

Comprehensive Improvement Plan for Schools 2018-19 Rineyville

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:

Increase the percent of students scoring proficient/distinguished in reading from 55.6 to 70.6% by 2023.

Increase the percent of students scoring proficient/distinguished in math from from 51.2 to 66.2% by 2023.

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: Increase the percent of students scoring proficient/distinguished in reading from 55.6 to 58.6% by 2019	KCWP2: Design and Deliver instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> ● Literacy First phonemic awareness, phonics, fluency and comprehension skills strategies ● KAGAN Cooperative Learning Strategies 	PLC minutes Common Assessments KAGAN strategies Walkthrough Data Professional Learning State test scores Person Responsible: Classroom teachers Principal PD committee KSI teacher		PD Title I
	KCWP2: Design and Deliver instruction.	Ensure that students and staff have access to 21st century technology resources and tools to enhance reading instruction and promote student engagement. (Implementation of SAMR) <ul style="list-style-type: none"> ● HCS Innovate Fellow 	PLC minutes Walkthrough Data Professional Learning Person Responsible:		KETS Title I

		<ul style="list-style-type: none"> ● Google Educator Certification ● Lexia ● Compass 	<p>HCS Innovate Fellow Google Educator Certifications SAMR Walkthrough Data</p> <p>Person Responsible: Classroom Teacher Technology Committee Media Specialist</p>		
Objective 2: Increase the percent of students scoring proficient/distinguished in Math from 51.2 to 54.2% by 2019	KCWP2	<p>Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies:</p> <ul style="list-style-type: none"> ● Vocabulary Strategies ● Everyday Math strategies 	<p>Walkthrough Data State test scores</p> <p>Person Responsible: Instructional Committee Principal Classroom teachers</p>		PD Title I
	KCWP1	<p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p> <ul style="list-style-type: none"> ● Alignment to Resources (Reflex, Compass, etc.) ● Full implementation of non-negotiables for math 	<p>Committee minutes PLC Minutes Non-negotiable results</p>		PD Title I
		<p>Ensure that students and staff have access to 21st century technology resources and tools to enhance mathematics instruction and promote student engagement.</p> <ul style="list-style-type: none"> ● HCS Innovate Fellow ● Google Educator Certification 	<p>HCS Innovate Fellow Google Educator Certifications SAMR Walkthrough Data</p>		KETS Title I PD

2: Separate Academic Indicator

Goal 2 Increase the percent of students scoring proficient/distinguished in science from 30.7 to 45.7% by 2023
 Increase the percent of students scoring proficient/distinguished in writing from 61.7 to 76.7% by 2023
 Increase the percent of students scoring proficient/distinguished in social studies from 56.5 to 71.5% by 2023

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 the percent of students scoring proficient/distinguished in science from 30.7 to 33.7% by 2019	KCWP1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"> ● Pacing Guides ● Alignment to Resources (Mystery Science and reading materials) ● Literacy First Research Centers 	Lesson Plans Pacing Guides PLC Minutes Committee minutes Person Responsible: Classroom Teachers Science Lab Teacher 4th Grade Science Teachers Science Committee		Title I PD
	KCWP1	Determine if assessments (Through Course Tasks) reflect the learning targets students have had the opportunity to learn. <ul style="list-style-type: none"> ● TCT Student Work Analysis 	PLC minutes Student Work Faculty Meeting agendas Person Responsible: Principal		PD

			Science Committee Science Lab Teacher 4th Grade Science Teachers		
Objective 2: Increase the percent of students scoring proficient/distinguished in writing from 61.7 to 64.7% by 2019	KCWP1	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. <ul style="list-style-type: none"> School-wide writing plan Alignment to resources 	Lesson plans Writing Plan PLC Minutes Work samples State test scores Person Responsible: Principal Writing Committee Classroom teachers		PD
	KCWP2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> 4-Square Writing On-Demand Writing Checklists and Live Scoring Sessions Peer Editing 	Walkthrough Data Lesson plans Person Responsible: Classroom teachers Principal Writing Committee		PD
Objective 3: Increase the percent of students scoring proficient/distinguished in social studies from 56.5 to 59.5% by 2019	KCWP2	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and professional development in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> Reading Comprehension Strategies Vocabulary Strategies 	Walkthrough Data Lesson Plans State test scores Common assessment results Person Responsible: Classroom teachers Social Studies committee		PD

