

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 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](#)

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 (district, elementary, middle and high)
Proficiency: By 2023, David T. Wilson will increase the proficiency index (combined reading and math scores) to 89.15.
Gap: *Target Population for all Schools: Students with Disabilities--* By 2023, David T. Wilson will increase the proficiency index (combined reading and math scores) for students with disabilities from 58.9 to 67.46. In addition, by May 2019 David T. Wilson 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
<p>Objective 1: By May 2019, David T. Wilson will increase the proficiency index (combined reading and math scores) to 86.87.</p> <p>Objective 2: By May 2019, David T. Wilson will increase the proficiency index (combined reading and math scores) for students with disabilities from 58.9 to 60.61.</p> <p>Objective 3: By May 2019, students with disabilities will decrease Novice by 10% in each content area.</p>	KCWP1: Design and Employ Standards	Schools will regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Agendas; PLC Documents	Minimum of quarterly-Grade level/content PLCs meet weekly	\$0
		KCWP2: Design and Deliver Instruction	PLC Teams 4-6 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- IAs administered and analyzed. Copy of analysis sheets in principal's office
	Create a School 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
	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- Weekly common planning time	\$0
	KCWP 3: Design and Deliver Assessment Literacy	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- student goal setting sheets completed for each MAP session; Student led conferences	\$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- student goal setting sheets completed for each MAP session; Student led conferences	\$0

	KCWP4: Review, Analyze and Apply Data	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- Calendars created and shared with staff	\$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- KSI data review meetings every 6-8 weeks	\$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
	KCWP5: Design, Align and Deliver Support	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- KSI data review meetings; Name and Claim Staff Meeting 2/13/19 to identify students	

Spring 2018 Data

Reading		Mathematics		Writing		Gap -- SwD (TSI Subgroup)		Novice Reduction- SwD (TSI Sub Group)		
RD	DTW	MA	DTW	WR	DTW	RD	DTW	%N	DTW	Goal
P/D%	69.7	P/D%	64.9	P/D%	56.0	P/D%	39.6	RD	32.1	28.9
A%	20.4	A%	27.5	A%	40.0	MA	DTW	MA	26.4	23.76
N%	9.9	N%	7.6	N%	4.0	P/D%	39.6	SC	22.7	20.43
								SS	14.3	12.87
								WR	14.3	12.87
All Students - Combined Proficiency Indicator				All Students Separate Academic Indicator		All Students Growth Indicator				
DTW				DTW		DTW				
86.3				74.9		18.8				

*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: Separate Academic Indicator (district and 3-8 schools)

By 2023, David T. Wilson will increase the Separate Academic Index to 80.13 as calculate through Science, Social Studies and writing scores. Further more, percentage of students scoring at or above proficiency in writing by at least 5% annually at each level (elementary, middle and high).

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By May 2019, David T. Wilson will increase the separate academic index (combined science, social studies and writing scores) to 75.95.</p> <p>Objective 2: By May 2019, 61% of David T. Wilson students will score at or above proficiency in writing</p>	KCWP1: Design and Employ Standards	Schools will regularly-schedule curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Agendas; PLC Documents	Minimum of quarterly- Content area PLCs weekly	\$0
	KCWP5: Design, Align and Deliver Support	A district 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-Vertical Writing Analysis done after each district ondemand	\$0
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Data Analysis Information	Minimum of quarterly- Vertical Writing Analysis done after each district ondemand; MAP and KPREP data shared with SBDM	\$0

Goal 4: Growth

Increase the average combined reading and math growth at David T Wilson Elementary from 18.8 in 2018 to 21.4 by May 2023 as measured by state required assessments.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, increase the average combined reading and math growth at David T Wilson Elementary from 18.8 to 19.4 as measured by state required assessments.	KCWP4: Review, Analyze and Apply Data to ensure a uniform way of examining and interpreting all data in order to determine priorities for school success.	Develop a clearly defined KSI/RtI school/district-wide protocol/process including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	District Level Protocol FINALIZED and 4-6 Staff Trained.	September 30, January 15, April 30- protocol developed district and school-wide process developed and followed	Title 1 PD\$ as needed
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Calculate Growth Score utilizing the KDE Growth Matrix.	Growth Score meeting mid-year/end of year goals	September 30, January 15, April 30- monitoring tool continuously updated and looked at in KSI data review meetings as a team	\$0
		Establish data review protocols and communication protocols for parents/guardians regarding placement/progress in intervention support systems.	School Level Protocols are developed.	September 30, January 15, April 30- Data review protocols and communication protocols established and followed by DTW	\$0

Goal 5: Transition Readiness (district, elementary, middle and high -- NOT Primary Schools)

By May 2019, increase the percentage of students at David T. Wilson who are Transition Ready in grade 5 by 50%. (Growth Rate TBD as determined by Kentucky Accountability System)

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2019, all teachers will be utilizing high yield instructional strategies (those with highest effect size) to increase the % of students meeting benchmarks in grades 4-6 from spring to spring by 50 % as	KCWP 2: Design and Deliver Instruction	Determine baseline data of the % of students meeting benchmark at grades 4-6 based on spring 2018 data.	Calculate School baseline data; develop SMART goals	To be completed by Jan 1, 2019- Data calculated; goals developed	\$0
		Ensure ongoing professional development in the area of 3-5 identified best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Strategies identified and Agendas/ Communications include ongoing PD items	Jan 1, 2019 and bi-monthly thereafter Weekly PLC meetings Name & Claim Work 2/13; Benchmark Analysis in PLCS;	\$0

measured by MAP Assessments.				Writing SMACK down graphic organizer training/use in all grade levels;	
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Processes/Data Shared Monthly at PLC Meetings	Monthly District PLC Meetings	\$0

Goal 6: 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 to 90% in the areas of TEACHER LEADERSHIP and SCHOOL LEADERSHIP as measured by the 2019 TELL survey. <table border="1" data-bbox="92 829 285 1036"> <thead> <tr> <th></th> <th>2015</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>TLb</td> <td>78.5</td> <td>76.5</td> </tr> <tr> <td>TLC</td> <td>81.8</td> <td>75.9</td> </tr> <tr> <td>SLb</td> <td>78.2</td> <td>72.0</td> </tr> <tr> <td>SLc</td> <td>70.9</td> <td>63.7</td> </tr> <tr> <td>SLd</td> <td>79.1</td> <td>76.6</td> </tr> </tbody> </table>		2015	2017	TLb	78.5	76.5	TLC	81.8	75.9	SLb	78.2	72.0	SLc	70.9	63.7	SLd	79.1	76.6	KCWP5: Design, Align and Deliver Support -- Continuous Improvement Activities	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	\$0
		2015	2017																				
	TLb	78.5	76.5																				
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SLb	78.2	72.0																					
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SLd	79.1	76.6																					
“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 new cadre will be available for teachers and other administrators from across the district.	Participation Rates each session.	Monthly -- November through May.	\$0																				
Orange Frog Initiative - During the 2018-19 school year every teacher read <u>The Orange Frog</u> . The district and school will focus on relationships. At David T. Wilson 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.		On going climate/culture activities- November “Turkey Hunt”; Christmas Countdown; Fabulous Fridays in February; Random Acts of Kindness acknowledged; staff meeting shout outs, etc.																					
		Ron Clark Academy House System Initiative- Working hand in hand with Orange Frog is our House System initiative. This is another piece that helps us focus on relationships. Each teacher and student is placed in a House. Grade levels are mixed in order to form relationships across the building. We have monthly House meetings and allow time at staff meetings for teachers to plan for these meetings.		Monthly House Meetings have been held.																			