

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 KPREP proficiency scores from 58.4% in 2018 to 77.7% in 2023 as measured by school report card proficiency data.

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: Increase the reading proficiency scores from 61.5% in 2018 to 65.4% by 2019 as measured by KPREP.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress	Weekly PLC's to review student achievement data, Multi Tiered System of Support meetings that focus on students needing addition supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments	N/A
		Plan for and implement active student engagement strategies.	PLC's, Students Achievement Data, Teacher Lesson Plans	Monthly classroom learning walks and scheduled formal observations	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Mastery Connect data indicating standards mastery for grades 3-5, MAP Data, Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress	N/A
		Use classroom assessments to inform teacher's instructional decisions.	Mastery Connect data indicating standards mastery for grades 3-5,	Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP	N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			MAP Data, Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data	data and RI data following assessment windows to determine student growth	
<p>Objective 2:</p> <p>Increase the math proficiency scores from 55.3% in 2018 to 59.2% by 2019 as measured by KRPEP.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Provide ongoing professional development in the area of best practice/high yield instructional strategies and utilize the strategies learned to aid in curricular adjustments when students fail to meet mastery.</p>	<p>Weekly Student Assessment Data and Utilization of MAP data to determine student growth and achievement.</p>	<p>Weekly PLC's to review student achievement data, Multi Tiered System of Support meetings that focus on students needing addition supports, In-depth RTI meetings to determine student needs following winter MAP assessments</p>	<p>N/A</p>
		<p>Plan for and implement active student engagement strategies.</p>	<p>PLC's, Students Achievement Data, Teacher Lesson Data</p>	<p>Monthly classroom learning walks and scheduled formal observations</p>	<p>N/A</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Develop a tracking system for monitoring of student achievement progress by learning target and by standard.</p>	<p>Mastery Connect data indicating standards mastery for grades 3-5, MAP Data</p>	<p>Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data 3 following each assessment to determine student progress</p>	<p>N/A</p>
		<p>Use classroom assessments to inform teacher's instructional decisions.</p>	<p>Data analysis tools in grades K-2, and MAP data</p>	<p>Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following assessment windows to determine student growth</p>	<p>N/A</p>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the NAPD index for separate academic indicator from 73.5 in 2018 to 86.75 in 2023 as measured by school report card proficiency data..

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 To increase the science KPREP proficiency from 27.55% in 2018 to 34.8% in 2019	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> •Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding	Weekly PLC discussions regarding student progress on science assessments. Weekly discussion regarding next steps and plan for intentionally addressing students' area(s) of weakness	N/A
		<ul style="list-style-type: none"> •Ensure that all users of assessment data use information to benefit student learning. 	Discussion of plan to address areas of weakness as seen on weekly assessments.	PLC's following science assessments	N/A
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments 	Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs	Monthly classroom walks, formal observations and weekly review of teacher lesson plans	N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 3 To increase the writing KPREP proficiency from 58.25% in 2018 to 62.43% in 2019</p>	<p>KCWP 1: Design and Deploy Standards</p>	<ul style="list-style-type: none"> • Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery 	<p>Vertical alignment of the writing plan across all grade levels with consistent implementation</p>	<p>Monthly Writing Committee discussion, evidence in teacher lesson plans</p>	<p>N/A</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments 	<p>Increase in effective use of formative assessments in the classroom and utilization of appropriate strategies to meet instructional needs</p>	<p>Monthly classroom walks, formal observations and teacher lesson plans</p>	<p>N/A</p>
		<ul style="list-style-type: none"> • Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	<p>Increase in effective utilization of flashbacks, re-teaching and wrong answer analysis to increase student understanding</p>	<p>Monthly classroom walks, formal observations, teacher lessons and review of data following reteach, etc.</p>	<p>N/A</p>

3: Gap

Goal 3 (State your Gap goal): Increase the combined reading and math KPREP proficiency scores for students with disabilities from 23.1% in 2018 to 61.55% in 2023 as measured by school report card proficiency data.

