



2020-21 Phase Three: Executive Summary for Schools_SY2021

2020-21 Phase Three: Executive Summary for Schools

College View Middle School
Jennifer Crume
5061 New Hartford Road
Owensboro, Kentucky, 42303
United States of America

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2020-21 Phase Three: Executive Summary for Schools

. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

College View Middle School has an enrollment of 854 students. The subgroup populations include 6% Hispanic, 5% Asian, 3% African American, 2% two or more races, 49% economically disadvantaged, 8% disability, and 5% English Learner plus Monitored. CVMS has seen a demographic change in the past three years with a significant increase in English Learner, Asian, Refugee families. CVMS serves the DCPS district as an English Learner Newcomer "Hub" school.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of College View Middle School is to provide an environment where everyone works together toward goals that will produce young women and men who strive to achieve their potential in all aspects of their lives. The faculty, staff, students and community of College View Middle School are committed to academic excellence and the cultivation of individual student strengths and talents in an environment that supports individual differences and respects the rights of others.

. Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

College View Middle School has long possessed a strong sense of community pride and interest in school success, and the Site Based Council supports student achievement as its primary purpose. Improvement efforts will emphasize further refinement of instructional practice, particularly in the foundational areas of math, reading, and writing. Analysis of test data indicated that there were a couple of areas with a significant achievement gap between the scores of disabled students, Asian, English Learners and the average scores of other subgroup students in the state. We realize that efforts to ensure that individual student needs remain at the core of instruction.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes

of low student performance and resource inequities.

N/A

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase One: Continuous Improvement Diagnostic for Schools_SY2021

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Jennifer Crume 11/17/2020



2020-21 Phase Two: The Needs Assessment for Schools_SY2021

2020-21 Phase Two: The Needs Assessment for Schools

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

College View Middle School collects data from multiple sources. These sources include, but are not limited to KPREP, MAP, and local common formative and summative assessments. The leadership team works to analyze data and shares comprehensive information with the staff as well as site based council. Teachers report individual and collective assessment data to the administrative team regularly through shared google folders. Administrators and teachers meet weekly to discuss trends in assessment data and determine next steps.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

63.4% of students scored proficient or higher in reading, a slight decrease from 63.8% in 2018 41.1% of the GAP students scored proficient or higher in reading, increased from 36.5% in 2018 27.1% of students with Disabilities scored proficient or higher in reading, increased from 22.5% in 2018 21.7% of English Learners scored proficient or higher in reading, increased significantly from 10% in 2018. 49.9% of students scored proficient or higher in math, increased from 48.6% in 2018

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

58.9% of students in the achievement gap scored below proficiency in reading as opposed to just 31.2% of non-gap learners. 75.9% of students in the achievement gap scored below proficiency in math as opposed to just 43.8% of non-gap learners.

Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

The disability scores have continued to be an area for improvement, we see increases and then decreases as the population shifts in that area. The significant increase in the refugee population and those scores counting toward accountability have also been an area for improvement. The scores for English Learners improved greatly in 2018.

Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[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](#)

Instructional practices, Data Analysis, Standard alignment with curriculum, continuous monitoring of the learning culture.

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The discipline referral data shows a decrease in major office referrals in 2019. The English Learner population percentage of proficient or higher in reading and in math doubled in 2019 from 2018 data.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CVMS Needs Assessment		.



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_SY2021

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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II. Achievement Gap Analysis	5
III. Planning the Work	7
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attached

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

College View Middle School's attendance zone includes several communities of English Learner families and refugees. The EL monitored population is 5%. The Asian population is 5%, the Hispanic population is 6.8% and the percentage of students with an IEP is 10.6%. Economically disadvantaged students are 57% of the school's population.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

The performance data has been up and down, while the most recent year shows improvement - knowing that the data includes almost a significant change in numbers it does not seem fair to say that is a closed gap.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Improvement shows in Hispanic Math, Asian Reading, EL Reading as well as economically disadvantaged reading

