

Comprehensive Improvement Plan for Schools: TK Stone Middle School

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):

By 2019, increase the Proficiency indicator score for TKS by 3 points as measured by the Kentucky School Accountability System.

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](#)
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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 By 2019, increase student achievement at TKS school as measured by the proficiency indicator on the Kentucky School Accountability System: increase TK Stone Middle School's score from 78.4 to 81.4	KCWP 1: Design and Deploy Standards	Core Curriculum: A team will collaborate to review current curricula, write learning targets for the purpose of scaffolding low, middle, to high thinking targets across a unit of instruction, identify essential standards, and develop integrated vocabulary processes	Curricula revisions and documents with appropriate additions and/or changes		\$10,000 General
		Model of Instruction: TKS will develop a model and language of instruction for school/teacher implementation based on L2L elements and characteristics. Additionally, TKS will establish a process for ensuring monitoring measures are in place to support high fidelity teaching to the curriculum by way of observations, classroom data, and standards mastery checks.	Model, Monitoring Process Document		NA
		Look 2 Learning Support: TKS will hold monthly L2L walks to collect student learning data for each	L2L Data		\$500

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		school Data collection may include reviews of student tasks.			
		PLCs: District lead teachers will hold ongoing monthly PLC sessions to facilitate collaboration and discussion regarding standards alignment, engagement, and thinking level rigor of lesson plan and task design	Lesson plans and Student Task shared at PLCs, PLC minutes		NA
		Pacing Guides: Staff will generate fall/spring semester pacing guide, along with vocabulary words aligned with content, to ensure that all required curriculum standards are addressed in the classroom.	Monitoring and Process Documentation		NA
Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

By 2019, increase the Separate Academic Indicator score for TKS by 3 points as measured by the Kentucky School Accountability System.

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.)

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Objective 1 By 2019, increase student achievement at TKS as measured by the proficiency indicator on the Kentucky School Accountability System: increase TK Stone Middle School's score from 76.4 to 79.4	KCWP 2: Design and Deliver Instruction	GT Collaboration: Collaboration of science teacher and GT coordinator to increase engagement, rigor and student achievement	Increased student achievement		NA
		Science Instruction: The district will develop and adopt a specific approach for shifting instructional practices in the science classroom to better address the standards set forth by the Next Generation Science Standards.	Increased student achievement		NA
		Science Through Course Tasks: The district will assist and support schools in developing and implementing TCTs within all grade levels and science courses.	Increased student achievement		NA

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

3: Gap

Goal 3 (State your Gap goal):
 By 2019, increase student achievement with African American and Disability subgroups at TKS the amount needed to meet the state defined cut scores within the Kentucky School Accountability System.

<p>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.)</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? (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.)</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 1 Increase the overall math and reading score for disability students from 29.9 to the cut score of 55	KCWP 5: Design, Align and Deliver Support	IEP Reviews: Review of individual IEP's to ensure students are correctly placed in resource classes	Alignment of IEP goals		NA
		Resource Class Alignment: Alignment of resource classes to ensure consistency in content areas.	Increased STAR scores		NA
		Turnaround Leadership Development: The school, with support of the district, will ensure leadership participation in ongoing professional learning that focuses on best practice leadership strategies. The learning will aid in the overall effectiveness of the principals and assistant principals when leading school improvement. Professional learning will include, but not be limited to, monthly Lunch n' Learn sessions and 30-60-90 meetings with the Assistant Superintendent for Student Learning	Administrator attendance documents and observations of administrators implementing practices learned.		NA
		Peer Assisted Learning and	Documents and		NA

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		<p>Literacy Strategies (PALS): A peer-tutoring program that supplements the primary reading curriculum. Students in PALS classrooms work in pairs on reading activities intended to improve reading accuracy, fluency, and comprehension. Students in the pairs—who alternately take on the role of tutor and tutee—read aloud, listen to their partner read, and provide feedback during various structured activities. Teachers train students to use the following learning strategies: passage reading with partners, paragraph “shrinking” (or describing the main idea), and prediction relay (predicting what is likely to happen next in the passage).</p>	<p>observations of teachers and students implementing practices learned.</p>		
		<p>Evidenced Based Instructional Strategy - Cooperative Learning We will implement several activities in order to increase student achievement with all students, in particular students with disabilities, by increasing the utilization of cooperative learning strategies within instruction. Cooperative learning instructional strategies will be reviewed and chosen based on evidence of effectiveness with Disabled students.</p>	<p>Data measured by the percent of classroom visits in which engaging quality of learning with others is present</p>		NA
<p>Objective 2 Increase the overall math and reading score for African Americans from 50.7 to the cut score of 55</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Connecting and Relationship Building: TKS will attend trainings to ensure culturally responsive behaviors are modeled among faculty, staff, and students.</p>	<p>August 2019 Training</p>		District funding
		<p>Connecting and Relationship Building: TKS will implement the</p>	<p>Lower number of referrals and increase</p>		NA

