

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):

Gamaliel Elementary will work to increase proficiency from 96.2 in 2018 to 97 in 2019 as measured by the KPREP assessment administered to all students in grades 3 through 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.)

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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 number of students scoring proficient or distinguished in reading.	Remediation/ Intervention/ Acceleration	Literacy Groups in grades K-2	Student achievement level on literacy assessments.	Literacy assessment in fall, winter, and spring	RTA Grant
		Implementation of Reading Recovery in first grade for the four lowest performing students and use of CIM model in the lowest literacy groups in each grade level.			
	Use of Lexia program in grades K-2 and Reading Plus in grades 3-5. Incentives will be planned to reward students based on their performance on these programs.	Student achievement and performance level on programs	Benchmark assessments completed in the fall, winter, and spring	21 st Century Grant	
	Data Analysis	PLC work to analyze data from KPREP, MAP, CMA, and formative assessments to determine RTI groups and individual student needs.	Student achievement on assessments	Various assessment dates throughout the year	None
Objective 2 Increase the number of students scoring proficient or distinguished in math.	Remediation/ Intervention/ Acceleration	Use of Study Island to practice skills on various standards as they are taught in the classroom or as students' progress at their own pace	Student achievement on math assessments and advancement in the program	Weekly formative and summative assessments and Blue Ribbons earned on Study Island	21 st Century Grant
	Data Analysis	PLC work to analyze data from KPREP, MAP, CMA, and formative assessments to determine RTI groups and individual student needs.	Student achievement on assessments	Various assessment dates throughout the year	None
	Implementation of Math Block in primary	Students will have a block of time dedicated to math intervention each day that will allow them to work in differentiated groups that will meet their individual needs.	Student assessment results	Various assessment dates throughout the year	None

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

Gamaliel Elementary will work to increase our academic indicator score from 90.3 in 2018 to 92 in 2019 as determined by the K-Prep assessment.

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 science K-Prep score from 54.3 in 2018 to 60 in 2019.	Intentional scheduling	All students K-5 will participate in a science lab class at least two times a week	K-Prep Scores	Student assessment results throughout science lab activities	None
	Cross curricular text	Science literature will be purchased to embed science standards into reading instruction	K-Prep Scores	Invoices from purchased materials	Striving Readers
	Remediation/Intervention	Students will be pulled weekly for small group interventions	K-Prep Scores	RTI documentation	None
Objective 2: Increase social studies K-Prep score from 82.1 in 2018 to 85 in 2019	Strategic student grouping	5 th grade students will be ability grouped for social studies instruction to allow individual student needs to be met.	K-Prep Scores	Student lists and assessment results	None
	Remediation/Intervention	Students will be pulled weekly for small group interventions	K-Prep Scores	RTI documentation	None
Objective 3: Increase on demand writing K-Prep score from 78.6 in 2018 to 80 in 2019	Strategic student grouping	Students will be ability grouped for writing instruction to ensure that the pace and individual needs of students are being targeted	K-Prep Scores	Student lists and assessment results	None
	Remediation/Intervention	Students will be pulled weekly for small group interventions	K-Prep Scores	RTI documentation	None

3: Gap

Goal 3 (State your Gap goal): Gamaliel Elementary will work to decrease the number of students scoring Novice on MAP assessment in both reading and math from 16% in reading and math to 10% or below in all grade levels by May, 2019.

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 proficiency by working to reduce the number of students scoring Novice.	PLC work	Create individual plans for response to intervention for students performing at the Novice Level	Reduction of students scoring Novice on MAP	MAP assessment data at fall, winter, and spring	None
		Weekly RTI using learning continuum, 4 question data in the classroom resources.	Student performance increased through RTI instruction	Student achievement on formative assessments	None
	Visual	MAP triangles displayed in teacher work area	Reduction of students scoring novice on MAP	MAP assessment data at fall, winter, and spring	None
		Literacy Data will be on display in literacy planning room	Decrease in the number of students below literacy level	Weekly literacy assessments	None
	Remediation and Acceleration program based on student ability levels.	Use of Study Island, Reading Plus, and Lexia	Increase student ability level on programs	Weekly performance on programs	21 st Century

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): Gamaliel Elementary will work to increase the number of students meeting Expected Growth on MAP assessment in reading from 63% to 65% and in math from 59% to 65% in all grade levels by May 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	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the number of students meeting expected growth in reading and math on MAP assessment when comparing fall to winter and winter to spring results.	Visual representations of the goal	Student goals for MAP will be communicated and tracked in student data notebooks. When Students complete the MAP assessment, their goal will be communicated with them and place on a goal sheet that they will keep with them during the testing session.	Performance on MAP Reading and Math assessment	Winter and Spring MAP data	None
		School Wide bulletin board that shows overall number of students meeting expected growth in each grade level.	Performance on MAP Reading and Math assessment	Winter and Spring MAP data	None
	PLC Work	Analysis of individual student performance on MAP in Reading and Math	Performance on MAP Reading and Math assessment	Winter and Spring MAP data	None
		Use of learning continuum and skills assessments provided by MAP for all students for small group interventions and RTI.	Performance on MAP Reading and Math assessment	Winter and Spring MAP data	None
	Weekly RTI with students scoring below benchmark	Weekly formative and summative assessments	Four question assessments and documentation weekly	None	

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): *Gamaliel Elementary will work to sustain the positive working conditions of our school as shown in the Kentucky TELL Survey in the areas of managing student conduct, community engagement and support, and school leadership. In order to sustain an average of 98% or higher in all three areas just mentioned, we will provide professional development for explicit instructional and/or behavioral strategies with disabilities, develop a plan for increased parental involvement, and offer more leadership roles for teachers and staff.*

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: Managing student conduct for student with disabilities	Professional Development	Professional development will be offered to all staff in dealing with disabilities and special need students through GRREC, book studies, and district personnel.	Reduction of behavior incidents with students with disabilities.	Weekly PBIS documentation	Professional Development Funds
		Create individual plans to be used as an alternative for individual students.	Reduction of behavior incidents	Daily Behavior sheets	None
Objective 2: Increase parent engagement and support	Communication	Host a family literacy night to educate families about the importance of literacy	At least 40% parent attendance	Sign in sheets	Striving Readers
		Use of Facebook, text, phone calls, website, emails, face to face, Remind 101 app, etc to inform parents about student achievement, upcoming events, and activities	Increase in number of completed parent contacts	Parent Contact Logs	None
Objective 3: Increase building level opportunities for school leadership	Leadership Opportunities	Increase the number of leadership roles and experiences by adding roles such as leading staff meetings, presentation of professional development, chair committees, develop programs, use of Google Docs tools, etc.	Increase in the number of teachers fulfilling leadership roles	Minutes and agendas from teacher's meetings, committee meetings, etc.	None

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 2					