

# 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.

## **Color Coding in CSIP to represent TSI Requirements**

- 1) Components of turnaround leadership development and support;**
- 2) Identification of critical resources inequities;**
- 3) Evidence-based interventions; and**
- 4) Additional actions that address the causes of consistently underperforming subgroups of students.**

### **1: Proficiency Goal**

**Goal 1 (State your proficiency goal):**

*Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in reading from 55.2 to 59.68 by 2019 and 77.6 by 2023.*

*Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in math from 53.3 to 57.97 by 2019 and 76.65 by 2023.*

| Objective   | Strategy   | Activities to Deploy Strategy  | Measure of Success   | Progress Monitoring Date & Notes  | Funding                 |
|---|--|--|--|---|-------------------------|
| <p><i>Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in reading from 55.2 to 59.68 by 2019</i></p> | <ul style="list-style-type: none"> <li>K-5 teachers will implement data folders to track student progress and engage students in self-efficacy.<br/><u>KCWP 4: Review, Analyze and Apply Data</u></li> </ul> | <p>PLC K-5 staff meeting with Juett Wells from the Office of Continuous Improvement to discuss student goal setting and data folder development and usage.<br/><u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></p> | <p>Integration of data folders into daily instruction.</p>                 | <p>Meeting: March 2019 Complete<br/><br/>Establishment of Data Folders September 2019</p> | <p>0</p>                |
|   | <p>Reading Intervention – Students will be provided</p>  | <p>RtA Reading Interventionist: A Reading Interventionist will provide Tier 3 RtI services to K-3 students whose data results fall in the bottom quartile based on i-Ready and STAR/STAR EARLY utilizing the EIR</p>                 | <p>RTA Schedule<br/><br/>Diagnostic Results of participating students.</p> | <p>February 29,19<br/>In Progress</p>   | <p>50,000 RTA Grant</p> |

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|  | <p>intervention services based on individual assessments in Reading through varied programs to meet student need based on data.</p> <ul style="list-style-type: none"> <li>● <a href="#"><u>KCWP2: Design and Deliver Instruction Classroom Activities</u></a></li> </ul> | <p>program and best practices based on student individual need..</p> <ul style="list-style-type: none"> <li>● <a href="#"><u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></a></li> </ul>  |  |                                   |                               |
|  |   | <p>Teachers will integrate the R.I.S.E. program into their reading intervention program for specific students.</p> <ul style="list-style-type: none"> <li>● <a href="#"><u>KCWP2: Design and Deliver Instruction Classroom Activities</u></a></li> </ul>   | <p>Reading Diagnostic data of participating students.</p>                      | <p>March 31,2019<br/>Complete</p> | <p>0</p>                      |
|  |   | <p>K-2 Teachers will integrate Visual Phonics into the daily core reading program.</p> <ul style="list-style-type: none"> <li>● <a href="#"><u>KCWP1: Design and Deploy Standards Classroom Activities</u></a></li> <li>● <a href="#"><u>KCWP2: Design and Deliver Instruction Classroom Activities</u></a></li> </ul> | <p>Lesson Plans<br/>Observations<br/>Reading diagnostic data.</p>              | <p>March 31,2019<br/>Complete</p> | <p>0</p>                      |
|  | <p>Reading Teachers will be trained in the Kentucky Reading Project.</p>  | <p>See Literacy Plan Attached</p> <ul style="list-style-type: none"> <li>● <a href="#"><u>KCWP2: Design and Deliver Instruction Classroom Activities</u></a></li> </ul>  | <p>I and I Checklists of Literacy Plan completed mid year and end of year.</p> |                                   | <p>Striving Readers Grant</p> |

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|   | <ul style="list-style-type: none"> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>●</li> </ul>  | <ul style="list-style-type: none"> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>  |  |                              |   |
| <p><b><i>Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in math from 53.3 to 57.97 by 2019</i></b></p> | <p>Math Intervention – Students will be provided intervention services based on individual assessments in math.</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> </ul> | <p>Multi-Step Math Problems: K-5 students will be exposed to multi-step math problems. K, as a whole group, a minimum of twice per month. 1<sup>st</sup> and 2<sup>nd</sup> grade individual and whole group a minimum of twice per month. 3<sup>rd</sup> – 5<sup>th</sup> individually a minimum of once per week as evidenced by examples. Products will be analyzed to differentiate and modify classroom instruction.</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> </ul> | Student Samples                        | March 31,2019<br>In Progress | 0 |
|   |  | <p>Camp Andrew Jackson will provide math tutoring to “apprentice range” students in 4th and 5th grade twice per week for a total of 1 ½ hours.</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> </ul>  | Diagnostic Growth as shown by i-Ready. | March 31,2019<br>Complete    | 0 |

