

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: By the end of the 2022-2023 school year, at least 80% of students will score proficient/distinguished in reading and math as measured by KPREP.

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](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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 During the 2020-2021 school year, 65% of elementary, 65% of middle, and 50% of high school students will score proficient or distinguished in reading on KPREP.	(KCWP 1) Purposeful planning and delivery of standards-based instruction	In order to ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted curriculum (Elementary – Reading Horizons/CKLA, Middle – Amplify ELA, High - myPerspectives	Lesson plans, PLC agendas and minutes, observations of PLCs, classroom visits		\$0
	(KCWP 2) Delivery of instruction	Teachers will receive ongoing training and support (PLCs, coaching/mentoring, and other professional learning opportunities) for effective implementation of the adopted curriculum.	PLC agendas and minutes, observation of PLCs, classroom visit data		\$0
		As part of the classroom visit process, each elementary and middle school ELA teacher will receive regular formative feedback (1-2 visits per month) regarding effective implementation of curricula.	Classroom visit data		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 2 During the 2020-2021 school year, 55% of elementary, 50% of middle, and 40% of high school students will score proficient or distinguished in math on KPREP.</p>	(KCWP 1) Purposeful planning and delivery of standards-based instruction	In order to ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted math curriculum (Elementary – NY Engage, Middle – Power Teaching Math)	Lesson plans, PLC agendas and minutes, observations of PLCs, classroom visit data		\$0
	(KCWP 2) Delivery of instruction	Teachers will receive ongoing training and support (PLCs, coaching/mentoring, and other professional learning opportunities) for effective implementation of the adopted curriculum.	PLC agendas and minutes, observation of PLCs, classroom visit data		\$0
		As part of the classroom visit process, each elementary and middle school math teachers will receive regular formative feedback (1-2 visits per month) regarding effective implementation of the Engage New York and Power Teaching Math curricula.	Classroom visit data		\$0

2: Separate Academic Indicator

Goal 2: By the end of the 2022-2023 school year, at least 80% of students will score proficient/distinguished in science and social studies as measured by KPREP.

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](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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 During the 2020-2021 school year, 45% of elementary, 42% of middle school, and 38% of high school students will score proficient or distinguished in science on KPREP.	(KCWP 1) Purposeful planning and delivery of standards-based instruction	In order to ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted curricula (Elementary and middle – Amplify Science, High – STEMscopes).	Lesson plans, PLC agendas and minutes, observations of PLCs, classroom visit data		\$0
	(KCWP 2) Delivery of instruction	Teachers will receive ongoing training and support (PLCs, coaching/mentoring, and other professional learning opportunities) for effective implementation of the adopted curriculum.	PLC agendas and minutes, observation of PLCs, classroom visit data		\$0
		As part of the classroom visit process, each science teacher will receive regular formative feedback (1-2 visits per month) regarding the effective science teaching practices.	Classroom visit data		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 2 During the 2020-2021 school year, 55% of elementary, and 65% of middle school students will score proficient or distinguished in social studies on KPREP.</p>	(KCWP 1) Purposeful planning and delivery of standards-based instruction	Each school will use the district's Quick Reference Guide for Planning SS Instruction or another researched-based purposeful planning process (i.e. Understanding by Design) to ensure standards-based instruction.	Lesson plans, PLC agendas and minutes, observations of PLCs, classroom visit data		\$0
	(KCWP 2) Delivery of instruction	Teachers will receive ongoing training and support through PLCs, coaching/mentoring, and other professional learning opportunities to implement the effective SS teaching practices as outlined in the district instructional framework. <i>Essential Questions</i> by Wiggins and McTighe will be a primary resource.	PLC agendas and minutes, observation of PLCs, classroom visit data		\$0
		As part of the classroom visit process, each SS teacher will receive regular formative feedback (1-2 visits per month) regarding the effective SS teaching practices.	Classroom visit data,		\$0

3: Gap

Goal 3: By the end of the 2022-2023 school year, at least 80% of students belonging to one or more gap groups will score proficient/distinguished in reading as measured by KPREP or other state required assessments.

