

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 2024, the district will increase the combined (reading and math) percentage of proficient/distinguished students in the Elementary Schools from : 47.85% to 57%. Middle Schools from 43.7% to 59%. High School from 39.8 to 56%.

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: Demonstrate student proficiency in combined math and reading at the elementary level with a score of 50% by 2021 as measured by state assessment results.	KCWP 2: Develop a system of checks and balances for the design and delivery of instruction in order to ensure that all students are being taught with research based instructional strategies as well as using research based materials.	Use a research-based phonics program and assessment with fidelity with the help of a literacy coach in grades K-5.	STAR benchmark and formative assessments in STAR Custom STAR CBM data District-wide phonological awareness and phonics assessment data	Administrators Teachers Personalized Learning Coach	\$66,386.60 for STAR 360. \$2,193.00 From Sounds to Spelling Phonics Curriculum.
		RTI system to address mastery of essential skills with interventions in place for Tier 2 and Tier 3.	Progress monitoring data	Administrators Teachers (28 total) Personalized Learning Coach	No additional cost.
		Differentiated core instruction to meet the students learning level.	Student goal setting sheets STAR CBM goal setting	Administrators Teachers	No additional cost.
		Professional Learning Communities are being implemented with an emphasis	Formative assessments ACT (Cert) practice data	Administrators Teachers Personalized Learning Coach	No additional cost.

		on research-based strategies for reading and math.	Student goal setting sheets		No additional cost.
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Objective 2: Demonstrate student proficiency in combined math and reading at the middle school with a score of 48% and 44% at the high school by 2021 as measured by state assessment results.	KCWP 2: Develop a system of checks and balances for the design and delivery of instruction in order to ensure that all students are being taught with research based instructional strategies as well as using research based materials.	Differentiated core instruction to meet the students learning level.		Administrators Teachers	No additional cost.
				District and School Administrators Teachers Personalized Learning Coach Counselors	No cost.
				School Administrators Teachers Counselors	No additional cost.
				Administrators Teachers	No cost.

2: Separate Academic Indicator

Goal 2: MCS D will increase the elementary Separate Academic Indicator from 56.1 to 69 by 2024; MCS D will increase the middle school Separate Academic Indicator from 54.7 to 62 by 2024; MCS D will increase the high school writing scores from 57.4% P/D to 61% P/D by 2024.

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: MCS D will increase the elementary science scores from 25.9% P/D to 30% P/D by 2021.	KCWP 1: Design and Deploy Standards	Schools will use PBL to help students raise their level of knowledge in their science academic areas.	PLC's will meet to discuss how to remediate the students falling below proficiency at least every 6 weeks.	Administrators Teachers Counselors	\$10,000 on PBL training for teachers.
Objective 2: MCS D will increase the middle school science scores from 18.3% P/D to 21% P/D by 2021.	KCWP 1: Design and Deploy Standards	Common assessments are used and checked for reliability as well as remediation on Essential Standards in PLC's.	PLC's will meet to discuss how to remediate the students falling below proficiency at least every 6 weeks.	Administrators Teachers Counselors	No cost.
Objective 3: MCS D will increase the elementary social studies scores from 35.4% P/D to 38% P/D by 2021.	KCWP 1: Design and Deploy Standards	Schools will use PBL to help students raise their level of knowledge in their social studies academic areas.	PLC's will meet to discuss how to remediate the students falling below proficiency at least every 6 weeks.	Administrators Teachers	\$10,000 on PBL training for teachers.
Objective 4: MCS D will increase the middle school social studies	KCWP 1: Design and Deploy Standards	Common assessments are used and checked for reliability as well as remediation on Essential Standards in PLC's.	PLC's will meet to discuss how to remediate the students falling below proficiency at least every 6 weeks.	Administrators Teachers	No cost.

scores from 45.7% P/D to 50 P/D by 2021.					
Objective 5: MCSD will increase the elementary writing scores from 33.% P/D to 36.5% P/D by 2021.	KCWP 1: Design and Deploy Standards	Common On-Demand prompts will be used at all grade levels. Students will be engaged in reading, writing, speaking, listening and observing in classrooms across all content areas.	PLC's and writing committees will be used to discuss students who are scoring a 1 or 2 on the common rubric.	Administrators Teachers	No cost.
Objective 6: MCSD will increase the middle school writing scores from 19.1% P/D to 25% P/D by 2021.	KCWP 1: Design and Deploy Standards	Common On-Demand prompts will be used at all grade levels. Students will be engaged in reading, writing, speaking, listening and observing in classrooms across all content areas.	PLC's and writing committees will be used to discuss students who are scoring a 1 or 2 on the common rubric.	Administrators Teachers	No cost.
Objective 7: MCSD will increase the high school writing scores from 57.4% P/D to 61% P/D by 2021.	KCWP 1: Design and Deploy Standards	Common On-Demand prompts will be used for 9 th , 10 th and 11 th grade students. Students will be engaged in reading, writing, speaking, listening and observing in classrooms across all content areas.	PLC's and writing committees will be used to discuss students who are scoring a 1 or 2 on the common rubric.	Administrators Teachers	No cost.

