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: *By the 2020/2021 school year, Caverna High school will have 60% of students scoring proficient or distinguished in combined reading and 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.)* ● 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: By the 2018/2019 school year, Caverna High School will have 47% of students scoring proficient or distinguished in reading.	KCWP 2: Design and Deliver Instruction	Lesson planning insures all students have access to standards, learning targets, formative assessments, and high-yield instructional strategies.	100% of teachers using the prescribed lesson plan format.	-Weekly submitted lesson plans in Google folders. -Teacher walk-through results in Google folders.	$0
		A digital instructional toolbox has been collaboratively created for teachers to use to assist in the delivery of high-yield instructional strategies	100% of teachers using and contributing to the instructional toolbox.	-Weekly submitted lesson plans in Google folders. -Teacher walk-through results in Google folders.	$0
	KCWP 4: Review, Analyze and Apply Data	All students grades 9-12 complete a practice ACT test, with a review of the data to determine baseline reading status.	2 point ACT composite increase in Reading from practice ACT test given in November 2018 to ACT administered to 11th grade in in March 2019.	-Results of practice ACT from November 2018 -ACT results from March 2019	$0
		Professional learning communities (PLC's) are established with structured protocols to insure data analysis.	100% of teachers participating in PLC's.	-Weekly PLC meetings with minutes placed in Google folders.	$0
	KCWP 5: Design, Align, and Deliver Support				

		Scheduled intervention courses built into master scheduled and imbedded into Tier 1 instruction.	100% of students in intervention courses will show growth in reading on diagnostic reading test pre to post test.	-Teacher analysis of reading diagnostic data at start and conclusion of reading intervention course.	$0
		Early Release Friday meetings allow staff to share/discuss instructional strategies to increase reading comprehension and student engagement.	2 point ACT composite increase in Reading from 2018 ACT to 2019 ACT.	-Early Release Meeting agenda located in Google folders	$0
Objective 2: By the 2018/2019 school year, Caverna High School will have 47% of students scoring proficient or distinguished in math.	KCWP 2: Design and Deliver Instruction	Lesson planning insures all students have access to standards, learning targets, formative assessments, and high-yield instructional strategies.	100% of teachers using the prescribed lesson plan format.	-Weekly submitted lesson plans in Google folders. -Teacher walk-through results in Google folders.	$0
		A digital instructional toolbox has been collaboratively created for teachers to use to assist in the delivery of high-yield instructional strategies	100% of teachers using and contributing to the instructional toolbox.	-Weekly submitted lesson plans in Google folders. -Teacher walk-through results in Google folders.	$0

	KCWP 4: Review, Analyze and Apply Data	All students grades 9-12 complete a practice ACT test, with a review of the data to determine baseline reading status.	2 point ACT composite increase in Math from practice ACT test given in November 2018 to ACT administered to 11th grade in in March 2019.	-Results of practice ACT from November 2018 -ACT results from March 2019	$0
		Professional learning communities (PLC's) are established with structured protocols to insure data analysis.	100% of teachers participating in PLC's.	-Weekly PLC meetings with minutes placed in Google folders.	$0
	KCWP 5: Design, Align, and Deliver Support				
		Scheduled intervention courses built into master scheduled and imbedded into Tier 1 instruction using web-based program IXL.	100% of students in intervention courses will show growth in reading on diagnostic math test pre to post test.	-Teacher analysis of math diagnostic data at start and conclusion of math intervention course.	$1300
		Early Release Friday meetings allow staff to share/discuss instructional strategies to increase reading comprehension and student engagement.	2 point ACT composite increase in Reading from 2018 ACT to 2019 ACT.	-Early Release Meeting agenda located in Google folders	$0