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<p>Objective 3</p> <p>By 2019, increase the percent of classroom observations in which cooperative learning (learning with others) is implemented as an engaging</p>		Second Steps curriculum to promote social-emotional learning	the number of students eligible for rewards		
		<p>Inclusive Community Culture: TKS will operate within guidelines of cultural responsiveness and inclusivity by developing relationships with student families and community through meaningful parent academic events, positive personal contacts, mentorship, and regular school to family communication.</p>	Phi Beta Sigma Fraternity, Events, contacts, and communication documents		NA
		<p>Diverse Staff: The district will establish workplace conditions that attract diverse staff to include review of annual salaries for possible improvement, and development/practice of policies and procedures that emphasize inclusivity</p> <p>Equal Access: The district will support each school in determining areas in which equal access for African American students may not be present and, in turn, support schools in developing and implementing strategies for reducing the identified inequities.</p>	<p>1% gain in minority staffing</p> <p>Documents identifying equal access issues and plans that address them</p> <p>☐</p>		<p>NA</p> <p>NA</p>
	<p>KCWP2: Design and Deliver</p>	<p>Cooperative Learning</p>	<p>Certificate of</p>		<p>District Title II funds</p>

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		<p>Critical Resource Inequity: Currently, there is not a blatant resource inequity; however, will continue to research additional data</p> <p>Evidenced Based Instructional Strategy - Cooperative Learning We will implement several activities in order to increase student achievement with all students, in particular African American students, by increasing the utilization of cooperative learning strategies within instruction. Cooperative learning instructional strategies will be reviewed and chosen based on evidence of effectiveness with African American students.</p> <p>Culturally Relevant Instruction: The district will provide professional development that works to build an awareness of African American cultural characteristics, culturally relevant learning environments, and culturally responsive teaching strategies.</p>	<p>Review of inequity data</p> <p>Data measuring the percent of classroom visits in which the engaging quality of learning with others is present</p> <p>Observations that show an increase in the implementation of culturally responsive teaching strategies and improved culturally relevant learning environments.</p> <p>Decrease in African American behavior events and suspensions</p>		<p>NA</p> <p>NA</p>

4: Graduation rate

Goal 4 (State your Graduation Rate goal): **OMIT**

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Objective 1					
Objective 2					

5: Growth

Goal 5 (State your Growth goal):

By 2019, increase the Growth Indicator score at TKS by at least 1 point as measured by the Kentucky School Accountability System.

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.)

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Objective 1 Increase the growth indicator score for African Americans from 9.4 to the cut score of 9.5	<u>KCWP 5: Design, Align and Deliver Support</u>	Vocabulary Instruction: TKS will continue to identify essential vocabulary and monitor instructional implementation within lessons	Vocabulary lists, vocabulary lessons		NA
	KCWP1: Design and Deploy Standards	Core Curriculum: The district will facilitate ongoing review of curricula that includes the writing of learning targets for the purpose of scaffolding low, middle, and high cognitive demand and identifying priority standards.	Curricula revisions and documents		NA
	<u>KCWP 5: Design, Align and Deliver Support</u>	Response to Learning: Quarterly team meetings to examine effectiveness of the district's Response to Learning program. Review checklists and documentation tools to revise procedures as well as analyze STAR 360 assessment data to utilize Core, Core +, and Core ++ services to students	Checklists, tools, revisions, data		NA

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 2</p> <p>Increase the growth indicator score for disability students from 5.5 to the cut score of 9.5</p>	<p><u>KCWP 5: Design, Align and Deliver Support</u></p>	<p>Vocabulary Instruction: TKS will continue to identify essential vocabulary and monitor instructional implementation within lessons</p>	<p>Vocabulary lists, vocabulary lessons</p>		<p>NA</p>
	<p><u>KCWP 5: Design, Align and Deliver Support</u></p>	<p>Response to Learning: Quarterly team meetings to examine effectiveness of the district's Response to Learning program. Review checklists and documentation tools to revise procedures as well as analyze STAR 360 assessment data to utilize Core, Core +, and Core ++ services to students</p>	<p>Checklists, tools, revisions, data</p>		<p>NA</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>PLCs: The district will support each school in developing and facilitating a process by which teachers are regularly reviewing data and utilizing results to plan for intervention, re-teaching, and enrichment.</p>	<p>Regular review of results to direct enrichment and remediation</p>		<p>NA</p>

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): By 2019, increase the Transition Readiness indicator score at TKS by 3 points as measured by the Kentucky School Accountability System.

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.)

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Objective 1 By 2019, increase student achievement at TKS as follows as measured by the Transition Readiness indicator on the Kentucky School Accountability System: increase the score for TKS proficient/distinguished from an average of 59.8% to 62.8%	KCWP1: Design and Deploy Standards	Essential Skills Programs: The district will establish Essential Skills curriculum for all grade levels that includes workplace, life, and social/emotional skills.	Essential Skills Curriculum Document		NA
		Career Pathways: TKS will support and assist in reviewing the current career pathways available to students. Considerations will be made to align offerings with high student interest, community needs, and diverse students' capabilities.	Course Catalog		NA
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

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.*)

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