

2020-2021 Comprehensive Improvement Plan for Symsonia Elementary 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*): Symsonia Elementary School will increase its combine reading and math proficiency from 88.7% to 92% by 2021 as indicated by state assessment results.

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 Increase proficiency in reading from 86.9% in 2018-2019 to 90% in 2020-2021 as measured by state assessment results.	KCWP 2: Design and Deliver Instruction	Kagan Cooperative Learning: Symsonia teachers will utilize Kagan Cooperative Learning structures daily in every content area in order to increase engagement of all students. <ul style="list-style-type: none"> ● Bi-monthly coaching dates 	Coaching Notes – of Implementation by Kagan Coaches	September, November, December, January, February, March	\$0
		All teachers will utilize the RAPS And UNREAL strategy to attack reading passages and short answer prompts. <ul style="list-style-type: none"> ● Students use and success when given individual task which require the use of the RAPS and UNREAL strategies. Bi-Monthly Vertical Team Meetings	Teachers Principal	Vertical Team Meeting Minutes	\$0
	KCWP 5: Design, Align, and Deliver Support	Students in grades K-2 will utilize the Lexia Core Reading 5 program on a regular basis in order to fill learning gaps and individualize learning in the self directed reading program. <ul style="list-style-type: none"> ● Lexia progress reports are accessed and reviewed on a weekly basis. ● Skill builders and lessons are provided in a timely fashion 	Teachers – plan implement Principal responsible for making sure they are used with fidelity.		
		Students in grades 3-6 will utilize the Reading Plus Reading program on a regular basis in	Teachers – plan implement		

		order to fill learning gaps and individualize learning in a self-directed reading program. Reading plus reports will be reviewed on a weekly basis.	Principal responsible for making sure they are used with fidelity.		
Objective 2 Increase proficiency in math from 90.5% in 2018-2019 to 94% in 2020-2021 as measured by state assessment results.	KCWP 2: Design and Deliver Instruction	Simple Solutions: Math teachers in grades 1-6 will use Simple Solution text as a spiraling review for math standards.			
		All students will use the CUBES and ACE method for attacking math word problems and short answers. <ul style="list-style-type: none"> Students use and success when given individual task which require the use of the CUBES and ACE strategies. 	Classroom Observations Feedback and Coaching with Leslie Texas Feedback at Vertical Team Meetings Student Success on formative assessments	Bi-Monthly Vertical Team Meetings	
	KCWP 5: Design, Align, and Deliver Support	Grade Level Intervention Practices: K-2 grade students will utilize the Symphony Math program a minimum of three times a week. 5-6 grade students will utilize IXL (online math program) a minimum of three times a week Tier 2 and 3 students in grades 3-6 will receive the Dibels Math program through small group instruction.	Student Growth through program as evidence via the reports and tracking of data.	Reports printed from program RTI Meeting Notes	\$1,800
		Reflex Math Program (designed for math fluency) will be used in grade 1-6. 1 st – 3 rd all students 4 th -6 th grade students – Tier 2 and 3 students	Reflex Fluency Reports	RTI Meeting Notes	\$1000

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): Symsonia Elementary School will increase its combined Separate Academic Indicator Score for Social Studies, Writing, and Science from 75% to 90% by 2022 as indicated by state assessment results.

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 <i>Increase the separate academic indicator score in Social Studies from 85.9 in 2018-2019 to 90% in 2020-2021.</i>	KCWP 2: Design and Deliver Instruction	Simple Solutions: test will provide a spiraling review for social studies standards <ul style="list-style-type: none"> ● Quiz result break down 	Student success on unit assessments and other formative assessments	PLC Meeting Notes	\$0
	<ul style="list-style-type: none"> ● KCWP 3: Design and Deliver Assessment Literacy 	Benchmark Assessments: Starting in October Benchmark assessments will be given monthly to track student growth and proficiency.	Assessment Results Schoolwide data sheet – results		\$0
	<ul style="list-style-type: none"> ● KCWP 5: Design, Align and Deliver Support 	IXL Program Social Studies will be utilized by teachers 3-6 – to help support the Social Studies Content-	Student Data from the program reports		\$2,475 (including both math and SS)
Objective 2 <i>Increase the separate academic indicator score in 5th grade On Demand writing from 63.3% in 2018-2019 to 80% in 2020-2021.</i>	KCWP1: Design and Deliver Instruction	Teachers in grades K-6 will access and use Symsonia’s writing plan when delivering writing instruction. Grades 3-6 will implement writing structure as taught by principal	Teachers and Pricipal – PLC minutes		\$0

		Simple Solutions: Teachers will utilize the writing resources within the Simple Solutions text to help drive instruction.	Writing piece results		\$0
	<ul style="list-style-type: none"> KCWP 3: Design and Deliver Assessment Literacy 	Benchmark Assessments: Starting in December Benchmark assessments will be given monthly to track student growth and proficiency.	Assessment Results as indicated on the school-wide data sheet.		
<p>Objective 3 Increase the separate academic indicator score in science from 75.9% in 2018-2019 to 85% in 2020-2021.</p>	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards 	Vertical Teaming Meetings will be focused on science instruction this year led by the school leadership team.	Improved science instruction and planning as evidenced through plans and observations		
	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	K-6 Grade Teachers will continue to build units of instruction around the NGSS science standards	Completed units – feedback on units from peers and principal.		
		Simple Solutions: 4 th Grade Science Teacher(s) will utilize the science text to utilize a spiral review of all standards K-4	Assessment results		
	<ul style="list-style-type: none"> KCWP 3: Design and Deliver Assessment Literacy 	K-6 Teachers will conduct a minimum of two TCTs during the calendar year <ul style="list-style-type: none"> November 2018 March 2019 	TCTs will be shared and analyzed through the vertical team meetings		

3: Gap

Goal 2: Reduce percent of gap students in both the economically disadvantaged group and those who have an IEP who score novice.