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

*Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in Science from 28.2 to 35.38 by 2019 and 64.1 by 2023.*

*Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in Social Studies from 41.4 to 47.26 2019 and 70.7 by 2023.*

*Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in Writing from 27.6 to 34.84 by 2019 and 63.8 by 2023.*

| Objective   | Strategy  | Activities to Deploy Strategy  | Measure of Success  | Progress Monitoring Date & Notes | Funding               |
|---|---|--|---|----------------------------------|-----------------------|
| <i>Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in Social Studies from 41.4 to 47.26 by 2019</i> | <p>5th grade will utilize and integrate the <u>Simple Solutions</u> program into the core Social Studies program.</p> <ul style="list-style-type: none"> <li><u>KCWP 2: Design and Deliver Instruction</u></li> </ul> | <p>Purchase Simple Solutions Social Studies for 5th grade.</p> <ul style="list-style-type: none"> <li><u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> </ul> | <p>KPREP Social Studies Results</p> <p>Common Assessment Data</p> | <p>March 31,2019 Complete</p>    | <p>600.00 Title 1</p> |

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| <p><b><i>Sand Gap Elementary will increase the percentage of Proficient and Distinguished students in Writing from 27.6 to 34.84 by 2019</i></b></p> | <p>See Literacy Plan Attached</p> <ul style="list-style-type: none"> <li>● <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>● <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>● <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>● <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul> |   |   |                               |   |
|  | <p>4th and 5th grade writing teacher will observe writing classes in schools with the highest writing scores in the state.</p> <ul style="list-style-type: none"> <li>● <u>KCWP 5: Design, Align and Deliver Support</u></li> </ul>  | <p>School principals of elementary schools with the highest writing on demand scores will be contacted to set up observation times for our 4th and 5th grade writing teacher: Silver Creek Elementary, for example.</p> <ul style="list-style-type: none"> <li>● <u>KCWP5: Design, Align and Deliver Support</u></li> </ul> | <p>Benchmark Writing Scores</p> <p>KPREP Writing Scores</p> <p>Common Assessments</p> | <p>March 31,2019 Complete</p> | <p>Striving Readers Grant to pay travel and sub</p>             |
|  | <p>All K-5 Teachers will be trained in the Kentucky Writing Project through two workshops with follow-up through virtual meetings with staff.</p> <ul style="list-style-type: none"> <li>● <u>KCWP 2: Design and Deliver Instruction</u></li> </ul>  | <p>See Literacy Plan (Attached)</p> <ul style="list-style-type: none"> <li>● <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> </ul>   | <p>I and I Checklist of Literacy Plan</p>   | <p>March 31,2019 Complete</p> | <p>See Literacy Plan funding through Striving Readers Grant</p> |
| <p><b><i>Sand Gap Elementary</i></b></p>   | <p>Utilize the the workbook series from Triumph Learning: <u>3D</u></p>  | <p>In addition to already established hands-on</p>  | <p>KPREP</p>  | <p>March 31,2019 Complete</p> | <p>Title 1 202.00</p>   |

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| <p><i>will increase the percentage of Proficient and Distinguished students in Science from 28.2 to 35.38 by 2019</i></p> | <p><u>Science for 21st Century Learning.</u></p> <ul style="list-style-type: none"> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> </ul> | <p>activities, 4th grade science will integrate lessons from 3D Science workbooks as a consistent spiral review.</p> <ul style="list-style-type: none"> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> </ul> | <p>Common Assessments</p> |  |  |
|---|--|--|---------------------------|--|--|

### 3: Gap

**Goal 3 (State your Gap goal):**  
*Sand Gap Elementary will increase the average combined reading and math proficiency of students with disabilities (gap in performance) from 28.75 to 35.88 by 2019 and 64.38 by 2023.*



