

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):

Increase the combined Reading and Math proficiency index score on KPREP for middle school students from 69% to 73%.

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 Collaborate to increase the combined reading and math K-Prep proficiency index scores to 73.0% at Monroe County Middle School by 05/30/2019.	Review, Analyze and Apply Data	Teachers will work in content and grade level PLCs and analyze results of formative, summative, and MAP assessments to establish goals.	MAP Reading Plus Benchmark Data Chart	2018-19 School year	\$9,000
	Design and Deliver Instruction	Variety of vocabulary strategies incorporated into all content areas.	Walk-through reflection tool.	2018-19 School year	\$0
		Continued work on Reading Plus/Study Island to increase student achievement levels.	MAP Reading Plus Benchmark Data Chart	2018-19 School year	\$0
	Focus on ALL teachers teaching literacy standards and more effective differentiation in all areas. PLC time will be devoted to providing resources, ideas, and instruction to ensure that teachers are well equipped to effectively teach these standards. Time will also be allotted for teachers to participate in peer walkthroughs to better utilize the excellent resources we currently have in the building.		Walk-through reflection tool.	2018-19 School year	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Establish Learning Culture and Environment	Teachers will use various methods to deliver instruction which meet the needs of various levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include adolescent literacy strategies, engagement strategies, practices to raise rigor in instruction. Reading Plus and Study Island will continue to be utilized to meet the various learning needs of students.	Walk-through reflection tool.	2018-19 School year	\$0
Objective 2 Monroe County Middle School will conduct Instructional Rounds and Walk-throughs throughout the school year. to assist in identifying strengths and weaknesses within overall instruction.	Design, align, and deliver support.	Instructional rounds will be used to identify strengths and areas for growth within overall instruction with particular attention to rigor and student engagement. Areas for improvement will be identified and suggestions for next steps will be discussed. Several classroom teachers will be involved in in-house rounds.	Walk-through reflection tool.	2018-19 School year	\$0
		Walkthroughs: Administrators and faculty will collect information regarding student engagement and level of rigor by conducting regular walk-throughs during instructional time. Results will be shared with classroom teachers using a reflection rubric.	Walk-through reflection tool.	2018-19 School year	\$0
		Administration to provide more specific instructional feedback on walk-through reflection tool with research/best practices for maximum student achievement.	Walk-through reflection tool.	2018-19 School year	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

2: Separate Academic Indicator

Goal 1 (State your separate indicator goal):

Increase the separate academic indicator score on KPREP for middle school students from 52.1% to 58.3%.

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 Separate Indicator Score of 58.3	Design and Deploy Standards Design and Deliver Instruction Review, Analyze, and Apply Data Design, Align, and Deliver Support	Competitions and other initiatives will be used to motivate and increase participation.	KPREP MAP Assessment Reading Plus Benchmark Walk-through Reflection Tool	2018-19 School Year	\$9,000=Reading Plus and MAP Assessment \$0=Remaining Strategies
		Continued work on Reading Plus to increase student reading levels will be utilized.			
		Variety of vocabulary strategies incorporated into all content areas.			
		Focus on ALL teachers teaching literacy standards and more effective differentiation in all areas. PLC time will be devoted to providing resources, ideas, and instruction to ensure that teachers are well equipped to effectively teach these standards. Time will also be allotted for teachers to participate in peer walkthroughs to better utilize the			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		excellent resources we currently have in the building.			
		All students will have the opportunity to participate in Reading Plus and Study Island one day per week at school. Both programs provide an opportunity for students to work at a personalized level.			
		A new writing program will be initiated this year as well as a focus on increased writing across all content areas.			
Objective 2 45% of students score Proficient/Distinguished on Math on 2019 KPREP.	Design and Deploy Standards Design and Deliver Instruction Review, Analyze, and Apply Data	A continuation of previous programs and practices that have proven effective: Reading Plus, Study Island, MAP, etc...			
		Design, Align, and Deliver Support	Continued use of Math Plus strategies which focus on best practices, communication skills, levels of cognitive demand.		
		A PLC protocol is utilized with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, peer walk-throughs, and analysis of data.			
		Progress monitoring system implemented to monitor standards mastery for each student.			
		Continue to improve school-wide RTI process with applicable checklist(s) and documentation tools, including such information as service			

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.			

3: Gap

Goal 3 (State your Gap goal): 55% of the GAP population will score Proficient/Distinguished in Reading and 35% of the GAP population will score Proficient/Distinguished on the state accountability assessment in 2019.