<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	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 To increase the combined reading and math KPREP proficiency for students with disabilities from 23.1% in 2018 to 30.79% in 2019</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	<p>Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead data to determine student progress</p>	<p>**TSI Evidence Based Strategy with utilization of Read 180 program. Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments</p>	<p>N/A</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<ul style="list-style-type: none"> • Plan for and implement active student engagement strategies. • Develop a tracking system for monitoring of student achievement progress by learning target and by standard. 	<p>Regular Education and Special Education PLC's, Students Achievement Data, Teacher Lesson Plans</p> <p>Mastery Connect data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI</p>	<p>Monthly classroom learning walks and scheduled formal observations</p> <p>Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data following each assessment to determine student progress. Review of intentional student tracking</p>	<p>N/A</p> <p>N/A</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<p data-bbox="521 824 889 894">KCWP 4: Review, Analyze and Apply Data</p> <p data-bbox="521 1377 827 1479">KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> <li data-bbox="938 396 1365 500">• Use classroom assessments to inform teacher's instructional decisions. <li data-bbox="938 841 1400 980">• Assure that attendance issues are rectified as to not pose an interference with the educational process of students <li data-bbox="938 1062 1354 1170">• Assure consideration and addressment of non-academic barriers to learning. <li data-bbox="938 1370 1400 1507">• Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. 	<p data-bbox="1440 136 1704 233">assessment results, iRead in grades K-2 and MAP data</p> <p data-bbox="1440 354 1741 672">Mastery Connect data indicating standards mastery for grades 3-5, MAP Data Data analysis tools in grades K-2, RI assessment results, iRead in grades K-2 and MAP data</p> <p data-bbox="1440 829 1731 1003">Increase in student attendance rate and decrease in percentage of students identified as chronically absent</p> <p data-bbox="1440 1052 1731 1256">Increase in student achievement through effectively identifying and addressing individual needs and barriers.</p> <p data-bbox="1440 1377 1723 1516">Decrease in student misbehavior, increase in student academic performance</p>	<p data-bbox="1771 136 2268 233">spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data.</p> <p data-bbox="1771 354 2268 672">Weekly PLC's to review data and discussion of next steps to address areas of concern. Review of MAP data and RI data following assessment windows to determine student growth. Review of intentional student tracking spreadsheet with focus on students with disabilities and weekly review of IEP progress monitoring data</p> <p data-bbox="1771 829 2252 1003">Weekly meetings with district RBTL coordinator, FRC Coordinator, and admin team to discuss student attendance concerns and students identified as chronically absent</p> <p data-bbox="1771 1052 2241 1224">Implementation of Social Emotional Learning Curriculum, Choose Love with all grades, participation of students in school based therapy to address non-academic barriers</p> <p data-bbox="1771 1377 2252 1484">Clear expectations for students based on school wide expectations, individualized behavior plans for</p>	<p data-bbox="2303 386 2368 412">N/A</p> <p data-bbox="2303 829 2368 855">N/A</p> <p data-bbox="2303 1052 2368 1078">N/A</p> <p data-bbox="2303 1414 2368 1440">N/A</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
				students with Tier 2 and Tier 3 behavior needs in the MTSS pyramid	

5: Growth

Goal 5 (State your Growth goal): By 2022, Ryland Heights Elementary will increase the percentage of all students showing growth in MAP for reading from 53.77% in spring of 2018 to 72.9%; and for math from 53.29% in Spring 2018 to 68.3%.

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.)

- [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](#)
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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 Increase the percentage of all students showing growth in MAP for reading from 53.77% in spring 2018 to 56.64% in spring 2019, and growth in MAP for math from 53.29% in spring 2018 to 57% in spring 2019.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> •Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks 	Formal Observations, Learning Walks, Review of Regular Classroom Assessment Data, Progress Monitoring Data for Students in Tier 2 and Tier 3 interventions	Weekly PLC's, MTSS Committee Meetings, Conferencing and Discussion following Observations and Learning Walks	N/A
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> •Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations 	Progress monitoring, Classroom Assessment Data	MTSS Committee Meetings to review progress and adjustments needed for students with regards to interventions.	N/A
		<ul style="list-style-type: none"> •Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular 	Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and	**TSI Evidence Based Strategy with utilization of Read 180 program. Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional	N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP4: Review, Analyze and Apply Data	<p>adjustments when students fail to meet mastery.</p> <p>•Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>achievement, iRead data to determine student progress</p> <p>MAP Data, Creation and Monitoring of Teacher Created Classroom Assessments regarding Standards, District Common Assessments</p>	<p>supports, In-depth RTI meetings to determine student needs following winter MAP, RI/PI assessments</p> <p>Weekly PLC's and MTSS Committee Meetings</p>	N/A

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): By 2022, Ryland Heights Elementary will increase the percentage of students transition ready in grade 5 from 38.83% in 2018 to 74.48% as measured by P/D in all areas of Reading, Math, Social Studies and Writing.

<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	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students transition ready in grade 5 from 38.83% in 2018 to 59.16% in 2019	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> •Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks 	Formal Observations, Learning Walks, Review of Regular Classroom Assessment Data, Progress Monitoring Data for Students in Tier 2 and Tier 3 interventions	Weekly PLC's, MTSS Committee Meetings, Conferencing and Discussion following Observations and Learning Walks	N/A
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> •Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations •Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 	Progress monitoring, Classroom Assessment Data Weekly Student Assessment Data, Utilization of MAP data as well as RI/PI data to determine student growth and achievement, iRead	MTSS Committee Meetings to review progress and adjustments needed for students with regards to interventions. **TSI Evidence Based Strategy with utilization of Read 180 program. Weekly PLC's to review student achievement data, Multi Tiered System of Support data meetings that focus on students needing additional supports, In-depth RTI meetings to	N/A N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> •Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. 	<p>data to determine student progress</p> <p>MAP Data, Creation and Monitoring of Teacher Created Classroom Assessments regarding Standards, District Common Assessmen</p>	<p>determine student needs following winter MAP, RI/PI assessments</p> <p>Weekly PLC's and MTSS Committee Meetings</p>	N/A