<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>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 During the 2020-2021 school year, the percentage of students with disabilities scoring proficient or distinguished in reading will increase to the following levels: Elementary – 45% Middle – 35% High – 25%</p>	<p>(KCWP 2) Delivery of reading instruction</p>	<p>In order to ensure that all SPED students receive instruction consistent with the core curriculum, all SPED teachers will be trained in appropriate implementation of the newly adopted ELA curricula</p> <p>WCSD will adopt a truly collaborative approach to SPED instruction PK-8.</p>	<p>PD agendas and associated learning materials, PD sign-ins/logs, percentage of students with disabilities scoring proficient or distinguished in reading on KPREP.</p>		<p>\$0</p>
	<p>(KCWP 4) Use of available assessment data to develop goals for students with IEPs.</p>	<p>In order to ensure that SPED students receive instruction consistent with the reading continuum, the district will establish and communicate the following practices:</p> <ul style="list-style-type: none"> - Explicitly reference the child’s progress on the reading continuum as part of the present levels of performance (PLOP) in the IEP. 	<p>IEP record reviews, percentage of students with disabilities scoring proficient or distinguished in reading on KPREP.</p>		<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none"> - When appropriate, include IEP goals directly related to the child's progress on the reading continuum and monitor those goals using the appropriate district-required reading assessment. - When a child fails to show progress toward reading goals in the IEP, the case manager will consult with the school psychologist regarding options for additional diagnostic testing. - Provide for regular collaboration between the regular education teacher, special education teacher and related services providers regarding each child's progress toward IEP goals. 			
<p>Objective 2 During the 2020-2021 year, the percentage of ELs (including monitored) scoring proficient or distinguished in reading will increase to the following levels: Elementary – 55% Middle – 35%</p>	<p>(KCWP 2) Delivery of reading instruction</p>	<p>In order to ensure that all teachers who work with EL students understand the reading continuum and can plan instruction consistent with the continuum, district curriculum staff will provide the following trainings:</p> <ul style="list-style-type: none"> - Intensive training in the reading continuum for all EL teachers and instructional support staff. - Training for regular education teachers who work with EL students regarding common barriers/challenges associated with teaching EL students to read and how to address those barriers. 	<p>PD agendas and associated learning materials, PD sign-ins/logs, percentage of EL students scoring proficient or distinguished in reading on KPREP.</p>		<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none">- Training for EL teachers in use of the Reading Horizons method to teach English.			

4: Graduation rate

Goal 4: By the end of the 2022-2023 school year, the graduation rate will increase to 98%.

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](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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 During the 2020 - 2021 school year, the graduation rate will increase to 96%	(KCWP6) Removing Barriers	(KCWP6) The Wayne County Learning Academy provides a non-traditional setting for students with academic or behavioral challenges that prohibit them from being successful in the traditional environment.	Dropout data Cohort graduation rate		\$100 per student enrolled on virtual learning platform paid from ESS.
		(KCWP6) Multiple Virtual Learning opportunities provide a non-traditional setting for students with academic or behavioral challenges that prohibit them from being successful in the traditional environment.	Dropout data Cohort graduation rate		\$0
	(KCWP6) Personalized Pathways	(KCWP6) Instructional Relevance: High school students have the opportunity to customize their learning experience through various credit acceleration strategies that provide time for college coursework and work-based learning experiences through the "Pathways to Readiness."	Dropout data Cohort graduation rate		\$0

5: Growth

Goal 5: By the end of the 2022-2023 school year, all students in grades 4-8 will show growth in reading on KRPEP (scale score or performance level) when compared to the previous year.

<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>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 During the 2020-2021 school year, 80% of students in grades 4-8 will improve their scale score or performance level (if previously novice or apprentice) or sustain their scale score or performance level (if previously proficient or distinguished) in reading as measured by KPREP.</p>	<p>(KCWP 1) Curriculum alignment</p>	<p>District curriculum staff will develop and communicate a clearly defined reading continuum to include the five components of reading and a timeline for development of those skills.</p>	<p>Reading continuum and associated timeline, PLC agendas and minutes, percentage of students showing growth</p>		<p>\$0</p>
	<p>(KCWP 2) Delivery of reading instruction</p>	<p>In order to ensure that all reading teachers understand the reading continuum and can plan instruction consistent with the continuum, district curriculum staff will provide the following trainings:</p> <ul style="list-style-type: none"> - Refresher training for all elementary teachers who were trained four years ago. - Intensive training for all elementary teachers who have not previously been trained. - Intensive training for all new hires at the elementary level. 	<p>PD agendas and associated learning materials, PD sign-ins/logs, percentage of students showing growth</p>		<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<ul style="list-style-type: none"> - Overview of the reading continuum for all middle and high ELA teachers to include training in how to intervene for older struggling readers. 			
	(KCWP 3) Assessment expectations for reading	District curriculum staff will monitor reading assessment data (fall, winter, spring) and provide feedback to building leadership and teachers.	Percentage of students showing growth		\$0
	(KCWP 6) Activate support services	Create opportunities for collaboration between various stakeholders (regular education, special education, RTI, related service providers, FRYSC, guidance counselors, etc.) for the purpose of removing barriers that may contribute to student's lack of progress on the reading continuum.	Agendas/minutes of collaborative meetings, percentage of students showing growth		\$0

6: Transition Readiness

Goal 6: At least 90% of Wayne County graduates will be transition ready (as defined by KDE) by the end of the 2022 – 2023 school year.

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](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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 At least 85% of students graduating in the 2020-2021 school year will be transition ready.	(KCWP6) Personalized Pathways	(KCWP6) Instructional Relevance: High school students have the opportunity to customize their learning experience through various credit acceleration strategies that provide time for college coursework and work-based learning experiences through the “Pathways to Readiness.”	Transition readiness percentage, percentage of students completing a personalized pathway and/or CTE pathway.		\$0
	(KCWP4) CCR/ Transition Readiness Data Tracking	(KCWP4) Beginning in 9 th grade, student trajectory toward successful transition readiness will be monitored in order to plan interventions specific to student needs.	Transition readiness percentage, evidence of individual interventions		\$0