

Comprehensive Improvement Plan for Schools

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 2021, BCHS will increase the combined (Reading and Math) percentage of proficient/distinguished students from 49.4% to 59.3% as measured by ACT scores.

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
By 2021, BCHS will increase the combined (Reading and Math) percentage of proficient/distinguished students from 49.4% to 59.3% as measured by ACT scores.	KCWP 1: Design and Deploy Standards *Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.	Highly qualified Math and English teachers are creating units of study aligned with standards, curriculum maps/pacing guides and common summative/formative assessments in collaboration with Collaborative Teaching and Learning (CTL) to create a guaranteed and viable curriculum across all high schools. This information is being shared, implemented, and monitored with PLC groups within the building. (SWP 1, 2, 8)	Curriculum Maps/Pacing Guides are created and followed by all Math and English teachers and documented in PLC meeting Agenda and logs. Local and State data. CERT Test, ACT, End of Course Assessment, End of Program Assessment.	School administrators and instructional coaches will attend PLC's once a week and review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.	\$0
		BCHS will continue to partner with Solution Tree to provide professional learning to teachers to increase knowledge and capacity of the PLC process. (SWP 1, 2, 8)	Local and State Data CERT Test, ACT, End of Course Assessment, End of Program Assessment.	School administrators and instructional coaches will attend PLC's once a week and review PLC logs developed with Solution Tree to monitor progress of implementation and provide feedback.	\$0
	KCWP 4: Review, Analyze and Apply Data Results.	Administration, instructional coaches, and teacher leaders will continue to train and monitor quality implementation of the four pillars of	Data will be collected using the Eleot tool	Monthly analysis using Eleot tool by administrators to determine instructional needs and areas of growth	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	*Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies	a "Thinking-Focused Classrooms" across elementary, middle and high school classrooms.	and monitoring of Learning Expectations.	for our school to be addressed in professional learning.	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal) BCHS will increase the number of proficient and distinguished writers from 53.5 to 60% by Spring 2019		
<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>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 BCHS will increase the number of proficient and distinguished writers from 53.5 to 60% by Spring 2019	KCWP 1: Design and Deploy Standards	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (SWP 2, 4)	Local and State assessment (On Demand, Common Formative and Summative Assessments ; Agendas; walkthroughs	Professional Learning recommended and approved by Mr. Huber using the PLtrack tool.	\$0
	*Addressing this process ensures a guaranteed and viable paced curriculum based on state standards that support instruction and assessment for all students K-12.	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. (SWP 2, 4)	Curriculum Committee will review writing plan within each content area. Product development shared via team drive/google drive	Curriculum Committee will report to SBDM 3 times a year to share writing progress and needs.	\$0
	KCWP 5: Design, Align and Deliver Support	Increase collaboration between highly qualified teachers in data analysis and student progress towards standards mastery, including identification of	Teachers will bring examples to ILT meetings - eg. Teachers will follow up with school administrators and instructional coaches on their	PLC progress monitoring in LTM meetings.	\$0
	*Addressing this process ensures the core instructional process is provided to all				

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	students utilizing evidence-based strategies	students in need of intervention supports. (SWP 2, 3, 9)	progress of implementation.		
		School District has partnered with Solution Tree and hosted trainings for all school administrators on implementing and supporting the PLC process within their school. All BCHS administrators will attend PL. Train the trainer model. (SWP 2, 3, 9) (Turn Around Leadership)	Professional Learning for PLC leads and teachers, Monitoring of PLC meetings(Agendas and notes), walkthroughs.	PLC progress monitoring in LTM meetings.	\$0

3: Gap

Goal 3 (State your Gap goal): By 2021 BCHS will increase the proficiency indicator score for Special Education and two or more races from 23.3% to 30% and from 27.4% to 40% respectively, as measured by ACT scores.

