

Comprehensive Improvement Plan for Districts

Rationale

District 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, districts 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*): By May 2021, Garrard County Schools will increase the percentage of students scoring at or above proficiency by at least 15% in all content areas as measured by K-PREP results.

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](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy 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 May 2019, 54.0% of all students will score at or above proficient in reading.	Strategy – KCWP 2: Design and Deliver Instruction Strategy – KCWP 3: Design and Deliver Assessment Literacy	All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures to increase student engagement and to measure student learning.	Instructional Weekly Overviews and Walkthrough data	eWalk data on student engagement shared at ILTs New structures shared in faculty meetings	
		Teachers collect and share data and student work once every two weeks for a formal formative assessment. These PLC's include sharing conclusions, inferences, student work, and next steps for instruction based on data.	PLC Forms	Teachers have also been sharing student work samples and instructional strategies at PLCs.	
	Strategy – KCWP 4: Review, Analyze, and Apply Data Strategy – KCWP 2: Design and Deliver Instruction	Students are identified for intervention through K-PREP, iReady, and classroom performance. This structured intervention is provided to small groups of students who are identified as struggling in math or reading.	progress reports	RTI meetings monthly at each school to monitor progress and change plans as needed	
		All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures	Instructional Weekly Overviews and Walkthrough data		

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	Strategy – KCWP 3: Design and Deliver Assessment Literacy	to increase student engagement and to measure student learning.			
		Teachers collect and share data once every two weeks for a formal formative assessment. These PLC's include sharing conclusions, inferences, student voice, and next steps for instruction based on data.	PLC Forms		
		Teachers will continue to revise and improve curriculum maps and align high quality resources and strategies with standards.	Curriculum maps posted in District Curriculum team drive	Curriculum work days – summer 2018, summer 2019, staff development days throughout 18-19 school year	
Objective 2: By May 2019, 42% of all students will score at or above proficient in math.	Strategy – KCWP 2: Design and Deliver Instruction Strategy – KCWP 3: Design and Deliver Assessment Literacy	All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures to increase student engagement and to measure student learning.	Instructional Weekly Overviews and Walkthrough data	Math Leadership Team has been meeting regularly to discuss additional instructional strategies to increase higher level thinking and student engagement.	
		Teachers collect and share data and student work samples once every two weeks for a formal formative assessment. These PLC's include sharing conclusions, inferences, student work, and next steps for instruction based on data.	PLC Forms		
		Teachers will continue to revise and improve curriculum maps and align high quality resources and strategies with standards.	Curriculum maps posted in District Curriculum team drive	Curriculum work days – summer 2018, summer 2019, staff development days throughout 18-19 school year	
	Strategy – KCWP 4: Review, Analyze, and Apply Data	Students are identified for intervention through K-PREP, iReady, and classroom performance. This structured intervention is provided to small groups of students who are identified as struggling in math or reading.	progress reports		

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): By May 2021, Garrard County Schools will increase the percentage of students scoring at or above proficiency by at least 15% in all content areas as measured by K-PREP results.

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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- [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](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, 47% of all students will score at or above proficient in On-Demand Writing.	Strategy – KCWP 2: Design and Deliver Instruction Strategy – KCWP 3: Design and Deliver Assessment Literacy	All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures to increase student engagement and to measure student learning.	Instructional Weekly Overviews and Walkthrough data	Teachers regularly use cooperative learning for students to share and discuss writing pieces with one another and give each other feedback.	
		Students will participate in on demand scrimmages throughout the year with live scoring and feedback to support student growth.	On Demand Writing scrimmage data	Results used to plan next steps for writing instruction.	
Objective 2: By May 2019, 32% of all students will score at or above proficient in Science.	Strategy – KCWP 1: Design and Deploy Standards Strategy – KCWP 2: Design and Deliver Instruction Strategy – KCWP 3: Design and Deliver Assessment Literacy	All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures to increase student engagement and to measure student learning.	Instructional Weekly Overviews and Walkthrough data	Students participate in hands on science activities using cooperative learning structures to ensure that each student has equal opportunities for participation and accountability.	
		All teachers will participate in curriculum map work with a focus	TCTs at each level K-12 to be shared at	Science teachers created own common assessments to match KPREP with	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		on NGSS science standards and vertical alignment to ensure all grade levels are teaching assigned standards and process.	PLCs and collected as school evidence.	clusters, multiple select, multiple choice, and extended response.	

3: Gap

Goal 3 (State your Gap goal): By May 2021, Hispanic students and students with disabilities will increase percentage of proficiency in reading and math by 20% compared to 2018 KPREP scores.

