



Continuous Improvement Planning Cycle

Combined Workbook for:

Phase 3 - *Plotting the Course*

- **Establishing Goals, Objectives, Strategies and Activities**

Comprehensive Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- [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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase proficiency from 60% to 85% in reading by 2023-24 as measured by school level benchmark assessments (e.g., DRA, DIEBELS) and universal screeners.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency from 60% to 67% in reading by 2019-20 as measured by school level benchmark assessments (e.g., DRA, DIEBELS) and universal screeners.	Develop a system for designing and delivering instruction in order to ensure that all students are receiving high quality core reading instruction that is aligned to standards in both rigor and intent.	Curriculum mapping	Shared progression and understanding of instruction of standards.	<ul style="list-style-type: none"> In PLC, weekly review of curriculum map tied to instruction. Weekly walkthrough data 	Striving Readers
		LETRS training	Shared understanding of research based literacy instruction. Instruction across all tiers (especially Tier 1) that reflects research and best practice.	<ul style="list-style-type: none"> Monitoring completion of online units of instruction In PLC, weekly conversation about the application of LETRS to practice Weekly walkthrough data 	Striving Readers
		Creation and implementation of common assessments	Grade level appropriate assessments that reflect that rigor and intent of the standards	<ul style="list-style-type: none"> Each common assessment cycle, individual and team analysis of common assessments and results 	Striving Readers
		Resources to support standards instruction	Grade level appropriate instruction that reflects that rigor and intent of the standards	<ul style="list-style-type: none"> Purchase, create, and align grade level appropriate resources to support literacy instruction 	Striving Readers
		Data analysis	Instruction responsive to data analysis	<ul style="list-style-type: none"> PLCs reflect: analysis of data from benchmark assessments, common assessments, summative and formative assessments. 	n/a

				<ul style="list-style-type: none"> PLCs reflect: determination of instructional next steps based on data analysis. 	
		Units of study to support common assessments	Instruction bound by standards and anchored with rigorous, authentic assessments	<ul style="list-style-type: none"> Select teachers pilot integrated units of study at each grade level; analyze data from common assessments 	Striving Readers

Horizon Goal: <ul style="list-style-type: none"> Increase proficiency from 60% to 85% in reading by 2023-24 as measured by school level benchmark assessments (e.g., DRA, DIEBELS) and universal screeners.
180 Day Goal: <ul style="list-style-type: none"> Increase proficiency from 60% to 67% in reading by 2019-20 as measured by school level benchmark assessments (e.g., DRA, DIEBELS) and universal screeners.

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency to 85% in handwriting and composition by 2023-24 as measured by school level benchmark assessments. (no baseline)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Establish a baseline data points in handwriting and composition as measured by school level benchmark assessments.	Develop a system for designing and delivering instruction in order to ensure that all students are receiving high quality core writing instruction that is aligned to standards in both rigor and intent.	Curriculum mapping (see goal 1)			
		Creation of common assessments (see goal 1)			
		Handwriting Without Tears implementation	Students produce letters using correct formation across grade levels. Students understand and describe formation with common language.	<ul style="list-style-type: none"> During PLCs, teachers analyze student writing samples and discuss progress with implementation 	Striving Readers
		Units of study to support common assessments (see goal 1)			

Horizon Goal:

- Increase proficiency to 85% in handwriting and composition by 2023-24 as measured by school level benchmark assessments. (no baseline)

180 Day Goal:

- Establish a baseline for handwriting and composition using school level benchmark assessments.