<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 1 100% of MCMS students will read passages based on their reading benchmark score at least 60 minutes a week outside of class work or classroom material using Reading Plus program. (individualized learning/growth)	Review, analyze, and apply data results.	Competitions and other initiatives will be used to motivate and increase participation.	MAP Assessment applies to all activities listed.	September 2018 December 2018 March 2018	\$7,000 for Reading Plus \$2,000 for Study Island
		Variety of vocabulary strategies incorporated into all content areas.	Grade Level Data Charts applies to all activities listed.		See above.
	All students will have the opportunity to participate in Reading Plus and Study Island one day per week at school. Both programs provide an opportunity for students to work at a personalized level.	Reading Plus Benchmark applies to Reading Plus.		See above.	
	Progress monitoring system implemented to monitor standards mastery for each student.	See above.		See above.	
Objective 2 35% of the GAP population will score	Delivery of Instruction	Continue to improve school-wide RTI process with applicable	Revised writing program approved by	Ongoing in ALL content areas	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Proficient/Distinguished in Writing on the state accountability assessment in 2019.		checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	site-based council using R.A.C.E. and POWER paragraphs to be included in all content areas.		
	Design, align, and deliver support processes with sub-group focus	A new writing program will be initiated this year as well as a focus on increased writing across all content areas.	Grade Level Data Charts		
		Focus on ALL teachers teaching literacy standards and more effective differentiation in all areas. PLC time will be devoted to providing resources, ideas, and instruction to ensure that teachers are well equipped to effectively teach these standards. Time will also be allotted for teachers to participate in peer walkthroughs to better utilize the excellent resources we currently have in the building.			

4: Graduation rate

Goal 4 (State your Graduation Rate 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					

5: Growth

Goal 5 (State your Growth goal):

Increase the average combined reading and math K-PREP growth indicator for middle school students from 13 growth points in 2017-18 to 15 growth points in 2018-19.

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 reading and math KPREP growth indicator from 13 to 15 growth points in 2018-19.	Review, analyze, and apply data results.	Competitions and other initiatives will be used to motivate and increase participation.	MAP Assessment applies to all activities listed.	September 2018 December 2018 March 2018	\$9,000
	Delivery of Instruction	Variety of vocabulary strategies incorporated into all content areas.	Grade Level Data Charts applies to all activities listed.		
	Design, align, and deliver support processes	All students will have the opportunity to participate in Reading Plus and Study Island one day per week at school. Both programs provide an opportunity for students to work at a personalized level.	Reading Plus Benchmark applies to Reading Plus.		
		Progress monitoring system implemented to monitor standards mastery for each student.			
		Continue to improve school-wide RTI process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal		Ongoing in all content areas.	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		measurement, and progress monitoring checks.			
			Walk-through reflections	Ongoing in all content areas.	\$0
Objective 2 40% of the middle school students will score Proficient/Distinguished in Writing on the state accountability assessment in 2019.		Continue to improve school-wide RTI process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Formative/Summative Assessments	Follow School Writing Plan	\$0
		<p>A new writing program will be initiated this year as well as a focus on increased writing across all content areas.</p> <p>Focus on ALL teachers teaching literacy standards and more effective differentiation in all areas. PLC time will be devoted to providing resources, ideas, and instruction to ensure that teachers are well equipped to effectively teach these standards. Time will also be allotted for teachers to participate in peer walkthroughs to better utilize the excellent resources we currently have in the building.</p>	<p>Revised writing program approved by site-based council using R.A.C.E. and POWER paragraphs to be included in all content areas.</p> <p>Grade Level Data Charts</p>		

6: Transition Readiness

Goal 6 (State your Transition Readiness goal):

Increase the number of successful student transitions from elementary to middle school and from middle school to high school based on success criteria (attendance, grades, behavior, growth)

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 Better prepare students for transition and most optimal pathway from middle to high school.	Design and Deliver Assessment Literacy	Individual Learning Plan (I.L.P)	Grades, Behavior, Attendance, Growth	Through Practical Living Rotation	\$0
		Goal Setting and Reflection	Data Chart	Ongoing	\$0
	Design and Deliver Instruction	Reality Fair	Student Engagement/Participation	Spring 2019	\$500
		Career Studies	Student Engagement/Participation	Through Practical Living Rotation	\$0
	Design, Align, and Deliver Support	Scheduling with our High School	Student interests heightened of various programs/offerings. Schedules complete.	Spring 2019	\$0
		ACT Prep	Noticeable raise in rigor across all content areas and documented on walk-throughs.	Ongoing	\$0
Objective 2 Better prepare students for transition and most optimal pathway from elementary to middle school.	Design, Align, and Deliver Support	6 th Grade Camp Middle (Summer)	Participation	Summer 2019	\$0
		Parent night- meet and greet	Participation	Summer 2019	\$0
	Establishing Learning Culture and Environment	Meet in spring with upcoming 6 th grade students.		Spring 2019	\$0
		Send home information regularly with 5 th grade teachers about upcoming 6 th grade event.		Spring 2019	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

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					