

2019 Comprehensive Improvement Plan for South Livingston Elementary

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 averaged combined reading and math K-PREP scores from 39.7% proficiency rating to 73.7% in 2020.

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 averaged combined reading and math K-PREP scores from 39.7% proficiency rating to 73.7% in 2019.	Design and Deliver Instruction - Administrators and teachers will ensure that high-quality, engaging and differentiated instruction occurs daily in all classrooms. Congruency of tasks and assessments to standards, research-based instructional strategies and rigor are focus areas for instruction.	Teachers will implement a variety of research-based instructional strategies in reading such as D.E.A.R. (opportunities to read for at least 30 minutes daily), A.C.E.(graphic organizer for extended response reading prompts), read-alouds, reading something non-fiction weekly, vocabulary instruction, etc. Instruction will strengthen the five areas of reading which are phonemic awareness, phonics, fluency, vocabulary, and comprehension. There will be a focus on mastery of foundational skills at each grade level.	STAR/K-PREP/District Common Assessment	September, January, April	\$0
		Teachers will utilize research-based instructional strategies in math such as daily vocabulary instruction, daily opportunities to practice math fact fluency, use of interactive math journals/notebooks, bell ringers, C.U.B.E.S. (graphic organizer to help answer extended response math questions), etc. There will be a focus on mastery of foundational skills at each	STAR/K-PREP/District Math Fluency Checks/District Common Assessment	September, January, April	\$0

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		grade level.			
		Students will be given opportunities to practice academic skills through a variety of technological programs which will provide data tracking such as Lexia Core 5, Moby Max, Accelerated Math, Accelerated Reading, Math Facts, STAR for progress monitoring, District Math Fluency Checks, District Common Assessment, AIMS Web, Easy CBM's, etc.	Program reports/STAR/K-PREP	Monthly	SBDM: \$8600
		Students will receive instruction during dedicated intervention/enrichment for at least thirty minutes daily in math and reading based on individual needs and utilizing a variety of research-based programs and instructional strategies.	Observations, Walkthroughs, Lesson Plans	Weekly/every three weeks	\$0
	Establishing Learning Culture and Environment - School leaders, SBDM council, and school committees will ensure that the environment for teaching and learning is maximized.	Staff will be hired through systematic procedures to ensure that only candidates who demonstrate a high knowledge of working with diverse populations are hired at SLES. The process includes but is not limited to use of a screening document for applications, a scoring rubric for interviews, candidate's designed and implemented 20 minute lesson during the interview process, and questions designed to determine the working knowledge of each candidate relating to the implementation of effective practices.	Observations, walkthroughs	Monthly	\$0
	Teachers will be encouraged and supported in pursuing National Board Certification in an effort to strengthen professional practice.	Observations, walkthroughs, National Board Book Professional Learning Pilot School ("What Teachers Should Know and Be Able to Do")	Monthly	\$0	
		Use the Persistence to Graduation Tool to identify at-risk students and provide	PTG report, Plans	October, December, March, May	\$0

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		interventions for those students. Work with parents as well as the Family Resource and Youth Services Center/Community Education to reduce and remove the barriers to learning. Develop individual plans for next steps to address areas of concern.			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Reduce the number of novice students from 10.5% to 5.5% in Science, from 3.4% to 0% in Social Studies, and from 10.3% to 5.3% in On-Demand Writing through the K-PREP assessment by 2020.

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](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reduce the number of novice students from 10.5% to 5.5% in Science, from 3.4% to 0% in Social Studies, and from 10.3% to 5.3% in On-Demand Writing through the K-PREP assessment by 2020.	Design and Deliver Instruction - Administrators and teachers will ensure that high-quality, engaging and differentiated instruction occurs daily in all classrooms. Congruency of tasks and assessments to standards, research-based instructional strategies and rigor are focus areas for instruction. Researched-based instruction will be	Teachers will implement a variety of research-based instructional strategies in Science that implore a more rigorous level of learning through hands on activities, exploration of engineering, promote the use of technology, enhance critical thinking skills, and provide a more enriched STEM-based vocabulary instruction, etc. Instruction will strengthen the student's overall knowledge base within the core content area. There	K-PREP/District Common Assessment/History Alive/Science Alive (TCI)	September, January, April	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	implemented by the classroom teachers	will be a focus on mastery of foundational skills at each grade level.			
		Teachers will utilize research-based instructional strategies in Science, Social Studies, and On Demand Writing such as daily vocabulary instruction, daily opportunities to bring real world connections into the lessons, use of interactive journals/notebooks, bell ringers, C.U.B.E.S. (graphic organizer to help answer extended response questions), etc. There will be a focus on mastery of foundational skills at each grade level.	K-PREP/District Common Assessment/History Alive/Science Alive (TCI)	September, January, April	\$0
		Students will be given opportunities to practice academic skills through a variety of technological programs which will provide data tracking such as Lexia Core 5, Moby Max, District Common Assessment, AIMS Web, Easy CBM's, etc.	Program reports/ K-PREP/District Common Assessment/History Alive/Science Alive (TCI)	September, January, April	\$6300
	Hire new teacher to reduce the number in class sizes in 4 th and 5 th grades.	Staff will be hired through systematic procedures to ensure that only candidates who demonstrate a high knowledge of working with diverse populations are hired at SLES.	Observations, walkthroughs, Interviews, Lesson Plans	Monthly	\$0
		Class size reduction in 4 th and 5 th grades to impact all core content areas.	Class size reduction monitoring/Observations/Walkthroughs	Monthly	\$0

