RICH POND ELEMENTARY
Comprehensive Improvement Plan for Schools

SBDM Approved: November 19, 2018
Dr. Dan Costellow, Principal

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):*
By the 2023 K-PREP Assessment, Rich Pond Elementary will achieve a Proficiency Score of 95, up from 90.4 in 2017-18.

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.)*	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.*	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.
• 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	• 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 80% of students will score 80% or higher on the Math District Common Assessments during the 2018-2019 school year.	KCWP 5: Design, Align and Deliver Support Collaboration with the Kentucky Center for Mathematics (KCM) and WCPS Math Coach to share best practice strategies with teachers.	-Professional Development will occur during PLC time and after school to share new strategies with teachers. -Students in Tiered intervention will receive support through the Title I teacher or Math Achievement Grant (MAF) teacher -Teachers who are a part of the grant will attend additional training throughout the school year	-District Common Assessments (DCA) -STAR -K-PREP results	-Randi Womack will meet with teachers throughout the year -Belle Rush will meet with teachers throughout the year	Womack: $0 (district employee) Rush: $0 (services provided through MAF
	KCWP 4: Review, Analyze and Apply Data Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement.	-Teachers will use formative/summative assessments, District Common Assessments, and STAR assessments to analyze patterns in students' learning. -Teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	-District Common Assessments (DCA) -STAR -K-PREP results	On-going	None required

Objective 2: 80% of students will score 80% or higher on the Reading District Common Assessments during the 2018-2019 school year.	KCWP 2: Design and Deliver Instruction Collaboration with Read to Achieve and WCPS Literacy Coach to share best practice strategies with teachers.	-Professional Development will occur during PLC time and after school to share new strategies with teachers. -Students in Tiered intervention will receive support through the Title I teacher or Read to Achieve (RtA) teacher -Teachers who are a part of the grant will attend additional training throughout the school year	-District Common Assessments (DCA) -STAR -K-PREP results	Laura Beth Menser will model lessons and support planning with teachers throughout the school year.	Menser - District Employee - $0 Title I funds RTA Grant
	KCWP 4: Review, Analyze and Apply Data Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement				
		-Teachers will use formative/summative assessments, District Common Assessments, and STAR assessments to analyze patterns in students' learning. -Teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	-District Common Assessments (DCA) -STAR -K-PREP results	On-going	None required

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal):*
By the 2023 K-PREP Assessment, Rich Pond Elementary will achieve a SAI Score of 87, up from 73.2 in 2017-18.

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.)*	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.*	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Sixty percent of 5th grade students will score P/D on the 2019 K-PREP Writing Assessment, up from 38.8% in 2018.	KCWP 2: Design and Deliver Instruction -Increase the frequency of writing across subject areas -Designated time for writing -Integrated writing assignments KCWP 6: Establishing Learning Culture and Environment -Re-organize and establish an effective writing committee to review current practice, examine best practice and effective strategies at other schools, and recommend and implement procedures, instruction, and strategies to increase quality and quantity of vertically-aligned writing.	-PLC time will be used to analyze writing samples and determine next steps for instruction -District Literacy Coach will be modeling writing lessons across grade levels and support in planning lessons -PDs to support writing throughout content areas -Benchmark writing assessments to identify and then address writing deficits -Implementation and Professional Development of Handwriting Without Tears -Writing Committee will create a schoolwide writing policy and plan to be implemented at each grade level	-District Common Assessments -K-PREP results -Benchmark and Progress Monitoring Data of writing CBMs	Laura Beth Menser will model and support planning in writing Ongoing assessments and Writing Committee meetings throughout the year	Menser - District Employee - $0 Title II (PD) Funds - $1000 RTA Grant Funds
Objective 2:					

3: Gap

Goal 3 (*State your Gap goal):*
By the 2023 K-PREP Assessment, Rich Pond Elementary will reduce the percent of novice students in the Disability category for Reading from 30.0% to 10%.