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

There is still much work to be done in the Asian, English Learner, and Disability subgroups in Reading, Math, Writing, Science

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

CVMS is continuing to train staff in various research-based programs to impact student achievement. These programs include Systems of Continuous Classroom Improvement coaching and Kagan coaching, Gap students will be included in ESS plans for special programming as well as individual Peer Tutoring.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

As stated before, improvement is noted in each subgroup at some point or another. The significant increase in English Learner and refugee families has had an unbelievable impact on teaching and learning in the school community.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Multiple initiatives will be used to address the continuous improvement and planning process for closing the achievement gaps at CVMS. Instructional staff will participate in professional learning and team time to refine curriculum maps and instructional strategies. Parents will be included in specific student planning meetings as well as general classroom communications.

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Reading - Asain - 44.4% P/D to 47% P/D, EL+M 33.3% P/D to 35% P/D, Disability 26.6% P/D to 30% P/D Math - Asain - 41.7% P/D to 44% P/D, EL+M 23.3% P/D to 27% P/D, Disability 10% P/D to 13% P/D

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Gap Goals		•
 Gap Groups		•



2020-21 Phase Three: Professional Development Plan for Schools_SY2021

2020-21 Phase Three: Professional Development Plan for Schools

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

The mission of College View Middle School is to provide an environment where everyone works together toward goals that will produce young women and men who strive to achieve their potential in all aspects of their lives. The faculty, staff, students and community of College View Middle School are committed to academic excellence and the cultivation of individual student strengths and talents in an environment that supports individual differences and respects the rights of others.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for

professional development that support continuous improvement?

College View Middle School has long possessed a strong sense of community pride and interest in school success, and the Site Based Council supports student achievement as its primary purpose. Improvement efforts will emphasize further refinement of instructional practice, particularly in the foundational areas of math, reading, and writing. Analysis of test data indicated that there were a couple of areas with a significant achievement gap between the scores of disabled students, Asain, English Learners and the average scores of other subgroup students in the state. We realize that efforts to ensure that individual student needs remain at the core of instruction.

3. How do the identified **top two priorities** of professional development relate to school goals?

They are mirrored to school goals.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Improvement efforts will emphasize further refinement of instructional practice, particularly in the foundational areas of math, reading, and writing.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Analysis of test data indicated that there were a couple of areas with a significant achievement gap between the scores of disabled students, Asain, English Learners and the average scores of other subgroup students in the state. We realize that efforts to ensure that individual student needs remain at the core of instruction.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Reduction in GAP percentages as well as improved instructional practices

4d. Who is the targeted audience for the professional development?

Instructional team

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

students, teachers, and leadership team

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

staff time, materials, and technology supports

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Continuous instructional coaching

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

student work samples are gathered regularly for analysis, classroom observations by coaches and peers, student data reports

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Improvement efforts will emphasize further refinement of instructional practice, particularly in the foundational areas of math, reading, and writing.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Analysis of test data indicated that there were a couple of areas with a significant achievement gap between the scores of disabled students, Asian, English Learners and the average scores of other subgroup students in the state. We realize that efforts to ensure that individual student needs remain at the core of instruction.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Reduction in GAP percentages as well as improved instructional practices

5d. Who is the targeted audience for the professional development?

Instructional team

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

students, teachers, and leadership team

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

staff time, materials, and technology supports

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Continuous instructional coaching

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

student work samples are gathered regularly for analysis, classroom observations by coaches and peers, student data reports

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Assurances_SY2021

2020-21 Phase Two: School Assurances

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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A**

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A**

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A**

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No

● N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

● N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

Yes

No

● N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

Yes

No

N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Yes

No

N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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): Increase the proficiency rates for all students from 76.1 to 80% by 2021.

