

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 (State your proficiency goal):

By 2022, will increase the proficiency indicator (reading and math) of 83.5 to **94.5**.

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](#)
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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 By 2022, Longbranch will increase the proficiency indicator (reading and math) of 83.5 to 94.5 .	KCWP 1: Design and Deploy Standards	School teams will work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of: 1. What do your Ss need to know and be able to do? 2. How do we know they have learned it? 3. What do we do if they have not learned it? What do we do when they have learned it?	School/Team PLC/ILT agendas or minutes Collab Plan feedback form	Google form for feedback on pacing guide and priority standards. Created by District June 2020 Google Shared Drive with Units/Pacing Guides educators and community via district website by June 2020	

	<p>KCWP 2: Design and Deliver Instruction</p> <p><u>KCWP 4: Review, Analyze and Apply Data</u></p>	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> <p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments</p> <p><i>Activity- Differentiating/Personalized Learning</i></p> <p>LSS and Longbranch will provide training and support for schools to ensure that students are provided high quality, personalized learning targeted to help students at all levels succeed at mastering content standards and develop student agency as a learner. This ensures that ALL Learners receive an EQUITABLE, ACCESSIBLE, RIGOROUS, and RELEVANT educational experience</p>	<p>Training of each component complete:</p> <p>Wildly Important Goals</p> <p>Lead Measures</p> <p>Compelling Scoreboard</p> <p>Cadence of Accountability</p> <p>CASE</p>	<p>On-going</p> <p>Administration monitoring of all unit plans</p> <p>PLC notes</p>	

	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</p> <p>Intentional time in our full school schedule to teach all students CASEL standards. This is our social emotional learning time for all students.</p> <p>Continued work with The Leader In Me</p>	<p>Perception data, projects, project based learning outcomes, teacher and student rating scales.</p>	<p>On-going</p>	
	<p><u>KCWP 3: Design and Deliver Assessment Literacy</u></p>	<p>KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</p> <p>Create formative and summative assessments that are aligned to the standards as grade level teams with the use of the Unit Planning Tool.</p>	<p>Formative and summative assessment bank.</p>	<p>On-going</p>	
<p>Objective 2</p>					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

By 2022, will increase the Separate Academic Indicator of Science, Social Studies, and Writing 70.2 to 80.2.

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](#)
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- [KCWP 3: Design and Deliver Assessment Literacy](#)
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- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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- [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.

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Objective 1: By 2022, will increase the Separate Academic Indicator of Science, Social Studies, and Writing 70.2 to 80.2	KCWP 2: Design and Deliver Instruction	<p>Activity- Eleot District/School Walk-thrus</p> <p>Our school leadership team will conduct and lead teams through the eleot tool to ensure that our students are engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners.</p>	STAR scores, KPREP data, ongoing classroom formative assessments. CASE for writing	Ongoing	0
	KCWP 2: Design and Deliver Instruction	<p>Activity- Modules and Professional Learning to support teachers after eleot and engagement data is collected</p> <p>School leadership will work with grade level PLC's, ILT meetings, or faculty meetings to ensure teachers</p>	STAR scores, KPREP data, ongoing classroom formative assessments, student voice survey	Ongoing	0

		receive support for improving the learning environment of focus based on collected and shared data.			
Objective 2					

3: Gap

Goal 3 (State your Gap goal):
 By 2022, increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): 34.6 to **44.6%**.

<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:By 2022, increase the average combined reading and math proficiency rates for all students in the Gap Group (Consolidated Student Group): 34.6 to 44.6%.</p>	<p>KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</p>	<p>Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</p> <p>Processes that specifically address special education TSI group</p> <p>Continued implementation co-teaching classrooms in grades K, 3, 4, and 5 to assist in students getting accessible, rigorous, and equitable instruction at the tier 1 level.</p> <p>Continued implementation and fidelity checks of LLI for all</p>	<p>Student schedules</p> <p>Calendar will reflect scheduled time for monthly meetings.</p> <p>Meeting notes will reflect discussion.</p> <p>Data review of student running record levels and aligned comprehension accuracy within LLI.</p> <p>Eleot data</p> <p>PLC and professional learning agendas/plans</p>	<p>Student progress monitoring data</p> <p>IEP goals/progress data review</p> <p>STAR score analysis of growth</p> <p>CASE summative and growth data</p>	

		<p>special education students that are identified in reading and have specific reading IEP goals.</p> <p>Scheduled common planning was designed and implemented for all co-teaching teams to collaboratively plan instruction and review and analyze data.</p>			
	KCWP 4: Review, Analyze and Apply Data	<p>Develop a tracking system for monitoring of student achievement progress by standard.</p> <p>Revised monitoring sheets</p>	Disaggregation of CASE data, pre and post assessment unit data	On-going	
	KCWP 6: Establishing Learning Culture and Environment	<p>Student emotional check in's occur on a regular basis and such discussions support a culture for learning.</p> <p>One community circle occurs per week in each classroom.</p> <p>Establish a 2x10 network of staff to student partners.</p> <p>Establish a 2x10 network of student to student partners.</p> <p>Small groups and/or mentors based on Resiliency Poll information.</p>	<p>2x10 schedule</p> <p>Care Team</p> <p>Preassessment/ Postassessment Counseling data analysis</p>	On-going	