3: Gap

Goal 3: By 2024, the district will increase the combined reading and math proficiency rates for all students in the Consolidated Student Groups (Economically Disadvantaged and Students w/Disabilities) from:

Economically Disadvantaged:

Elementary schools from 47.2% to 56% in Reading. Elementary schools from 29.3% to 42% in Math.
 Middle schools from 44.6% to 52% in Reading. Middle Schools from 24.7% to 34% in Math.
 High school from 31.9% to 40% in Reading. High School from 16.6% to 30% in Math.

Students w/ Disabilities:

Elementary schools from 31.4% to 38% in Reading. Elementary schools from 21.4% to 29% in Math.
 Middle schools from 25.7% to 31% in Reading. Middle Schools from 19.8% to 27% in Math.
 High school from 25% to 31% in Reading. High School from 23.8% to 28% in Math.

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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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.)*

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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.

District and school administrators will be responsible for ensuring these activities are completed.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Demonstrate student proficiency in consolidated student groups combined reading at the elementary level with a score of 43.5 % by 2021 as measured by state assessment results (School Report Card/Proficiency Dashboard).	KCWP 2: Design an instructional program that delivers intentional and high quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.	Lessons are designed with differentiation and high engagement with assistance from administration and district support team.	Classroom Visits		No cost.
		PBL meetings once a month to review progress of the Consolidated Student Groups to make decisions based on progress monitoring data collected on each student with a plan.	PLC meeting notes		No cost.

<p>Demonstrate student proficiency in consolidated student groups combined math at the elementary level with a score of 27.5% by 2021 as measured by state assessment results (School Report Card/Proficiency Dashboard).</p>		<p>STAR and State Assessment data will be used to set individual goals for each student in the gap group.</p>	<p>PLC Meetings and District Admin. Meetings.</p>		<p>No cost.</p>
<p>Objective 2: Demonstrate student proficiency in consolidated student groups combined reading at the middle school level with a score of 36.5 % by 2021 as measured by state assessment results (School Report Card/Proficiency Dashboard).</p> <p>Demonstrate student proficiency in consolidated student groups combined math at the middle school level with a score of 24% by 2021 as measured by state assessment results (School Report Card/Proficiency Dashboard).</p> <p>Objective 3: Demonstrate student proficiency in consolidated student groups</p>	<p>KCWP 2: Design an instructional program that delivers intentional and high quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.</p> <p>KCWP 2: Design an instructional program that delivers intentional and high</p>	<p>Lessons are designed with differentiation and high engagement with assistance from administration and district support team.</p>	<p>Classroom Visits</p>		<p>No cost.</p>
		<p>Progress monitoring occurs timely.</p>	<p>PLC meeting notes</p>		<p>No cost.</p>
		<p>STAR and State Assessment data will be used to set individual goals for each student in the gap group.</p>	<p>PLC and District Admin. Meetings</p>		<p>No cost.</p>

<p>combined reading at the high school level with a score of 30.5 % by 2021 as measured by state assessment results (School Report Card/Proficiency Dashboard).</p> <p>Demonstrate student proficiency in consolidated student groups combined math at the high school level with a score of 22.5% by 2021 as measured by state assessment results (School Report Card/Proficiency Dashboard).</p>	<p>quality instruction in order to ensure that students receive highly effective, culturally responsive, evidence-based core instruction.</p>				
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4: Graduation rate

<p>Goal 4: MCSD will continue to increase the Graduation Rate from 94.6% to 98.7% by 2024, as measured by the 4-Year Cohort Graduation Rate.</p>		
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes</i></p>	<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</i></p>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity</p>