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 reading proficiency for Asian students from 57.1 to 65% by 2021. Increase the math proficiency rates for Asian students from 50 to 56 by 2021.	KCWP 1	Curriculum Planning and refinement: teachers will meet in content area PLCs bi monthly to evaluate standards, revise maps, and to design and/or alter assessments. Teachers will develop a monitoring system to check standard mastery. Teachers will analyze assessment results to determine the need for remediation (peer tutors) and/ or enrichment.	KPREP data will show growth in reading and math proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring.		\$0
		Instructional Mapping: Teachers are working to revise curriculum maps and create learning intentions and success criteria to ensure clarity, which will lead students toward becoming self-regulated learners	Classroom common assessments will show an increase in gap subgroup performance		\$0
	KCWP 4	Data Analysis: Teachers will work in content area PLCs to analyze results of formative and summative common assessments to determine next steps. Based on these results teachers will reteach content which	Classroom common assessments will be analyzed according to sub group population and increases in scores will be noted.		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		students have failed to master, refer students for academic support, revise instructional strategies, and/or revise pacing guides.			
		Teachers will begin to study strategies from Kagan Cooperative Learning.	PLC work will identify the integration of Kagan structures into instruction, formal and informal walkthroughs		\$0
	KCWP 3	Teachers will use various methods to deliver instruction which will meet the variety of levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include small group instructions, engagement strategies, digital options, flipped classroom, parallel teaching, flexible grouping, co-teaching, etc. Reading Plus will also be utilized to meet the various learning needs of students.	<p>KPREP data will show growth in reading and math proficiency rates.</p> <p>Classroom common assessments will show an increase in gap subgroup scoring.</p>		\$0
Objective 2 Increase the reading proficiency rates for Disabled students from 30 to 35 and math proficiency rates from 15 to 19% by 2021.	KCWP 1	Curriculum Planning and refinement: teachers will meet in content area PLCs bi monthly to evaluate standards, revise maps, and to design and/or alter assessments. Teachers will develop a monitoring system to check standard mastery. Teachers will analyze assessment results to determine the need for remediation (peer tutors) and/ or enrichment.	<p>KPREP data will show growth in reading and math proficiency rates.</p> <p>Classroom common assessments will show an increase in gap subgroup scoring.</p>		\$0
		Instructional Mapping: Teachers are working to revise curriculum maps and create learning intentions and success criteria to ensure clarity,	Classroom common assessments will show an increase in gap subgroup performance		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		which will lead students toward becoming self-regulated learners			
	KCWP 4	Data Analysis: Teachers will work in content area PLCs to analyze results of formative and summative common assessments to determine next steps. Based on these results teachers will reteach content which students have failed to master, refer students for academic support, revise instructional strategies, and/or revise pacing guides.	Classroom common assessments will be analyzed according to sub group population and increases in scores will be noted.		\$0
		Teachers will begin to study strategies from Kagan Cooperative Learning.	PLC work will identify the integration of Kagan structures into instruction, formal and informal walkthroughs		\$0
	KCWP 3	Teachers will use various methods to deliver instruction which will meet the variety of levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include small group instructions, engagement strategies, digital options, flipped classroom, parallel teaching, flexible grouping, co-teaching, etc. Reading Plus will also be utilized to meet the various learning needs of students.	KPREP data will show growth in reading and math proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring.		\$0
Objective 3 Increase the Reading proficiency rates for EL+Monitored students from 25 to 31% and math from 25 to 30% by 2021.	KCWP 1	Curriculum Planning and refinement: teachers will meet in content area PLCs bi monthly to evaluate standards, revise maps, and to design and/or alter assessments. Teachers will develop a monitoring system to check standard mastery.	KPREP data will show growth in reading and math proficiency rates. Classroom common assessments will show		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Teachers will analyze assessment results to determine the need for remediation (peer tutors) and/ or enrichment.	an increase in gap subgroup scoring.		
		Instructional Mapping: Teachers are working to revise curriculum maps and create learning intentions and success criteria to ensure clarity, which will lead students toward becoming self-regulated learners	Classroom common assessments will show an increase in gap subgroup performance		\$0
	KCWP 4	Data Analysis: Teachers will work in content area PLCs to analyze results of formative and summative common assessments to determine next steps. Based on these results teachers will reteach content which students have failed to master, refer students for academic support, revise instructional strategies, and/or revise pacing guides.	Classroom common assessments will be analyzed according to sub group population and increases in scores will be noted.		\$0
		Teachers will begin to study strategies from Kagan Cooperative Learning.	PLC work will identify the integration of Kagan structures into instruction, formal and informal walkthroughs		\$0
	KCWP 3	Teachers will use various methods to deliver instruction which will meet the variety of levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include small group instructions, engagement strategies, digital options, flipped classroom, parallel teaching, flexible grouping, co-teaching, etc. Reading Plus will also be utilized to meet the various learning needs of students.	KPREP data will show growth in reading and math proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring.		\$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the social studies proficiency rates from 60.8 to 66%, the science proficiency rates from 28-35% and the writing proficiency rates from 46.5 to 50 by 2021.

