

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): At the end of the 2019 school year, 3rd-5th grade students will have scored with 50% proficiency in math and reading on the 2018-19 KPREP test.

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
Objective 1. By spring of 2020, 100% of the math 3 rd -5 th math teachers will have a 50% proficiency math score on the 2020 KPREP test.	3 rd -5 th math teachers will deliver Eureka math modules to all 3 rd -5 th math students that reaches all the standards.	Ensures all standards are met in each grade level and vertical alignment is met	Modules are completed at the correct pacing aligned on the pacing calendar	Each module end date is on pacing calendar and will be kept up by discussing during PLC's.	0
		Assessments are rigorous and problem solving is aligned to each module and standard	Class passes each module assessment with 80% average.	Assessments are at end of each module and reported during PLC meetings.	0
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): LES will improve the proficiency in Science by 5%.

<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: By spring of 2020, we will improve our Science proficiency goal by 5% and lower our apprentice and novice by 5%.	Teachers and administrators will use pacing guides and new instructional tools to deploy Science standards and ensure all standards are taught.	Simple Solutions workbooks were bought in 3 rd and 5 th grades to ensure those standards were taught and also aides for 4 th grade since many of the 4 th grade standards appear in those grades.	We will see the measure of success at the end of each content taught through the module test and communicated at committee meetings.	We will keep up with progress through our Science committee, PLC's and staff days when we look at pacing and our exit slip data.	\$5000
Objective 2					

3: Gap

Goal 3 (*State your Gap goal*): : By 2019 LES teachers will track the progress of our free/reduced lunch and special ed students to increase the proficiency in each group by 10%.

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 proficiency for all students, including special ed and students with disabilities s by 2020 on the KPREP test.	LES teachers will design and deliver support for students using tiered intervention and guided math and reading strategies.	Teachers will use formative, screener and monitoring data to place students in the appropriate tiered intervention and guided math and reading instruction.	PLC meeting will discuss all data and guided instruction.	Twice monthly RTI meetings with minutes.	0
		LES employs two certified interventionists in math and reading and one classified in reading that use monitoring data of LLI and math monitoring in SNAP. They create a schedule monthly to meet the needs of each tiered student in all grades.	Monitoring data from the two programs used by interventionists. They will be reported monthly, analyzed and applied to creating tiered groups in intervention and guided groups.	Progress monitoring will be once a week for tiered students	0
Objective 2					

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*): The 2019 KPREP reading and math scores will improve by 5% in all grades.

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 third-fifth students will improve in reading by 5% on the 2020 KPREP reading section.	LES teachers will continue to use the Wonders series and targets for each unit and recording unit assessment results to analyze and decide which instruction needs to be revisited	Ensure congruency is present between standards, learning targets, and assessment measures in reading.	Each unit assessment results will average 80% proficiency.	Teachers will record results of each unit assessment	0
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Assessment data will be reported to students to keep in student data binder.			
Objective 2: third-fifth students will improve in math by 5% on the 2020 KPREP math section.	Les teachers will continue to use Eureka math in grades 3 rd -5 th and analyze each module assessment while also keeping up the pacing of each module so all standards are	Ensure congruency is present between standards, learning targets, and assessment measures in Eureka math.	Each unit assessment in Eureka will be recorded and discussed during PLC and monthly committee meetings. Result goal is for 80% of the class be proficient.	Teachers will record results of each unit assessment	0
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.			

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	covered before end of the year.	Assessment data will be reported to students to keep in student data binder.			

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the students not end of 5th grade level on iReady by 10% at the end of 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 1 By May 2020 increase the number of students end of 5 th grade level by 10% compared from last year using iReady data.	We will analyze iReady data three times per year on 5 th grade students and track progress compared to last year.	Teachers track iReady each testing cycle by creating an iReady spreadsheet that we analyze during PLC's. We can easily see the student's progress as they take each test by seeing if they increase in grade level and goal.	By the third iReady diagnostic, 10% more of the 5 th grade students are at or above the 5 th grade level.	Three times per year, communicated during RTI meetings.	0
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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