*Sand Gap Elementary will increase the average combined reading and math proficiency of students who qualify for free/reduced lunch (Gap to proficiency) from 46.9 to 57.52 by 2019 and 73.45 by 2023.*

| Objective   | Strategy  | Activities to Deploy Strategy  | Measure of Success  | Progress Monitoring Date & Notes | Funding  |
|---|---|--|---|----------------------------------|--|
| <i>Sand Gap Elementary will increase the average combined reading and math proficiency of students with disabilities (gap in performance) from 28.75 to 35.88 by 2019</i> | Recipe for Reading instruction will be provided to all resource room reading students based on individual needs. <ul style="list-style-type: none"> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> </ul> | Special Education Reading Teachers will complete initial training or refresh training in the Recipe for Reading Program provided by SESC. <ul style="list-style-type: none"> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> </ul> | Observations of program fidelity.<br><br>Reading screening and diagnostic data. | March 31,19<br>In Progress       | Special Education Funds<br>275.00 for grade level workbooks. |
|   | Staff will complete book study on High Leverage Practices. <ul style="list-style-type: none"> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> </ul>   | During a plan day, teachers will utilize discussion strategies to learn and teach peers about strategies to utilize with students. <ul style="list-style-type: none"> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> </ul>                | Plan Day agenda   | March 31,2019<br>Complete        | 0  |
| <i>Sand Gap Elementary will increase the</i>  | All teachers will be trained in explicit instruction. <ul style="list-style-type: none"> <li>• <a href="#">KCWP 2: Design</a></li> </ul>  | All teachers will participate in Explicit Instruction training provided by the office of   | Walk-through documents of instructional   | March 31,19<br>Complete          | 0  |

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| <p><i>average combined reading and math proficiency of students who qualify for free/reduced lunch (Gap to proficiency) from 46.9 to 57.52 by 2019</i></p> | <p><u>and Deliver Instruction</u></p>   | <p>Continuous Improvement.</p> <ul style="list-style-type: none"> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> </ul>  | <p>implementation of explicit instruction.</p>       |                                  |                                 |
|  | <p>Sand Gap Elementary School Administration will attend trainings in Novice Reduction by the Kentucky Department of Education.</p> <ul style="list-style-type: none"> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>            | <p>School administration will attending training provided by the state on Novice Reduction.</p> <ul style="list-style-type: none"> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>                            | <p>EILA Certificate</p> <p>Agendas from PLC mtg.</p> | <p>February 2019 Completed</p>   |                                 |
|  | <p>The principal will participate in the ELGIN program through monthly group meetings and monthly individual meetings with an ELGIN coach.</p> <ul style="list-style-type: none"> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul> | <p>The principal will actively participate in ELGIN program through monthly meetings and individual coaching sessions.</p> <ul style="list-style-type: none"> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul> | <p>Agenda from meetings</p>                          | <p>March 31,2019 In Progress</p> | <p>Title 1 PD Travel 500.00</p> |

## 5: Growth

Goal 5 (*State your Growth goal*):

***Sand Gap Elementary will increase the average combined reading and math growth in grades 3-5 students from 51.5 to 61.2 in 2019 and 75.75 by 2023.***

| Objective   | Strategy             | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|----------------------|-------------------------------|--------------------|----------------------------------|---------|
| <b><i>Sand Gap Elementary will increase the average combined reading and math growth in grades 3-5 students from 51.5 to 61.2 in 2019</i></b> | See Strategies Above | See Activities Above          |                    |                                  |         |

## 6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*):

***Sand Gap Elementary will increase the percentage of students who are transition ready from 25% to 37.5 by 2019 and 62.5% by 2023.***

| Objective   | Strategy             | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|----------------------|-------------------------------|--------------------|----------------------------------|---------|
| <b>Sand Gap Elementary will increase the percentage of students who are transition ready from 25% to 37.5 by 2019</b> | See Strategies Above |                               |                    |                                  |         |

**7: Other (optional)**

Goal 7 (State your goal):

| Objective   | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-------------|----------|-------------------------------|--------------------|----------------------------------|---------|
| Objective 1 |          |                               |                    |                                  |         |
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|             |          |                               |                    |                                  |         |
| Objective 2 |          |                               |                    |                                  |         |
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