Which Strategy 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>	Which Activities 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>	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.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reduce the percent of students scoring novice in reading in Economically Disadvantaged gap group from 7% in 2018-19 to 5% in 2020-2021 as measured by state assessment results.	KCWP 5: Design, Align and Deliver Support	Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. <ul style="list-style-type: none"> ● MyLexia / Reading Plus program ● Small group instruction time ● RTI Data Meetings 	Teachers / Principal School wide Data Sheet		
Objective 2: Reduce the percent of students scoring novice in math in the Economically Disadvantaged gap group from 7% in 2018-2019 to 5% in 2020-2021 as measured by state assessment results.	KCSP5: Design, Align, and Deliver Support	Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. <ul style="list-style-type: none"> ● Reflex Math (math fluency) ● Dibels Math (math computation) ● Freckle Math ● RTI Data Meetings 	Teachers / Principal Schoolwide Data Sheet		
Objective 3: Reduce the percent of students scoring novice in reading in the IEP gap group from 15% in 2018-19 to 5% in 2020-2021 as measured by state assessment results.	KCWP 5: Design, Align and Deliver Support	Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. <ul style="list-style-type: none"> ● MyLexia / Reading Plus program ● Small group instruction time 	RTI Data Meetings School Wide Data Sheet		
Objective 4: Reduce the percent of students scoring novice in math in the IEP gap group from 15% in 2018-19 to 5% in 2020-2021 as measured by state assessment results.	KCSP5: Design, Align, and Deliver Support	Create and monitor a watch list for students performing below proficiency and increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. <ul style="list-style-type: none"> ● Reflex Math (math fluency) ● Dibels Math (math computation) ● IXL Math 	Teachers / Principal School wide Data Sheet		

5: Growth

Goal 5 (State your Growth goal): Symsonia Elementary School will show an overall adequate growth score in reading of 65 and in math of 80 by 2021.

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: The overall reading growth will go from a 54.7 in 2018-19 to an 80 in 2020-2021.	KCWP 4: Review, Analyze, and Apply data	Universal Screeners: All students will be assessed by a STAR Renaissance 5 times throughout the year in reading and math. Primary students and Tier 2/3 students will also be assessed using PAST, and other assessments.	Principal Counselor Teachers		
		RTI Meetings: Monthly RTI meetings will be held to discuss the growth and progress of all Tier 2 and 3 students in reading.	Principal Counselor Teachers		
	● KCWP 5: Design, Align and Deliver Support	Small Groups: All students will get differentiated instruction during a “flex” time where they will receive interventions or acceleration in reading	Teachers Principal		
		Fluency support and instruction will be given daily for students K-3. Students in 4-6 that fall in Tier will receive fluency instruction at least 2-3 times per week. <ul style="list-style-type: none"> ● PALS reading / Read Aloud ● Reading Plus 	Dibels Benchmark Testing will show growth in fluency		

<p>Objective 2 The overall reading growth will go from a 72 in 2018-19 to an 80 in 2020-2021.</p>	<p>KCWP 4: Review, Analyze, and Apply data</p>	<p>Universal Screeners: All students will be assessed by a STAR Renaissance 5 times throughout the year in math. Primary students and Tier 2/3 students will also be assessed using Dibels, IXL or Symphony Math, and Reflex Math.</p>	<p>Principal Counselor Teachers</p>		
		<p>RTI Meetings: Monthly RTI meetings will be held to discuss the growth and progress of all Tier 2 and 3 students in math.</p>	<p>Principal Counselor Teachers</p>		

6: Transition Readiness

Goal 6 (State your Transition Readiness 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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Objective 1 Provide early childhood and kindergarten transition activities for ALL incoming preschool and kindergarten students.	KCSP5: Design , Align, and Deliver Support	Consider and address the non-academic barriers to learning: <ul style="list-style-type: none"> ● Home Visits and Kindergarten Readiness Parent Involvement ● Classroom Visits to Kindergarten (Spring 2019) ● Toddler Time 	Preschool and Kindergarten Teachers Counselor		\$0
Objective 2 Provide transition activities for ALL students exiting 5 th grade and those exiting 6 th to 7 th grade at middle school.	KCSP5: Design , Align, and Deliver Support	5 th Grade Transition Activities: students <ul style="list-style-type: none"> ● A day in the life of a 6th grader - Spring 2019 ● Individual Student Sheet and Goal/Data sheet completed for each 5th grade student 	5 th and 6 th Grade Teachers Counselor Principal		