<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
<p>Objective 1: By May 2019, 42.6% of Hispanic students will score at or above proficient in reading.</p> <p>Objective 2: By May 2019, 34% of Hispanic students will score at or above proficient in math.</p>	Strategy – KCWP 2: Design and Deliver Instruction	All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures to increase student engagement and to measure student learning.	Instructional Weekly Overviews and Walkthrough data	Students participate in cooperative learning structures that encourage language usage and increased communication with the support and modeling of other students.	
		Teachers will be trained in vocabulary strategies to support EL students.	Formative and summative assessment results	Series of 3 vocabulary trainings and vocabulary book study at Garrard Middle School.	
	Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers collect and share data once every two weeks for a formal formative assessment. These PLC's include sharing conclusions, inferences, student voice, and next steps for instruction based on data.	PLC Forms		
	Strategy – KCWP 4: Review, Analyze, and Apply Data	Students are identified for intervention through K-PREP, iReady, and classroom performance. This structured intervention is provided to small groups of students who are identified as struggling in math or reading.	progress reports	New EL interventionist was hired in February and she has been working with students on a regular basis to support needs throughout the district.	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 3: By May 2019, 21.1% of students with disabilities will score at or above proficient in reading.	Strategy – KCWP 2: Design and Deliver Instruction Strategy – KCWP 3: Design and Deliver Assessment Literacy	All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures to increase student engagement and to measure student learning.	Instructional Weekly Overviews and Walkthrough data	Structures being used regularly to support all learners.	
		Teachers collect and share data once every two weeks for a formal formative assessment. These PLC's include sharing conclusions, inferences, student voice, and next steps for instruction based on data. Special education teachers will plan collaboratively with regular classroom teachers.	PLC Forms	Input and data from special education teachers is given to ensure needs of students with IEPs are being met.	
Objective 4: By May 2019, 13.4% of students with disabilities will score at or above proficient in math.	Strategy – KCWP 4: Review, Analyze, and Apply Data	Teachers will be trained in co-teaching techniques in order to fully support student growth of all students.	Instructional Weekly Overviews and Walkthrough data	Additional co-teaching training will take place summer of 2019.	
		Students are identified for intervention through K-PREP, iReady, and classroom performance. This structured intervention is provided to small groups of students who are identified as struggling in math or reading.	progress reports		

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): By May 2021, the Garrard County School system will increase graduation rate by least 2.5%.

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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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, the Garrard County School system will increase graduation rate by at least 2.5%.	Strategy: KCWP 6: Establishing Learning Culture and Environment All students will be identified and provided interventions such as course scheduling reflective of ILP career paths, counseling services, and planning meeting with district personnel.	<i>Activity – Persistence to Graduation</i> All students will be identified and provided interventions such as course scheduling reflective of ILP career paths, counseling services, and planning meeting with district personnel.	Graduation rate	Monthly meetings with seniors	
		<i>Activity – Portrait of a Graduate</i> Main competencies for successful characteristics of Garrard County graduates will be determined by community, school, and business leaders. Plan for developing competencies at each level will be created and implementation will begin.	Portrait of a Graduate document created Portrait of a Graduate plans made at each level	Leadership meetings at district and school level	
		<i>Activity – Career Awareness</i> School leaders will coordinate services to ensure students are provided with opportunities to experience career presentations, CTE opportunities, and ILP planning.	Enrollment in CTE courses	Pass rates of CTE courses ILPs	
		<i>Activity – Truancy Diversion</i>			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		The TDP will collaborate with external agencies to support student graduation rates.			
		<i>Activity – Alternative Program Classrooms</i> An Alternative Program Classroom will be utilized prior to out of school suspension for at risk students.			
Objective 2					

5: Growth

Goal 5 (*State your Growth goal*): By May 2021, Garrard County Schools will increase the percentage of students achieving catch up or keep up growth by at least 15% in reading and math as measured by K-PREP results.

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, percentage of students achieving catch up or keep up growth in Reading will increase by 5%.	Strategy – KCWP 2: Design and Deliver Instruction	All teachers will use the district Lesson Essentials document when creating lesson plans in order to maintain congruency to standards, high levels of student engagement, formative assessment of learning, and plans for	Instructional Weekly Overviews		
Objective 2: By May 2019, percentage of students achieving catch up or keep up growth in Math will increase by 10%.		All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures to increase student engagement and to measure student learning.	Instructional Weekly Overviews and Walkthrough data		
	Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers analyze assessment results and share learning targets, high yield instructional strategies, assessment data, re-teaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units during monthly content meetings.	PLC agendas and minutes	Goal setting with students	
	Strategy – KCWP 4: Review, Analyze, and Apply Data	Students are identified for intervention through K-PREP, iReady, and classroom performance. This structured intervention is provided to	progress reports and RTI meeting minutes	RTI meetings and data notebooks are used to monitor students' growth.	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		small groups of students who are identified as struggling in the areas of Math or Reading.			
	Strategy – KCWP 5: Design, Align, Deliver Support Processes	School wide behavior system includes a school wide discipline code with a list of classroom and office level behavior violations with a progression of consequences. Regular meetings with school level behavior team and district level provide an opportunity to analyze behavior data and make plans to address any concerns and to improve practices.	Behavior data, Team Leader Meeting minutes	Behavior incentives such as PAWS are given and celebrated on social media.	
		Administrators will conduct regular walkthroughs with each teacher and provide a variety of feedback on teaching talents and coaching opportunities to improve professional practice.	Walkthrough data and feedback	Ewalks and Rutherford 30 second coaching being done regularly at all schools.	
Objective 2					

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): By May 2021, Garrard County Schools will increase the percentage of students scoring at or above proficiency by at least 15% in all content areas as measured by K-PREP results.

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, 51% of all students will score at or above proficient in reading and math.	Strategy – KCWP 2: Design and Deliver Instruction Strategy – KCWP 3: Design and Deliver Assessment Literacy	Teachers collect and share data once every two weeks for a formal formative assessment. These PLC's include sharing conclusions, inferences, student voice, and next steps for instruction based on data.	PLC Forms		
		All teachers have received cooperative learning training and additional support in lesson planning with the district Lesson Essentials document. Teachers regularly plan and implement structures to increase student engagement and to measure student learning.	Instructional Weekly Overviews and Walkthrough data		
	Strategy – KCWP 4: Review, Analyze, and Apply Data	Teachers analyze summative assessment results and share learning targets, high yield instructional strategies, assessment data, re-teaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units during monthly content meetings.	PLC planning sheets, lesson plans, coaching feedback		
		Students are identified for intervention through K-PREP, iReady, and classroom performance. This structured intervention is provided to	RTI progress reports		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		small groups of students who are identified as struggling in the areas of Math or Reading.			
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 1					
Objective 2					