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase proficiency of students in the Hispanic student group from 40% to 85% in reading by 2023-24 as measured by school level benchmark assessments and universal screeners. Increase proficiency of students in the African American student group from 57% to 85% in reading by 2023-24 as measured by school level benchmark assessments and universal screeners. Increase proficiency of students in the students with IEP student group from 43% to 85% in reading by 2023-24 as measured by school level benchmark assessments and universal screeners.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency of students in the Hispanic student group from 40% to 50% in reading by 2019-20 as measured by school level benchmark assessments and universal screeners	Establish a systematic approach for creating and sustaining a learning culture and environment in which all students have opportunities for success.	Clarify common area expectations	Students and staff understand and demonstrate common area expectations. Decrease in behavior incidents.	<ul style="list-style-type: none"> Monthly review of behavior data by Culture Crew Re-teaching/adjusting of common area expectations as needed 	N/A
		Implement school-wide calming techniques (mindfulness)	Students and staff have shared language and understanding of calming techniques.	<ul style="list-style-type: none"> School wide selection, posting, and use of calming strategies Monthly review of behavior data by Culture Crew Student Support Team meeting data 	N/A
Culture Crew meetings		Improvement of PBIS implementation from broad shareholder involvement	<ul style="list-style-type: none"> Monthly review of behavior data by Culture Crew 	N/A	
Second Step implementation and refinement		Students have social and emotional skills to succeed in school. Decrease in behavior incidents.	<ul style="list-style-type: none"> Monthly review of behavior data by Culture Crew Walkthrough data for evidence of Second Step instruction Student Support Team meeting data 	District SEL funds	
Objective 2 Increase proficiency of students in the African American student group from 57% to 62% in reading by 2019-20 as measured by school level benchmark assessments and universal screeners					
Objective 3 Increase proficiency of students in the students with		Pilot social emotional learning during content instruction	Students improved social emotional skills through academic	<ul style="list-style-type: none"> Feedback from pilot teachers of EL Education unit 	N/A

IEP student group from 43% to 51% in reading by 2019-20 as measured by school level benchmark assessments and universal screeners.			content. Teachers understand and demonstrate how to embed SEL in content instruction.	<ul style="list-style-type: none"> Pre and Post SEL data on students in the pilot classrooms 	
		Celebrate grading period student success	Increased number of students celebrated from prior grading period.	Review of behavior data for given grading period	District PBIS funds

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<p>180 Day Goal:</p> <ul style="list-style-type: none"> Increase proficiency of students in the Hispanic student group from 40% to 50% in reading by 2019-20 as measured by school level benchmark assessments and universal screeners. Increase proficiency of students in the African American student group from 57% to 62% in reading by 2019-20 as measured by school level benchmark assessments and universal screeners. Increase proficiency of students in the students with IEP student group from 43% to 51% in reading by 2019-20 as measured by school level benchmark assessments and universal screeners.

4: Growth

Goal 4 (State your growth goal.): Increase proficiency from 38% to 73% in school readiness by August 2024 as measured by the Brigance.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency from 38% to 45% in school readiness by August 2020 as measured by the Brigance.	Implement a system for aligning and deploying standards in a logical progression from preschool through first grade to ensure transition readiness.	Dolly Parton Imagination Library training and implementation	Staff capacity increases in supporting family literacy. Students literacy experiences improve.	•	Early Childhood Quality Improvement Grant
		Support daycares with Brigance and Second Step implementation	School readiness from improves in students from childcare settings.	•	Early Childhood Quality Improvement Grant
		Collaborative child find and screenings with Head Start	Both enrollments in public preschool and special education services increase to meet current unidentified students.	• Increase number of screenings from previous years	n/a
		Creative Curriculum implementation	Student improvement as measured by Teaching Strategies Gold, and alignment of instruction across preschool/childcare settings.	• Walkthrough data • TSG Data	Early Childhood Quality Improvement Grant
		Early Literacy Cadre implementation	Student literacy achievement improves through increased	• TSG data	Early Childhood Quality Improvement Grant

			staff capacity to teach literacy.		
		School readiness night	School readiness improves through increased family awareness and capacity	<ul style="list-style-type: none"> Survey for new knowledge gained by families that participated 	Striving Readers
		Home visits and supporting younger siblings with school readiness awareness and materials	Early childhood experiences (before preschool) improve in the home. Students enroll in preschool with improved readiness.	<ul style="list-style-type: none"> 	Early Childhood Quality Improvement Grant

Horizon Goal: <ul style="list-style-type: none"> Increase proficiency from 38% to 73% in school readiness by August 2024 as measured by the Brigance.
180 Day Goal: <ul style="list-style-type: none"> Increase proficiency from 38% to 45% in school readiness by August 2020 as measured by the Brigance.

5: Transition Readiness – n/a

6: Graduation Rate – n/a

7: Other (Optional) – n/a

Special Considerations for Targeted Support and Improvement (TSI) Schools – n/a