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 social studies proficiency rates from 60.8 to 62%, science from 28 to 30% and writing from 46.5 to 48% by 2019.	KCWP 1	Curriculum Planning and refinement: teachers will meet in content area PLCs bi monthly to evaluate standards, revise maps, and to design and/or alter assessments. Teachers will develop a monitoring system to check standard mastery. Teachers will analyze assessment results to determine the need for remediation (peer tutors) and/ or enrichment.	KPREP data will show growth in proficiency rates. Classroom common assessments will show an increase in scoring.		\$0
		Instructional Mapping: Teachers are working to revise curriculum maps and create learning intentions and success criteria to ensure clarity, which will lead students toward becoming self-regulated learners	Classroom common assessments will show an increase in performance		\$0
	KCWP 4	Data Analysis: Teachers will work in content area PLCs to analyze results of formative and summative common assessments to determine next steps. Based on these results teachers will reteach content which	Classroom common assessments will be analyzed according to sub group population and increases in scores will be noted.		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		students have failed to master, refer students for academic support, revise instructional strategies, and/or revise pacing guides.			
		Teachers will begin to study strategies from Kagan Cooperative Learning.	PLC work will identify the integration of Kagan structures into instruction, formal and informal walkthroughs		\$0
	KCWP 3	Teachers will use various methods to deliver instruction which will meet the variety of levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include small group instructions, engagement strategies, digital options, flipped classroom, parallel teaching, flexible grouping, co-teaching, etc. Reading Plus will also be utilized to meet the various learning needs of students.	KPREP data will show growth in proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring.		\$0
	KCWP 2	Visible Learning – CVMS teachers will be involved in implementing John Hattie’s research-based strategies as a means to improved student achievement. Strategies that have been found to be successful and will be utilized by staff are: feedback, self-reporting grades, formative evaluations, reciprocal teaching (used in all content areas).	KPREP data will show growth in proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring		\$0
	KCWP 5	Walkthroughs – information regarding student engagement and feedback will be collected during regular walkthroughs during	Increase in KPREP proficiency rates		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		instructional time. Used in all content areas.			

3: Gap

Goal 3 (*State your Gap goal*): Increase the reading and math proficiency rates for students in the consolidated gap group from 36.5 to 40% and in math from 24.7 to 30% by 2021