		Individual student interventions based on student needs.			
	KCWP 6: Establishing Learning Culture and Environment	Insure that every child qualifies as economically disadvantaged has to opportunity to have basic food and clothing needs met through our CARE team.	School Counselors will track the number of students served-TALK MORE ABOUT DATA	On-going	
	KCWP 6: Establishing Learning Culture and Environment	Intentional time in our full school schedule to teach all students CASEL standards. This is our social emotional learning time for all students.	Perception data, projects, project based learning outcomes, teacher and student rating scales.	On-going	
	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	Review and discussion of unit planning in PLC's. Pre-assessment data will be used to drive differentiated instruction. CASE data		
Objective 2	KCWP 5: Design, Align and Deliver Support	KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities Develop a clearly defined RtI school/district-wide process with	RTI monitoring forms for reading and math		

	applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, goal measurement, and progress monitoring checks.			
	KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities Continued implementation and accountability conversation regarding protocol and monitoring/documentation tool for tiered intervention movement considerations	IEP progress monitoring, google drive with IEP goal monitoring, CASE data		

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.*)

- [KCWP 1: Design and Deploy Standards](#)
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Objective 1					
Objective 2					

5: Growth

Goal 5 (State your Growth goal):

By 2022, increase the average combined reading and math growth indicator 67.2 to 77.2

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: By 2022, increase the average combined reading and math growth indicator 67.2 to 77.2	KCWP 4: Review, Analyze and Apply Data	<p>Continue student participation in conducting student-led data conferences and goal setting. Students use assessment data to help students assess and adjust their own learning.</p> <p>4DX- Scoreboard Review in Classroom, Grade-Level & School-wide</p> <p>Public Goals/Scoreboards: All students will check their individual academic growth in math and reading</p> <p>Private Goals/Scoreboards: Schoolwide Proficiency goals for Math, Reading, and specific GAP group will be tracked and reviewed during PLCs and through review of pre and post assessments</p>	<p>Leadership Notebooks</p> <p>Student Led Conferences</p> <p>Scoreboards</p> <p>STAR, Pre and post assessment data, Mastery Connect</p>	<p>Disaggregation of CASE data</p> <p>Pre and post assessment unit data</p> <p>STAR data</p> <p>KPREP data</p>	

	KCWP 6: Establishing Learning Culture and Environment	Intentional time in our full school schedule to teach all students CASEL standards. This is our social emotional learning time for all students.	Perception data, projects, project based learning outcomes, teacher and student rating scales.	On-going	
		Continued work with The Leader In Me			
Objective 2					

6: Transition Readiness

Goal 6 (State your Transition Readiness goal):

2018-2019: By 2021, will increase the proficiency indicator (reading and math) of 81.4 to **91.4**.

2019-2020: By 2022, will increase the proficiency indicator (reading and math) of 83.5 to **94.5**.

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 By 2022, Longbranch will increase the proficiency indicator (reading and math) of 83.5 to 94.5.	KCWP 1: Design and Deploy Standards	School teams will work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of: 1. What do your Ss need to know and be able to do? 2. How do we know they have learned it? 3. What do we do if they have not learned it? What do we do when they have learned it?	School/Team PLC/ILT agendas or minutes Collab Plan feedback form	Google form for feedback on pacing guide and priority standards. Created by District June 2020 Google Shared Drive with Units/Pacing Guides educators and community via district website by June 2020	

	<p>KCWP 2: Design and Deliver Instruction</p> <p><u>KCWP 4: Review, Analyze and Apply Data</u></p>	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> <p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments</p> <p><i>Activity- Differentiating/Personalized Learning</i></p> <p>LSS and Longbranch will provide training and support for schools to ensure that students are provided high quality, personalized learning targeted to help students at all levels succeed at mastering content standards and develop student agency as a learner. This ensures that ALL Learners receive an EQUITABLE, ACCESSIBLE, RIGOROUS, and RELEVANT educational experience</p>	<p>Training of each component complete:</p> <p>Wildly Important Goals</p> <p>Lead Measures</p> <p>Compelling Scoreboard</p> <p>Cadence of Accountability</p> <p>CASE</p>	<p>On-going</p> <p>Administration monitoring of all unit plans</p> <p>PLC notes</p>	

	KCWP 6: Establishing Learning Culture and Environment	<p>KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</p> <p>Intentional time in our full school schedule to teach all students CASEL standards. This is our social emotional learning time for all students.</p> <p>Continued work with The Leader In Me</p>	Perception data, projects, project based learning outcomes, teacher and student rating scales.	On-going	
	<u>KCWP 3: Design and Deliver Assessment Literacy</u>	<p>KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</p> <p>Create formative and summative assessments that are aligned to the standards as grade level teams with the use of the Unit Planning Tool.</p>	Formative and summative assessment bank.	On-going	
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

<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					
Objective 2					