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: By 2021 BCHS will increase the proficiency indicator score for Students with Disabilities from 23.3% to 30% as measured by ACT scores.:	KCWP 5: Design, Align and Deliver Support *Review of student assessment data will allow us to place students who have not met mastery in RTI courses to recover standards.	BCHS will offer a rigorous Math and Reading Lab courses for those students not meeting the ACT math benchmark. Students will be reassessed using the ACT and CERT exams. There will also be an intentional focus in this course of bringing those novice/apprentice scorers up to proficiency. (SWP 2, 8, 9)	Total number of students achieving benchmark status on ACT.	Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers.	\$0
	KCWP 4: Review, Analyze and Apply Data *Data will be monitored consistently through collaboration with principals and teachers to provide support and/or address needs presented through data.	Freshmen students in the bottom 10%, according to their 8th grade math MAP test, will be assigned to an Academic Lab. These classes will provide additional small group support and direct instruction to complement their traditional classes and assist in helping students reach benchmarks. Each Academic Lab is offered in the resource setting as well. (SWP 2, 8, 9)	Common assessment scores in courses, CERT composite score below benchmark	Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers.	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		<p>Sophomore students who scored in the bottom tier on the CERT test or ACT test will be assigned a Math or Reading Lab. These classes will provide additional small group support and direct instruction to complement their traditional classes and assist in helping students reach benchmarks. Each Academic Lab is offered in the resource setting as well.</p>	<p>Common assessment scores in courses, CERT composite score below benchmark.</p>	<p>Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers.</p>	<p>\$0</p>
		<p>ESS Learning Labs and Friday School will be offered after school 4 days per week to all students struggling in their regular math, English, and science classes. During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day. (SWP 2, 8, 9, 10)</p>	<p>Total number of students participating in ESS after school program</p>	<p>Monitored by ESS Coordinator and Teachers during PLC meetings each week.</p>	<p>ESS Funds based on Hourly Wage</p>
	<p><i>Objective 2: By 2021 BCHS will increase the proficiency indicator for two or more races from 27.4% to 40% respectively, as measured by ACT scores</i></p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Review of student assessment data will allow us to place students who have not met mastery in RTI courses to recover standards.</p>	<p>BCHS will offer a rigorous Math and Reading Lab courses for those students not meeting the ACT math benchmark. Students will be reassessed using the ACT and CERT exams. There will also be an intentional focus in this course of bringing those novice/apprentice scorers up to proficiency. (SWP 2, 8, 9)</p>	<p>Total number of students achieving benchmark status on ACT.</p>	<p>Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers.</p>
<p>Freshmen students in the bottom 10%, according to their 8th grade math MAP</p>			<p>Common assessment scores in courses, CERT</p>	<p>Counselors and CCR Coach will monitor student progress using CERT</p>	<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>*Data will be monitored consistently through collaboration with principals and teachers to provide support and/or address needs presented through data.</p>	<p>test, will be assigned to an Academic Lab. These classes will provide additional small group support and direct instruction to complement their traditional classes and assist in helping students reach benchmarks. Each Academic Lab is offered in the resource setting as well. (SWP 2, 8, 9)</p>	<p>composite scores below benchmark.</p>	<p>scores (3 times a year), ACT Scores, and formative and summative assessment data from teachers.</p>	
		<p>Sophomore students who scored in the bottom tier on the CERT test or ACT test will be assigned a Math or Reading Lab. These classes will provide additional small group support and direct instruction to complement their traditional classes and assist in helping students reach benchmarks. Each Academic Lab is offered in the resource setting as well. (SWP 2, 8, 9)</p>	<p>Common assessment scores in courses, CERT composite scores below benchmark.</p>	<p>Counselors and CCR Coach will monitor student progress using CERT scores(3 times a year), ACT Scores, and formative and summative assessment data from teachers.</p>	<p>\$0</p>
		<p>ESS Learning Labs and Friday School will be offered after school 4 days per week to all students struggling in their regular math, English, and science classes. During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day. (SWP 2, 8, 9, 10)</p>	<p>Number of students participating in ESS after school program</p>	<p>Monitored by ESS Coordinator and Teachers during PLC meetings each week.</p>	<p>ESS Funds based on Hourly Wage</p>

4: Graduation rate

Goal 4 (State your Graduation Rate goal): By 2021, BCHS will increase the graduation indicator score from 90.55% to 93% as measured by the combined 4 and 5 year cohort average.