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 reading proficiency for Asian students from 57.1 to 65% by 2021. Increase the math proficiency rates for Asian students from 50 to 56 by 2021.	KCWP 1	Curriculum Planning and refinement: teachers will meet in content area PLCs bi monthly to evaluate standards, revise maps, and to design and/or alter assessments. Teachers will develop a monitoring system to check standard mastery. Teachers will analyze assessment results to determine the need for remediation (peer tutors) and/ or enrichment.	KPREP data will show growth in reading and math proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring.		\$0
		Instructional Mapping: Teachers are working to revise curriculum maps and create learning intentions and success criteria to ensure clarity, which will lead students toward becoming self-regulated learners	Classroom common assessments will show an increase in gap subgroup performance		\$0
	KCWP 4	Data Analysis: Teachers will work in content area PLCs to analyze results of formative and summative common assessments to determine next steps. Based on these results teachers will reteach content which	Classroom common assessments will be analyzed according to sub group population and increases in scores will be noted.		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		students have failed to master, refer students for academic support, revise instructional strategies, and/or revise pacing guides.			
		Teachers will begin to study strategies from Kagan Cooperative Learning.	PLC work will identify the integration of Kagan structures into instruction, formal and informal walkthroughs		\$0
	KCWP 3	Teachers will use various methods to deliver instruction which will meet the variety of levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include small group instructions, engagement strategies, digital options, flipped classroom, parallel teaching, flexible grouping, co-teaching, etc. Reading Plus will also be utilized to meet the various learning needs of students.	<p>KPREP data will show growth in reading and math proficiency rates.</p> <p>Classroom common assessments will show an increase in gap subgroup scoring.</p>		\$0
Objective 2 Increase the reading proficiency rates for Disabled students from 30 to 35 and math proficiency rates from 15 to 19% by 2021.	KCWP 1	Curriculum Planning and refinement: teachers will meet in content area PLCs bi monthly to evaluate standards, revise maps, and to design and/or alter assessments. Teachers will develop a monitoring system to check standard mastery. Teachers will analyze assessment results to determine the need for remediation (peer tutors) and/ or enrichment.	<p>KPREP data will show growth in reading and math proficiency rates.</p> <p>Classroom common assessments will show an increase in gap subgroup scoring.</p>		\$0
		Instructional Mapping: Teachers are working to revise curriculum maps and create learning intentions and success criteria to ensure clarity,	Classroom common assessments will show an increase in gap subgroup performance		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		which will lead students toward becoming self-regulated learners			
	KCWP 4	Data Analysis: Teachers will work in content area PLCs to analyze results of formative and summative common assessments to determine next steps. Based on these results teachers will reteach content which students have failed to master, refer students for academic support, revise instructional strategies, and/or revise pacing guides.	Classroom common assessments will be analyzed according to sub group population and increases in scores will be noted.		\$0
		Teachers will begin to study strategies from Kagan Cooperative Learning.	PLC work will identify the integration of Kagan structures into instruction, formal and informal walkthroughs		\$0
	KCWP 3	Teachers will use various methods to deliver instruction which will meet the variety of levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include small group instructions, engagement strategies, digital options, flipped classroom, parallel teaching, flexible grouping, co-teaching, etc. Reading Plus will also be utilized to meet the various learning needs of students.	KPREP data will show growth in reading and math proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring.		\$0
Objective 3 Objective 3 Increase the Reading proficiency rates for EL+Monitored students from 25 to 31% and math from 25 to 30% by 2021.	KCWP 1	Curriculum Planning and refinement: teachers will meet in content area PLCs bi monthly to evaluate standards, revise maps, and to design and/or alter assessments. Teachers will develop a monitoring system to check standard mastery.	KPREP data will show growth in reading and math proficiency rates. Classroom common assessments will show		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Teachers will analyze assessment results to determine the need for remediation (peer tutors) and/ or enrichment.	an increase in gap subgroup scoring.		
		Instructional Mapping: Teachers are working to revise curriculum maps and create learning intentions and success criteria to ensure clarity, which will lead students toward becoming self-regulated learners	Classroom common assessments will show an increase in gap subgroup performance		\$0
	KCWP 4	Data Analysis: Teachers will work in content area PLCs to analyze results of formative and summative common assessments to determine next steps. Based on these results teachers will reteach content which students have failed to master, refer students for academic support, revise instructional strategies, and/or revise pacing guides.	Classroom common assessments will be analyzed according to sub group population and increases in scores will be noted.		\$0
		Teachers will begin to study strategies from Kagan Cooperative Learning.	PLC work will identify the integration of Kagan structures into instruction, formal and informal walkthroughs		\$0
	KCWP 3	Teachers will use various methods to deliver instruction which will meet the variety of levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include small group instructions, engagement strategies, digital options, flipped classroom, parallel teaching, flexible grouping, co-teaching, etc. Reading Plus will also be utilized to meet the various learning needs of students.	KPREP data will show growth in reading and math proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring.		\$0