<p><i>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><i>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>of the activity or activities, and necessary funding to execute the activity or activities. Activity #1 – Each school will collect data and design a plan for monitoring. Activity #2 – District Administration, Building Level Administration, and/or program directors will continue implementation of approved programs. Activity #3 – CCMS A-Team will continue with efforts throughout the school year.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: MCHS will increase the 4-year adjusted graduation rate to 98.0% by May 31, 2021.</p> <p>Objective 2: MCHS will improve the graduation rate of all special education students to a commensurate rate with their peers.</p>	<p>OBJ 1/STR 1: MCHS will remove success labs as the means to differentiate instruction and will begin using a coaching & observation teacher monthly cycle to improve core instruction through differentiation.</p> <p>OBJ 1/STR 2: MCHS will build in opportunities for all teachers to learn about and connect to career pathways to build purpose in course scheduling & graduation.</p> <p>OBJ 2/STR 1: The progress of special education students toward graduation requirements will be tracked by case managers, coached by the designated ARC chair.</p> <p>OBJ 2/STR 2: Mental health services will be provided for</p>	<p>School administrators & district administrators are connected to groups of teachers for monthly coaching conversations & observations. District administrators are assigned based on observed needs: creativity, engagement, classroom management, & differentiation.</p> <p>Block Huddles are dedicated to “professional learning” around engaging students through relationship building to acknowledge and meet personalized needs in the classroom.</p> <p>Professional development time is devoted to teachers learning about & creating connections to career pathways. All Huddle Leaders will help schedule students in courses to help develop their skills set as well as to allow the students to engage in making purposeful course/career decisions.</p>	<p>Data will show the reading benchmark gap population declining.</p> <p>The percentage of special education students not making adequate progress toward graduation will decrease.</p> <p>Mental health barriers to graduation will be reduced for special education students.</p> <p>Special education and general student attendance rates will increase.</p>	<p>Administrators Teachers Counselors</p>	<p>Allocation and IDEA</p>

	<p>special education students in need.</p> <p>OBJ 2/STR 3: Attendance for special education students will be tracked through a counselor HUDDLE with activities created to address at-risk students.</p>	<p>Special education case managers will work in coordination with the appropriate guidance counselor to develop a "check and connect" program for special education students who are not making adequate progress toward graduation.</p> <p>Two mental health providers have been hired to accentuate the guidance department at MCHS as well as pre-existing Mountain Comprehensive Care counselors.</p> <p>The counselor HUDDLE will track at-risk students for attendance and will develop personalized strategies for instilling purpose in students for graduation.</p>			

5: Growth

Goal 5: By 2024, MCSD will increase growth at the elementary and middle school level in reading and math by meeting projected growth according to STAR.

<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>	<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 	<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
Increase elementary and middle school student growth in reading by meeting projected growth in in grades 3-8 on STAR testing.	KCPW 2, 4 Star student data will be analyzed 3 times a year. Data analysis will determine instructional practices needed to increase student growth	Star with be a data source used to place student in tier levels. The learning curriculum and skills checklist will be used to identify skill deficits.	Student meet goals on student growth report.		\$45,000
		Growth goals will be utilized for students who are well below proficiency.	Students meet their stretch goals and move out of Tier 2 or 3.		
		Star training for school teams-trainer the trainer model will be used so all teacher are trained on understanding data reports.	Standards checklist progress report will be monitored.		
Increase elementary and middle school student growth in math by meeting projected growth in in grades 3-8 on STAR testing.	KCPW 2, 4 Star student data will be analyzed 3 times a year. Data analysis will determine instructional practices needed to increase student growth	RTI and GT RTI meetings will be held monthly at the school to discuss interventions.	Student meet goals on student growth report.		\$45,000
		Growth goals will be utilized for students who are well below proficiency.	Students meet their stretch goals and move out of Tier 2 or 3.		
		Star training for school teams-trainer the trainer model will be used so all teacher are trained on understanding data reports. RTI and GT RTI meetings will be held monthly at the school to discuss interventions.	Standards checklist progress report will be monitored.		

6: Transition Readiness

Goal 6: MCSD will increase the percentage of students at MCHS/STAR Academy transition ready from 57.8% to 65% by 2024.

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 Increase the HS Transition Readiness from 57.8% to 61.4 by 2022.	KCWP 5: Design, Align and Deliver Support KCWP 6: Establish Learning Culture and Environment.	Increase dual credit opportunities for students.	New Courses added and more students participating	Administrators Teachers Counselors SIS Director	No cost.
Objective 2 Continue vertical curriculum work in Math and ELA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Align CTE Pathways with state programs.	More students completing pathway programs	Administrators Teachers Counselors SIS Director	No cost.
		Course codes updated Vertical alignment meetings	Document developed of vertical curriculum	Administrators Teachers Counselors SIS Director Instructional Supervisor	No cost.