<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>
--	--	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>By 2021, BCHS will increase the graduation indicator score from 90.55% to 93% as measured by the combined 4 and 5 year cohort average.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Review of student assessment data will allow us to place students who have not met mastery in RTI courses to recover standards.</p>	<p>School Counselors, CCR Coach, and instructors within the FLEX classrooms will monitor student progress in credit recovery classes and meet with individual students weekly to mentor, encourage, and support students in their progress. (SWP 9)</p>	<p>Student scores and course completion progress on Edgenuity program</p>	<p>Credit tracking in Edgenuity and progress monitoring by counselors, CCR coach, and Flex teachers at the end of each nine weeks. Teachers will report to Counselors when students complete a course.</p>	<p>\$0</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>*Identifying at risk students and the barriers that prevent them from learning will allow students focus on mastery of standards.</p>	<p>FRYSC will identify high risk students and meet with them to identify barriers that prevent them from coming to school and learning. FRYSC will provide resources to eliminate barriers and follow up regularly to ensure student needs are being met. (SWP 9, 10)</p>	<p>Attendance reports, behavior data, and grade summary among high risk students, student/family input.</p>	<p>Administrators and Counselors will monitor student attendance data and meet with individual students that have 3 or more absences monthly to discuss additional supports needed and involve the FRYSC where necessary.</p>	<p>\$0</p>
		<p>PBIS committee will assess the needs of our school and determine appropriate incentives to encourage</p>	<p>Attendance reports, behavior data, and grade summary among high risk students.</p>	<p>PBIS team and administrator meet monthly to review data during LTM after each quarter and then share with staff at Bullitt Days.</p>	<p>\$0</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		positive behavior, attendance, and academic performance. (SWP 9, 10)			

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): By 2021, BCHS will increase our composite ACT score from 18.2 to 19.0 as measured by the ACT exam.		
<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>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
By 2021, BCHS will increase our composite ACT score from 18.2 to 19.0 as measured by the ACT exam.	KCWP 5: Design, Align and Deliver Support *Build student competency with ACT exam and allow them to improve test taking skills.	ACT Prep classes will be provided after school several times per year by our math and ELA department teachers to prepare and support students prior to the ACT test. These classes are on a volunteer basis but are open to any student preparing to take the ACT test. (SWP 2,3,4)	Increased participation in after school classes resulting in an increase in ACT scores	Monitored by ACT Prep Teacher and by Counselors tracking student ACT scores after each offered exam date.	ESS Funds \$1500
	KCWP 3: Design and Deliver *Allows students to build assessment literacy and stamina while providing teachers with data for student needs.	All 9-11 grade students will take the CERT test three times during the school year. This ACT like test will allow students to gain an understanding of the testing situation and provide an estimated ACT score based on their progress to allow students to recognize where they currently stand and develop a plan to work towards their goal. (SWP 2,3,4)	Student Composite scores on CERT test	Monitored administrators after each exam. Teachers will disaggregate data after each exam during PLC's and identify trends and needs in each content area and for each student.	\$0
		All 9-11 grade students will be encouraged to complete the CERT	Student Composite scores on CERT test	Monitored administrators after each exam. Teachers will disaggregate data	\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		remediation programs between each testing window. Incentives will be provided for full completion of the remediation in all content areas. (SWP 2,3,4)		after each exam during PLC's and identify trends and needs in each content area and for each student.	

7: Other (optional)

Goal 7 (State your goal): By 2021, BCHS will decrease the teacher turnover rate from 23.1% to 5%. Equity SRC.

<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>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Develop and implement a new teacher induction and retention plan by the end of the 2018-2019 school year.	KCWP 6: Establishing Learning Culture and Environment (SWP 4, 5) *To recruit and retain highly qualified teachers.	Principals and Mentor teachers will provide the necessary information, resources and mentorship for teachers new to Bullitt County Schools to assure classroom success and professional growth. Our program will take into account the experiences and needs of each new teacher and will be differentiated by these factors. The induction program will be a joint effort between the school and the district with each having defined roles in assisting new teachers. (SWP 4, 5)	Teacher retention and new teacher survey. Tell Survey results.	Administrators will review survey data and identify areas of growth.	\$0