)
 | 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 1All K-5 students will engage in daily soft skill practices. | School-Wide Collaborative Focus | Develop a monthly chart addressing key soft skills school-wide. |  |  | $300 |
|  |  |  |  |
| Student Recognition  | Weekly & Monthly Drawings |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2All K-5 students will engage in daily handwriting practice. | Modeling & Coaching | Daily practice  |  |  |  |
| Common School-Wide Practice  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
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