

## Meade County Schools Consolidated 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.

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education 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 school/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.

Which **Strategy** will the school/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 school/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 - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

**Other Information:** 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.

**Goal 1: Proficiency/Goal 2: Gap**

**Proficiency:** By 2023, Brandenburg Primary will increase the proficiency index (combined reading and math scores) from 94.6 to 95.73.

**Gap:** *Target Population for all Schools: Students with Disabilities--* By 2023, Brandenburg Primary will increase the proficiency index (combined reading and math scores) for students with disabilities from 79.1 to 83.45. In addition, by May 2019 Brandenburg Primary will decrease the percent of students with disabilities scoring novice by 10% in each content.

*School and district 2030 goals and objectives were calculated by subtracting from 100 the 2018 proficiency index of identified groups, then dividing by 2, then divided by 12 to determine the incremental gains needed to meet the 2030 goal. This incremental gain is added to the baseline and each subsequent year over the next 12 years to create the annual deliver target. (NOTE: the goal is to increase the rate by 50% of the difference from 100% so you first divide by 2 to calculate the 50% growth rate.)*

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<b>Objective 1:</b> By May 2019, Brandenburg Primary will increase the proficiency index (combined reading and math scores) from 94.6 to 94.83.  <b>Objective 2:</b> By May 2019, Brandenburg Primary will increase the proficiency index (combined reading and math scores) for students with disabilities from 79.1 to 79.97.  <b>Objective 3:</b> By May 2019, students with disabilities will decrease Novice by 10% in reading and math.	<b>KCWP1: Design and Employ Standards</b>	Schools will regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Agendas; PLC Documents	Minimum of quarterly	\$0
	<b>KCWP5: Design, Align and Deliver Support</b>	A school writing cadre will ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Data Analysis Information	Minimum of quarterly	\$0
		Create a School Level Co-Teaching Cadre that provides job-embedded ongoing professional learning to improve educator effectiveness through best practice/co-teaching strategies; and strategies to retain educators.	Classroom Observations; Progress Monitoring Data.	Minimum of quarterly	\$0
	<b>KCWP3: Design and Deliver Assessment Literacy</b>	Provide a structure for common planning for co-teaching teams to ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Master Schedules and/or Co-Teach Team Planning Structures	Minimum of quarterly	\$0
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Student Goal Setting/Tracking Forms; Formative Assessment Data and Progress Monitoring	Minimum of Bi-quarterly	\$0
		PLC Teams (P-3) will create and implement a system that allows students to set goals and to track and evaluate their progress toward set goals.		Minimum of Bi-quarterly	\$0
	<b>KCWP4: Review, Analyze and Apply Data</b>	Develop Pacing/Assessment Calendars to ensure a structure for formative, interim, summative assessment results, as well as universal screener data, to be utilized to determine tiered intervention needs.	Pacing/Assessment Calendars Developed	Review quarterly review	\$0
		Formative, interim, summative assessment results, as well as universal screener data will be used appropriately to determine tiered intervention needs. Develop and implement a protocol and monitoring/documentation tool for tiered intervention movement considerations.	KSI Data Review Protocol Developed	Minimum of quarterly	\$0
		Determine baseline data for how our different student demographic groups scored in comparison to each other. Develop a protocol for monitoring progress of sub group data.	Calculate District/School baseline data; set SMART Goals	Review quarterly	\$0

	<b>KCWP5: Design, Align and Deliver Support</b>	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Student Goal Setting/Tracking Forms; Formative Assessment Data and Progress Monitoring	Review quarterly	\$0
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**Spring 2018 Data**

Reading		Mathematics		Novice Reduction- SwD (TSI Sub Group)		
RD	BPS	MA	BPS	%N	BPS	10% Reduction GOAL
P/D%	78.2	P/D%	79.6	RD	25.9	23.3
A%	18	A%	15.6	MA	14.8	13.3
N%	7.2	N%	4.8			
<b>All Students - Combined Proficiency Indicator</b>						
BPS						
94.6						

\*Data NOT Include in the above report therefore data calculated from Accountable NAPD\_20180926  
 Other Data pulled from 2017-18 Data Set (Achievement by Level)

**Goal 3: Other -- TELL Survey (optional)**

To increase the percentages of favorable TELL Survey Results to 90% by Spring 2019 in the areas of TEACHER LEADERSHIP and SCHOOL LEADERSHIP.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																								
Objective 1: By May 2019, increase favorable results by <u>50% of the gap to 90%*</u> in the areas of TEACHER LEADERSHIP and SCHOOL LEADERSHIP as measured by KY TELL SURVEY in Spring 2019. <table><tr><td></td><td>2015</td><td>2017</td><td>2019*</td></tr><tr><td>TLa</td><td>98.1</td><td>98.0</td><td>90</td></tr><tr><td>TLb</td><td>98.1</td><td>98.0</td><td>90</td></tr><tr><td>SLb</td><td>94.4</td><td>98.0</td><td>90</td></tr><tr><td>SLc</td><td>96.2</td><td>94.0</td><td>90</td></tr><tr><td>SLd</td><td>94.3</td><td>98.0</td><td>90</td></tr></table>		2015	2017	2019*	TLa	98.1	98.0	90	TLb	98.1	98.0	90	SLb	94.4	98.0	90	SLc	96.2	94.0	90	SLd	94.3	98.0	90	<b>KCWP5: Design, Align and Deliver Support -- Continuous Improvement Activities</b>	Analyze TELL Survey Data to determine school level areas of focus for both TEACHER LEADERSHIP and SCHOOL LEADERSHIP.	A minimum of 2 areas in each category will be identified by 1/1/2019	Progress Monitoring Notes are to be shared by each building principal 2/1, 3/15, 5/1  A survey was administered by the district and results were favorable for BPS.	\$0
		2015	2017	2019*																									
	TLa	98.1	98.0	90																									
	TLb	98.1	98.0	90																									
	SLb	94.4	98.0	90																									
	SLc	96.2	94.0	90																									
SLd	94.3	98.0	90																										
Three “Laws of Leadership” Cadres will be formed and facilitated by our Superintendent. One cadre will for district/school administrators conducted at monthly district administration meetings. A second cadre was implemented for teachers from across the district during the 2017-2018 school year. A third cadre was created in August of 2018 for teachers and additional administrators across the district.	Participation Rates each session.	Monthly -- November through May.	\$0																										
Orange Frog Initiative - During the 2018-2019 school year every teacher read <u>The Orange Frog</u> . The district and school will focus on relationships. At Brandenburg Primary we intentionally plan events for each month for staff to foster positive relationships among staff. We also allow time at all staff meetings and Professional Developments for team building.	Participation on Orange Frog Assessment, participation in team building activities.	Monthly-August-May  Monthly Faculty Meetings always have a team building activity.	\$0																										