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): 7th Grade Math: According to the 2018 Fall MAP scores, 31.1% (98) of 7th grade students scored at the projected (2019 K-PREP) Apprentice level in math. The two-year goal is to move 50% of these students to the proficient level.

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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  
• KCWP 6: Establishing Learning Culture and Environment | • 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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Classroom Activities  
• KCWP6: Establishing Learning Culture and Environment Classroom Activities | |

| Objective 1  
7th Grade Math: According to the 2018 Fall MAP scores, 31.1% (98) of 7th grade students scored at the **projected** (2019 K-PREP) Apprentice level in math. 29.6% (29) of these students will move up to the **projected** Proficiency level based on the 2018 Spring MAP scores. | KCWP 2: Design and Deliver Instruction: Direct Instruction, Collaborative, Cooperative group teaching, Cognitive Strategy Instruction, Self-Regulated Learning, Review and Practice  
Identify these students  
Place students in a class to focus instruction on necessary mathematics content | KCWP 4: Review, Analyze and Apply Data  
Various assessment analyses | Make a class  
Winter and Spring MAP  
Formative and Summative Assessments | Progress Monitoring  
Date & Notes  
Funding |
| --- | --- | --- | --- | --- | --- |
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7th Grade Math: According to the 2018 Fall MAP scores, 31.1% (98) of 7th grade students scored at the **projected** (2019 K-PREP) Apprentice level in math. 29.6% (29) of these students will move up to the **projected** Proficiency level based on the 2018 Spring MAP scores. | KCWP 1: Design and Deploy Standards  
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KCWP 5: Design, Align and Deliver Support  
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KCWP 6: Establishing Learning Culture and Environment Classroom Activities | Make a class  
Winter and Spring MAP  
Formative and Summative Assessments | January, April-May, September  
On-going | 0  
0 |
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

**Science Goal**
Reduce 13.6% Novice to less than 10%; Proficient 28%: Increase Proficient by 10%; Distinguished 1.6: Increase Distinguished by 5% by May 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
- 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
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<td>KCWP 1: Design and Deploy Standards</td>
<td>Consistent teaching of Focus Standards and all Standards</td>
<td>Post standard, verbalize, discuss with students, review concepts from multiple years</td>
<td>Classroom observations</td>
<td>0</td>
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<td></td>
<td></td>
<td>Make certain students understand the target standard</td>
<td></td>
<td>Content PLC minutes</td>
<td>0</td>
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<td>KCWP 3: Design and Deliver Assessment Literacy</td>
<td>Science teachers participate with the other two middle schools and district administration to create common unit assessments</td>
<td>Completed Common Unit Assessments</td>
<td>After each assessment, analyze for item effectiveness and student success</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data analysis</td>
<td>K-PREP</td>
<td>October</td>
<td>0</td>
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3: Gap

Goal 3 (State your Gap goal):
**Students with Disabilities** because they fell below the cut scores for proficiency in all areas (math, reading, and separate academic areas. This subgroup causes SCMS to be identified as TSI.

SCMS has 78 students identified with special needs. 6th - 33 students, 7th - 22 students, 8th - 23 students

Subgroup Proficiency Score: 40.7 (62)
30 (38.5%) students Novice in Reading; 24 (30.8%) students Novice in Mathematics

Subgroup Separate Academic Score: 32.9 (55)

Subgroup Growth Score: 8.9 (9.5)

Focus on moving students from novice in reading to apprentice. 23 (76.7%) of the 30 students are projected to remain novice in reading on the 2019 K-PREP. Move 11 (47.8%) of this 23 to Apprentice by the 2020 administration of the K-PREP.

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

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

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<tbody>
<tr>
<td>Objective 1 Move 5 of the students to the Apprentice category in Reading by the 2019 administration of the K-PREP.</td>
<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>K-PREP analysis</td>
<td>Apprentice or above</td>
<td>Once per year in October</td>
<td>0</td>
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<tr>
<td></td>
<td></td>
<td>MAP analysis</td>
<td>On track to score Apprentice or above</td>
<td>Three times per year in September, January, and April-May</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative and Summative Classroom Assessments</td>
<td>As determined by each teacher</td>
<td>Throughout the school year</td>
<td>0</td>
</tr>
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<td>KCWP 5: Design, Align and Deliver Support</td>
<td>Resource to Intervention, Tier 2 &amp; 3</td>
<td>Teacher Data</td>
<td>Throughout the school year</td>
<td></td>
<td>Cost of Teacher</td>
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<td></td>
<td>Reading Plus Program</td>
<td>Reading Plus Reports</td>
<td>Every four weeks with teacher team meeting</td>
<td>0</td>
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<td>Tier 1 and 1+ classroom interventions</td>
<td>Progress reports and report card</td>
<td>Every 9 weeks</td>
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<td>Special Education Teacher Support through Collaborative Teaching and Resource Class</td>
<td>Progress reports and report card</td>
<td>Every 4.5 weeks</td>
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## 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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- KCWP 2: Design and Deliver Instruction
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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
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<td>Objective 1</td>
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### 5: Growth

**Goal 5 (State your Growth goal):**
Raise our students with disabilities overall growth index from 8.9 to 9.2 (4.0% gain) by the 2020 state assessment.

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<td>• KCWP1: Design and Deploy Standards Classroom Activities&lt;br&gt;• KCWP2: Design and Deliver Instruction Classroom Activities&lt;br&gt;• KCWP3: Design and Deliver Assessment Literacy Classroom Activities&lt;br&gt;• KCWP4: Review, Analyze and Apply Data Classroom Activities&lt;br&gt;• KCWP5: Design, Align and Deliver Support Classroom Activities&lt;br&gt;• KCWP6: Establishing Learning Culture and Environment Classroom Activities</td>
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<td>KCWP 5: Design, Align and Deliver Support</td>
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<td>Reading Plus Reports</td>
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<td>Objective 2</td>
<td>Focus on moving students from novice in mathematics to apprentice. 11 (45.8%) of the 24 students are projected to remain novice in <strong>mathematics</strong> on the 2019 K-PREP. Move 3 (27.2%) of this 11 to Apprentice by the 2019 administration of the K-PREP.</td>
<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>K-PREP analysis</td>
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<td>Special Education Teacher Support through Collaborative Teaching and Resource Class</td>
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<td>KCWP 5: Design, Align and Deliver Support</td>
<td>DreamBox Program</td>
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### 6: Transition Readiness

**Goal 6 (State your Transition Readiness goal):**

**7th Grade Math:** According to the 2018 Fall MAP scores, 31.1% (98) of 7th grade students scored at the projected (2019 K-PREP) Apprentice level in math. The two-year goal is to move 50% of these students to the proficient level.

**Science Goal:**
Reduce 13.6% Novice to less than 10%; Proficient 28%: Increase Proficient by 10%; Distinguished 1.6: Increase Distinguished by 5% by May 2020

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- KCWP2: Design and Deliver Instruction Classroom Activities  
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Winter and Spring MAP Formative and Summative Assessments | January, April-May, September | 0 |
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<td>KCWP 4: Review, Analyze and Apply Data</td>
<td>Various assessment analyses</td>
<td></td>
<td>On-going</td>
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<td>Data analysis</td>
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<td></td>
<td></td>
<td></td>
<td>Summative and Formative Assessments</td>
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