3: Gap

Goal 3 Reduce the percent of students in the disability gap group who score novice in reading from 31.8 to 16.8% by 2023
 Reduce the percent of students in the disability gap group who score novice in math from 38.6 to 23.6% by 2023

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: Reduce the percent of students in the disability gap group who score novice in reading from 31.8 to 28.8% or less by 2019	KCWP	Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments. <ul style="list-style-type: none"> ● Edgenuity Pathblazers Reading Online Learning Program ● iRead (Online learning for early readers) ● Lexia learning 	MAP Projected Proficiency Reports Online software reports Person Responsible: KSI teacher Principal Classroom teachers		Title I Per pupil
Objective 2: Reduce the percent of students in the disability gap group who score novice in math from 38.6 to 35.6% or less by 2019	KCWP2	Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments. <ul style="list-style-type: none"> ● Edgenuity Pathblazers Math Online Learning Program ● Reflex Math 	MAP Projected Proficiency Reports Online software reports Person Responsible: KSI teacher Principal Classroom teachers		Title I Per pupil

4: Graduation rate

Goal 4 (State your Graduation Rate goal): NA

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 Increase the the combined reading and math growth indicator from 15.9 to 22.15% by 2023.

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 the growth indicator index for reading from 18.5 to 19.75 by 2019	KCWP5	Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.. <ul style="list-style-type: none"> ● BLAST Block (intervention/enrichment time daily for ALL students) ● KSI Teacher, Guidance Counselor, and speech pathologist ● Kentucky System of Interventions Plan and Quarterly Student Data Meetings with KSI Teacher ● Extended school opportunities (after school programs, daytime waiver, summer learning) 	MAP Data Progress monitoring data for KSI Person Responsible: Classroom teachers KSI teacher		Title I ESS
	KCWP6	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom <ul style="list-style-type: none"> ● Positive Behavior and Intervention Support Systems ● Discipline Policy ● KAGAN Win-Win Discipline ● Small group and individual interventions provided by guidance counselor and family resource coordinator 	PBIS Discipline Data Person responsible: Principal Guidance Counselor KSI teacher Family Resource coordinator		Title I ESS Per Pupil

			PBIS Team		
Objective 2 Increase the growth indicator index for math from 13.3 to 14.55 by 2019.	KCWP5	<p>Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports..</p> <ul style="list-style-type: none"> ● BLAST block (intervention/enrichment time daily for ALL students) ● KSI Teacher ● Kentucky System of Interventions Plan and Quarterly Student Data Meetings with KSI Teacher ● Extended school opportunities (after school programs, daytime waiver, summer learning) 	<p>MAP Data Progress monitoring data for KSI</p> <p>Person responsible: KSI teacher Classroom teachers</p>		Title I ESS
	KCWP6	<p>Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom</p> <ul style="list-style-type: none"> ● Positive Behavior and Intervention Support Systems ● Discipline Policy ● KAGAN Win-Win Discipline 	<p>PBIS Discipline Data</p> <p>Person Responsible: PBIS team Guidance Counselor Family Resource Coordinator</p>		Title I ESS Per Pupil

6: Transition Readiness

Goal 6 *By 2023, Lakewood Elementary School will increase the percentage of students successfully transitioning at entry/exit points by participating in transition activities.*

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 Provide early childhood and kindergarten transition activities for ALL incoming preschool and kindergarten students.	KCWP5	Assure consideration and addressment of non-academic barriers to learning. <ul style="list-style-type: none"> ● Cradle School ● KinderKamp ● Home Visits and Kindergarten Readiness Parent Involvement ● Open House Events ● School Tours ● Preschool family nights 	Brigance Assessment Parent Surveys Person responsible: Kindergarten teachers Preschool Teachers Family Resource Coordinator		FRYSC Title I
Objective 2 Provide transition activities for ALL students exiting fifth grade	KCWP5	Assure consideration and addressment of non-academic barriers to learning. <ul style="list-style-type: none"> ● Middle school transitions to visit all feeder middle schools ● Middle school students speak to fifth grade students about middle school expectations (boys to boys and girls to girls) 	Parent/Student Surveys Person Responsible: 5th grade teachers Principal Family Resource Coordinator		FRYSC Title I

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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