3: Gap

Goal 3 (*State your Gap goal*): Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 32% to 68.7% by 2020.

<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 1: Increase the combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) from 32% to 68.7% in 2019.	Review, Analyze and Apply Data - Various data sources will be analyzed in order to identify priorities for student achievement.	Response to Intervention - Teachers and administrators will analyze the results of K-PREP, District Common Assessments, District Math Fluency Checks, STAR Reading, Math, and/or Early Literacy to target students who are not making adequate progress. Teachers and administrators will analyze student progress through Lexia Core 5, AIMS Web, Easy CBM's, and Moby Max. This will allow for instruction to be more individualized therefore meeting the needs of each individual student.	K-PREP, STAR, Lexia Core 5, Moby Max, AIMS Web, Easy CBM's, District Common Assessment, District Math Fluency Checks	Monthly	\$7700
		Utilize all available resources (ie. 21 st CCLC, FRYSC, DPP, etc.) to meet student needs and include analysis of nonacademic data such as attendance, behavior, wellness, and retention.	Attendance and behavior reports, PTG report, Persistence To Graduation Tool	October, December, March, May	\$0
	Review, Analyze and Apply Data - Achievement Gap - Achievement gaps will be analyzed at each benchmark and summative assessment period. Plans will be created to	An ESS tutor will be provided through receipt of the daytime waiver to provide students additional small group instruction to help strengthen reading and math skills.	Progress monitoring	October, December, March, May	ESS funds

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	minimize achievement gaps to ensure that all students achieve at expected level.	Students who are at-risk will be referred to the 21st CCLC programs. Several at-risk students are GAP students. These students will receive extra help and support as needed. MRA staff will work with classroom teachers to make sure students work on needed skills.	MRA roster/grades/progress monitoring data	September, January, April	21 st CCLC

4: Growth

Goal 4 (*State your Growth goal*): Reduce the number of novice students from 28.5% in reading to 24.5% and math from 23.3% to 19.3% by 2020.

<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 1: Reduce the number of novice students from 28.5% in reading to 24.5% and math from 23.3% to 19.3% by 2019.	Design and Deliver Instruction - Research-based instruction will be implemented by teachers. Students will increase ownership of their own learning and achievement.	Teachers will receive professional learning in Marzano's 9 Instructional Strategies and implement those strategies through intentional lesson plans. Those strategies will be embedded in professional work on instructional units and assessments relating to the standards in content areas.	Observations, Walkthroughs, Lesson Plans, Unit plans	Monthly	PD funds
		Goal-setting sheets will be used for all students to include school-wide achievement goals as well as individual student goals. Goal sheets will be maintained and reviewed through-out the school year.	Growth goals, STAR, K-PREP, District Common Assessment, District Math Fluency Checks	September, January, April	\$400

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5: Transition Readiness

Goal 5 (*State your Transition Readiness goal*): Increase the percentage of current fifth grade students scoring on benchmark level to show readiness for entering sixth grade as evidenced by STAR Reading and STAR Math scores from 68% to 75% combined.

<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 1: Increase the average combined reading and math STAR benchmark percentage for 5 th grade students from 68% to 75% by May 2019.	Design and Deliver Assessment Literacy - Provide support to ensure that all students have the skills and knowledge to be successful at the next level.	All fifth grade students will be screened every fall, winter, and spring at the minimum to identify current levels and provide information to be used for instructional planning.	STAR	September, January, May	District Funds
		Screening data will be used to identify students scoring below grade level and those students will receive targeted instruction and be progress monitored to track growth.	STAR	September, January, May	District Funds
		All available resources, such as Mustang Round-up Academy, will be utilized to provide additional support to support instructional growth.	STAR	September, January, May	21 st CCLC Funds