

## Flaherty Primary School 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.

<p>Which <b>Strategy</b> will the school/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"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/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"> <li>● <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>
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**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.

FLAHERTY PRIMARY SCHOOL - 2018-2019 CSIP

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

**Proficiency:** By 2023, Flaherty Primary School will increase the proficiency index (combined reading and math scores) from 76.7 to 81.55.

**Gap:** *Target Population for all Schools: Students with Disabilities--* By 2023, Flaherty Primary will increase the proficiency index (combined reading and math scores) for students with disabilities from 46.6 to 57.73. In addition, by May 2019 Flaherty Primary School 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, Flaherty Primary School will increase the proficiency index (combined reading and math scores) from 76.7 to 77.67.	<b>KCWP1: Design and Employ Standards to support high fidelity in teaching to the standards</b>	FPS will regularly-schedule curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Agendas; PLC Documents	Minimum of quarterly <b>Weekly PLC meetings</b>	\$0
	<b>KCWP5: Design, Align and Deliver Support Identify curricular needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified</b>	FPS will be a part of a district writing cadre that will ensure 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 <b>9/27/19</b> <b>Writing Cadre will begin again next school year.</b>	\$0
<b>Objective 2:</b> By May 2019, Flaherty Primary will increase the proficiency index (combined reading and math scores) for students with disabilities from 46.6 to 48.83.	<b>KCWP5: Design, Align and Deliver Support to develop a protocol and monitoring/documentation process for tiered intervention</b>	FPS will increase collaboration with the Director of Student Improvement and Intervention personnel 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 <b>11/19/18</b> <b>1/22/19</b> <b>March 4-8</b> <b>April 22-26</b>	\$0
	<b>KCWP2: Design and Deliver Instruction to ensure congruency is present between standards, learning targets, and assessment measures</b>	PLC Teams will implement item analysis methods on interim/common assessments to evaluate instructional effectiveness and determine if/what instructional adjustments are needed.	Item Analyze Protocols; Data Analysis	Minimum of Bi-quarterly <b>Weekly</b>	\$0
		FPS teacher leaders will be a part of a District 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 <b>August 2019</b> <b>District Co-Teaching cadre will begin again next school year.</b>	\$0
<b>Objective 3:</b> By May 2019, students with disabilities will decrease Novice by 10% in reading and math.	<b>KCWP3: Design and Deliver Assessment Literacy to ensure that standardized assessment results are used appropriately to propel student achievement</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 <b>Weekly</b>	\$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 <b>MAP Dates:</b> <b>8/20/18-9/8/18</b> <b>11/26-18-12/11/18</b> <b>3/11/19-3/29/19</b>  <b>-Scott Foresman/ Everyday Math Weekly and Unit Assessments</b>	\$0	
PLC Teams 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 <b>Weekly</b>	\$0		
	<b>KCWP4: Review, Analyze and Apply Data to ensure a uniform way of examining and interpreting all of the</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 <b>1/22;</b> <b>March 4-8</b>	\$0

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<b>data that schools in order to determine priorities for success</b>	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	April 22-26 Minimum of quarterly 1/22; 3/5 April 22-26	\$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 School baseline data; set SMART Goals	Review quarterly 1/22; 3/5 April 22-26	\$0

### Spring 2018 Data

<p><b>Reading</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>RD</th> <th>FPS</th> </tr> </thead> <tbody> <tr> <td>P/D%</td> <td>57.9</td> </tr> <tr> <td>A%</td> <td>20.6</td> </tr> <tr> <td>N%</td> <td>21.4</td> </tr> </tbody> </table>	RD	FPS	P/D%	57.9	A%	20.6	N%	21.4	<p><b>Mathematics</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>MA</th> <th>FPS</th> </tr> </thead> <tbody> <tr> <td>P/D%</td> <td>61.1</td> </tr> <tr> <td>A%</td> <td>23.8</td> </tr> <tr> <td>N%</td> <td>15.1</td> </tr> </tbody> </table>	MA	FPS	P/D%	61.1	A%	23.8	N%	15.1	<p><b>Novice Reduction- SwD (TSI Sub Group)</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>%N</th> <th>FPS</th> <th>10% Reduction GOAL</th> </tr> </thead> <tbody> <tr> <td>RD</td> <td>45.5%</td> <td>41%</td> </tr> <tr> <td>MA</td> <td>31.8%</td> <td>28%</td> </tr> </tbody> </table>	%N	FPS	10% Reduction GOAL	RD	45.5%	41%	MA	31.8%	28%
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<p><b>All Students - Combined Proficiency Indicator</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th>FPS</th> </tr> </thead> <tbody> <tr> <td>76.7</td> </tr> </tbody> </table>			FPS	76.7																							
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\*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 border="1" style="margin-top: 10px;"> <thead> <tr> <th></th> <th>2015</th> <th>2017</th> <th>2019*</th> </tr> </thead> <tbody> <tr> <td>TLa</td> <td>55.9</td> <td>46.4</td> <td>90</td> </tr> <tr> <td>TLb</td> <td>51.4</td> <td>39.3</td> <td>90</td> </tr> <tr> <td>SLb</td> <td>31.4</td> <td>18.5</td> <td>90</td> </tr> <tr> <td>SLc</td> <td>31.4</td> <td>14.8</td> <td>90</td> </tr> <tr> <td>SLd</td> <td>40.0</td> <td>44.4</td> <td>90</td> </tr> </tbody> </table>		2015	2017	2019*	TLa	55.9	46.4	90	TLb	51.4	39.3	90	SLb	31.4	18.5	90	SLc	31.4	14.8	90	SLd	40.0	44.4	90	<b>KCWPS: Design, Align and Deliver Support -- Continuous Improvement Activities to develop school culture supports, both academic and behavioral, to promote and support learning for all</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 <span style="color: red;">Due to a state vendor change, tell survey will be given in the Fall of 2019.</span>	\$0
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Utilize data wise questions to evaluate “as is” state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)	Increased Favorable Results	Survey 2/15, 3/30 and 5/15	\$0																										
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																										
A book study of <u>The 17 Indisputable Laws of Teamwork</u> by John C. Maxwell will be conducted with all FPS employees. The FPS Orange Tribe will be paired with The Orange Frog initiative in our school.	Participation Rates of reflection during each three chapters studied	Monthly-December through May	0%																										
Orange Frog Initiative - During the 2018-2019 school year, every staff member read <u>The Orange Frog</u> . The district and school will focus on relationships. At Flaherty Primary we intentionally will plan events for each month for staff to foster positive relationships among staff, students and our community family. We also allow time at all staff, PLC and Professional Development meetings for community team building.	Participation on Orange Frog Assessment, participation in team building activities.	Monthly-August-May	\$0																										