4: Growth

Goal 4 (<i>State your Growth goal</i>): Increase the combined reading and math growth indicators from 11.1 to 15.1 by 2021.		
<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 combined reading and math growth indicators from 11.1 to 12.5 by 2019.	KCWP 1	Curriculum Planning and refinement: teachers will meet in content area PLCs bi monthly to evaluate standards, revise maps, and to design and/or alter assessments. Teachers will develop a monitoring system to check standard mastery. Teachers will analyze assessment results to determine the need for remediation (peer tutors) and/ or enrichment.	KPREP data will show growth in proficiency rates. Classroom common assessments will show an increase in scoring.		\$0
		Instructional Mapping: Teachers are working to revise curriculum maps and create learning intentions and success criteria to ensure clarity, which will lead students toward becoming self-regulated learners	Classroom common assessments will show an increase in performance		\$0
	KCWP 4	Data Analysis: Teachers will work in content area PLCs to analyze results of formative and summative common assessments to determine next steps. Based on these results	Classroom common assessments will be analyzed according to sub group population		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		teachers will reteach content which students have failed to master, refer students for academic support, revise instructional strategies, and/or revise pacing guides.	and increases in scores will be noted.		
		Teachers will begin to study strategies from Kagan Cooperative Learning.	PLC work will identify the integration of Kagan structures into instruction, formal and informal walkthroughs		\$0
	KCWP 3	Teachers will use various methods to deliver instruction which will meet the variety of levels of learners. Teachers will utilize differentiation practices to ensure student progress. These practices will include small group instructions, engagement strategies, digital options, flipped classroom, parallel teaching, flexible grouping, co-teaching, etc. Reading Plus will also be utilized to meet the various learning needs of students.	KPREP data will show growth in proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring.		\$0
	KCWP 2	Visible Learning – CVMS teachers will be involved in implementing John Hattie’s research-based strategies as a means to improved student achievement. Strategies that have been found to be successful and will be utilized by staff are: feedback, self-reporting grades, formative evaluations, reciprocal teaching (used in all content areas).	KPREP data will show growth in proficiency rates. Classroom common assessments will show an increase in gap subgroup scoring		\$0
	KCWP 5	Walkthroughs – information regarding student engagement and feedback will be collected during	Increase in KPREP proficiency rates		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		regular walkthroughs during instructional time. Used in all content areas.			

5: Transition Readiness

Goal 5 (State your Transition Readiness goal): Increase the percentage of students who are transition ready.

<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 transition readiness (setting a baseline)	KCWP 5	6th grade open house – in May each year, incoming 6th graders and parents are invited to come into the building and get a feel for the layout, get scheduling information, talk with counselors, see classrooms			\$0
		5th grade classroom visits – in March each year, 5th grade feeder schools are visited and discussion with teachers and students regarding upcoming middle school scheduling			\$0
	KCWP 5	6th grade student and parent Orientation – the Thursday before school starts each year, students and parents are invited to come in and practice schedules, pay fees, get spirit wear, meet teachers, practice lockers, etc.			\$0
	KCWP 5	8th grade students attend high school open house in February each year to learn about schedule offerings, tour			\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		facilities, meet teachers, counselors, etc.			
		8 th grade students/parents meet with high school teachers individually to set schedule for 9 th grade year and determine goals.			\$0
	KCWP 5	Reality Fair – 8 th grade students learn about opportunities after high school and practice real life scenarios			\$0