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.)*	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.*	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Twenty percent or fewer students in the Disability Category will score novice on the 2019 K-PREP Reading Assessment	KCWP 2: Design and Deliver Instruction Collaboration with Read to Achieve and WCPS Literacy Coach to share best practice strategies with teachers.	-Develop a plan for Resource teachers to attend primary PLCs. -Professional Development will occur during PLC time and after school to share new strategies with teachers. -Resource Teachers will collaborate with peers to ensure foundational learning is transferring from the resource setting to classroom instruction -Resource teachers will attend CST meetings to monitor student progress compared to peers -Resource teachers will attend Professional development opportunities in the area of Reading and Writing	-District Common Assessments (DCA) -STAR -K-PREP results	Ongoing	$1000 - for PD through Title II (Professional Development Funds)
Objective 2:					

4: Graduation rate

(N/A for Elementary Schools)

5: Growth

Goal 5 (*State your Growth goal):* *By the 2023 K-PREP Assessment, Rich Pond Elementary will achieve a Growth Score of 20.2, up from 19.2 in 2017-18.*		
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: A Growth Score of 19.7 will be achieved on the 2018-2019 K-PREP assessment.	KCWP 4: Review, Analyze and Apply Data -Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement	-PLCs will be used to identify gap areas and addressed through tiered instruction in reading and math -Child Study Teams will meet to monitor student achievement data and determine intervention needs and changes as identified -Student Growth data within STAR will be monitored and addressed for students achieving below 30% SGP -DCA data will be monitored for student reteaching and remediation as needed -PD will be offered to support reading, math, and writing instruction -Title I, RTA, and MAF teachers will provide targeted instruction to Tier II and Tier III students	-STAR reading and math growth data -Benchmark writing screening data -Progress Monitoring data for reading, math, and writing will be maintained monthly for all Tier III students	-Randi Womack will offer continual math instructional support throughout the year -Laura Beth Menser will offer continual reading and writing instructional support throughout the school year -MAF and RTA teachers will collaborate within classrooms, through PLCs and CSTs, and by offering PD to ensure best practice	Personnel through: -MAF Grant -RTA Grant -Title I funds
Objective 2					

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal):*
By the end of the 2022-2023 school year, Rich Pond will increase the percentage of 3rd grade students who are proficient according to K-PREP projections in STAR Reading & STAR Math to 90%.

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.)*	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.*	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: 85% of 3rd grade students will proficient or higher on the STAR Math Assessment by the end of the 2018-2019 school year.	KCWP 5: Design, Align and Deliver Support Collaboration with the Kentucky Center for Mathematics (KCM) and WCPS Math Coach to share best practice strategies with teachers.	-Professional Development will occur during PLC time and after school to share new strategies with teachers. -Students in Tiered intervention will receive support through the Title I teacher or Math Achievement Grant (MAF) teacher -Teachers who are a part of the grant will attend additional training throughout the school year	-District Common Assessments (DCA) -STAR -K-PREP results	-Randi Womack will meet with teachers throughout the year -Belle Rush will meet with teachers throughout the year	Womack: $0 (district employee) Rush: $0 (services provided through MAF
	KCWP 4: Review, Analyze and Apply Data Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement.	-Teachers will use formative/summative assessments, District Common Assessments, and STAR assessments to analyze patterns in students' learning. -Teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	-District Common Assessments (DCA) -STAR -K-PREP results	On-going	None required

Objective 2: 87% of 3rd grade students will proficient or higher on the STAR Reading Assessment by the end of the 2018-2019 school year.	KCWP 2: Design and Deliver Instruction Collaboration with Read to Achieve and WCPS Literacy Coach to share best practice strategies with teachers.	-Professional Development will occur during PLC time and after school to share new strategies with teachers. -Students in Tiered intervention will receive support through the Title I teacher or Read to Achieve (RtA) teacher -Teachers who are a part of the grant will attend additional training throughout the school year	-District Common Assessments (DCA) -STAR -K-PREP results	Laura Beth Menser will model lessons and support planning with teachers throughout the school year.	Menser - District Employee - $0 Title I funds RTA Grant
	KCWP 4: Review, Analyze and Apply Data Child Study Teams (CST) will meet following each STAR window to assess results. Grade-level teams will meet in PLCs to discuss student achievement				
		-Teachers will use formative/summative assessments, District Common Assessments, and STAR assessments to analyze patterns in students' learning. -Teachers will design lessons and develop strategies to meet the needs of students as determined by the assessments.	-District Common Assessments (DCA) -STAR -K-PREP results	On-going	None required