

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: By 2021, Greenwood High School will increase the average ACT reading from 21.5 to a 23.0 and increase ACT math from 20.4 to a 22 for all students.

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 number of students meeting proficiency in reading and math on the ACT. Students will increase their ACT reading from a 21.5 to a 22 and increase ACT math from a 20.4 to a 21. | KCWP1: Design and Deliver Instruction with systems in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative & summative). | Learning is monitored before, during, and after instruction. Teachers will collect data in individual classrooms using DCAs, summative and formative assessments. Data will be reviewed in PLC Meetings by departments. | <ul style="list-style-type: none"> • Student achievement • Decrease in class/subject failures • Standard attainment • Assessment scores Modifying instruction based on content/standard mastery | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | N/A |
| | | Ensure that vertical curriculum mapping is occurring to identify instructional gaps through PLC meetings and professional developments. | <ul style="list-style-type: none"> • Evidence produced in observations and PLCs • Failure rates and growth rates per department & teacher • Consistent student growth within content areas • Assessment scores Decrease in gap groups | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | N/A |
| | | Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and | <ul style="list-style-type: none"> • GRADECam item analysis • Evidence produced in observations and PLCs | Review with GHS Leadership Team May 2019; analyze current data and make any | N/A |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-----------|----------|--|--|--|---------|
| | | determine if instructional adjustments are needed. | <ul style="list-style-type: none"> • Modifying instruction based on content/standard mastery • Assessment scores | necessary adjustments for the 2019/20 school year. | |

2: Separate Academic Indicator

Goal 2: By 2021, we will increase On-Demand writing proficiency by 15% for all students.

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| <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: Increase writing opportunities in all content areas and increase the writing scores by 5% for all students on the On-Demand Writing Assessment.</p> | <p>KCWP 2: Design and Deliver Instruction to measure instructional effectiveness in regards to writing curriculum</p> | <p>Implement School-wide writing policy by monitoring writing samples in all content areas.</p> | <ul style="list-style-type: none"> • Writing Policy developed and implemented • Lesson Plans • Writing Samples • Evidence from walkthroughs/PLCs • Increase in On-Demand scores | <p>Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year.</p> | <p>N/A</p> |
| | | <p>Provide Professional development/trainings with writing as the focus</p> | <ul style="list-style-type: none"> • Professional development/training offered with a writing focus • Increase in Writing in content areas | <p>Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year.</p> | <p>\$500</p> |
| | | <p>Writing is used in formative and summative assessments</p> | <ul style="list-style-type: none"> • Practice On-Demand Prompts are given school wide and feedback is delivered | <p>Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20</p> | <p>N/A</p> |

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|-----------|----------|-------------------------------|---|----------------------------------|---------|
| | | | via teacher feedback or peer editing <ul style="list-style-type: none"> • Increase in On-Demand Scores • Assessment Samples • Evidence from walkthrough/PLCs | school year. | |

3: Gap

Goal 3: By 2021, Greenwood High School will increase proficiency of the students in the Consolidated GAP Group from 24 to 35.

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| <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: GAP We will increase the ELL proficiency level from a 22 to a 30. | KCWP4: Review, Analyze & Apply Data to ensure teaching strategies are yielding growth within the gap groups. | Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. | <ul style="list-style-type: none"> • Assessment Scores • RTI/Tiered Intervention/Enrichment • Increased collaboration and co-taught classes • Placement/scheduling decisions made referring to available universal screener data | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | N/A |
| | | Modifications are made based upon | <ul style="list-style-type: none"> • Flexible Teaching & Lessons | Review with GHS | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|---|---|--|--|---------|
| We will increase the Disability from 26.8 to a 30. | | immediate feedback gained from formative assessments | <ul style="list-style-type: none"> Evidence produced in observations and PLCs Assessment scores | Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | |
| | KCWPS 5: Design, Align, Deliver Support Processes to ensure that Tier I students' needs are being met through differentiated instruction. | Ensuring systems/processes are in place to ensure Tier I instruction and assessments meet the intent of adopted standards | <ul style="list-style-type: none"> Decrease in Novice reduction Decrease in class/subject failures Increase in Assessment scores(formative/summative & State) | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | N/A |

4: Graduation rate

Goal 4: By 2021, we will increase the graduation rate for all students from 98.3% to 99.3%.

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| Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes</i> | 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</i> | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity |
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Goal 4: By 2021, we will increase the graduation rate for all students from 98.3% to 99.3%.

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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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](#)
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- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
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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: We will increase the graduation rate from 98.3% to 98.8% | KCWPS 5: Design, Align, Deliver Support Processes to ensure that Tier I students' needs are being met through differentiated instruction | Ensuring systems/processes are in place to ensure Tier I instruction and assessments meet the intent of adopted standards | <ul style="list-style-type: none"> • Decrease in Novice reduction • Decrease in class/subject failures • Increase in Assessment scores(formative/summative & State) | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | N/A |
| We will increase the graduation rate of ELL students from 89.9%-94%. | KCWPS6: Establish Learning Culture and Environment by ensuring communication measures are conducted between students, teachers, and parents to emphasize the importance of a diploma and staying in school. | Incorporate parent's input/involvement in designing the PSP and the student's academic/career pathway. | <ul style="list-style-type: none"> • Decrease in ELL dropouts • Increase in ELL parent involvement • Increase pathway completion of ELL students | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | N/A |
| | | Use best practice and high yield strategies focused on differentiation to propel student achievement | <ul style="list-style-type: none"> • Progress Monitoring • Intentional Scheduling • RTI • Targeted list of students | Review with GHS Leadership Team May 2019; analyze current data and make any | N/A |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-----------|----------|-------------------------------|--|--|---------|
| | | | below proficiency is created and monitored | necessary adjustments for the 2019/20 school year. | |

6: Transition Readiness

Goal 6: By 2021, Greenwood will increase the percentage of students that are career and college ready from 66% to 85%.

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| <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> |
|---|---|--|

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|--|---|--|--|------------------------------|
| Objective 1: Increase the percentage of students who are college and career ready from 66% to 72%. | KCWP 5: Design, Align, Deliver Support Processes to ensure processes are in place to implement appropriate academic interventions to meet the needs of all students. | Counselors/CTE advise and schedule student into a Career Pathway based on ILP | <ul style="list-style-type: none"> Increase in number of students being Career Ready KOSSA Scores and increase in Industry certifications. | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | \$300 to aide in KOSSA exams |
| | | ILPs will be created for all students | <ul style="list-style-type: none"> ILPs Pathway completion Collaboration with the Chamber of Commerce | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | N/A |
| | | Increase Dual Credit Enrollment and opportunities | <ul style="list-style-type: none"> Dual Credit Enrollment/opportunities Increase in Transition Readiness | | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-----------|---|--|--|--|---------|
| | KCWP1: Design and Deploy Standards to ensure the current curriculum is valid. | Identify curricular modifications needs using pre-assessment strategies and used data results to “frontload” concepts where high levels of below proficient prerequisites skills are identified. | <ul style="list-style-type: none"> • Assessment Data increase in number of students being transition ready • Pass/Fail averages • Targeted list of students below proficiency is created and monitored • Scrimmage testing • Increase in Transition Readiness | Review with GHS Leadership Team May 2019; analyze current data and make any necessary adjustments for the 2019/20 school year. | N/A |