

WEBSTER COUNTY PUBLIC SCHOOLS
2018-19

Comprehensive Improvement Plan for Districts

rationale

istrict improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and

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 w 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 d 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 v completed 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

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.

Proficiency

ate your **Proficiency Goal**

Goal 1:
To increase the combined Reading/Math proficiency percentage to 53 for elementary, 54 for middle and 43 for high by May of 2021.

<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 activities, the person(s) responsible for the activity or activities, and the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success
<p>Objective 1: WCSD will demonstrate proficiency by increasing the number of students scoring proficient or distinguished in elementary Reading on the KPREP test from 47.9% (2018) to 50.9% by May 2019.</p>	<p>KCWP 2: Design and Deliver Instruction WCSD will provide teachers with professional learning opportunities to ensure current best practices for teaching and learning.</p>	<ol style="list-style-type: none"> 1. Three day Instructional Strategies Institute that provides content based professional learning as determined by current teacher needs: <ol style="list-style-type: none"> a. Literacy Design Collaborative (LDC) for Reading and Science b. Recipe for Reading c. Content-based grade level/ vertical team meetings 2. Professional Learning Days embedded during the school year with continued focus on Proficiency Rubrics, 10 week bundle revisions to align for congruency and rigor, phonemic awareness, and, Google Suite 	<p>KPREP Data</p>
	<p>KCWP 2: Design and Deliver Instruction WCSD provides job embedded coaching through district teacher leaders, building level instructional coaches, and KDE/ educational coop consultants.</p>	<ol style="list-style-type: none"> 1. School instructional coaches provide day-to-day job embedded coaching in the classrooms and T2T's for standard and rigorous assessment congruency 2. Professional coaching provided by KDE/ WKEC/ GRREC consultants for professional learning sessions, classroom observations and feedback, PLC 	
	<p>KCWP 6: WCSD is implementing strategies for student ownership/ engagement of learning.</p>	<ol style="list-style-type: none"> 1. Kagan training continues to be an ongoing professional learning focus 2. Standards and targets will be used in differentiated learning task for student engagement and self-monitoring of progress toward mastery of the standard: <ol style="list-style-type: none"> a. Student Data Notebooks for ongoing collection of student progress b. Teachers will review student data to be able to provide feedback for student next steps for Tier 1, 2 & 3 instruction 3. Implementation of Proficiency Rubrics with students for self-monitoring toward mastery of the standard 	
<p>Objective 2: WCSD will demonstrate proficiency by increasing the number of students scoring proficient or distinguished in elementary Math on the KPREP test from</p>	<p>KCWP 2: Design and Deliver Instruction WCSD will provide teachers with professional learning opportunities to ensure current best practices for teaching and learning.</p>	<ol style="list-style-type: none"> 1. Three day Instructional Strategies Institute that provides content based professional learning as determined by current teacher needs: <ol style="list-style-type: none"> a. Math Design Collaborative (MDC) b. Conceptual Building Blocks c. Content-based grade level/vertical team meetings 2. Professional Learning Days embedded during the school year with continued focus on Proficiency Rubrics, 10 week bundle revisions 	<p>KPREP Data</p>

<p>48.8% (2018) to 51.8 % by May 2019.</p>		<p>to align for congruency and rigor, phonemic awareness, and, Google Suite</p>		
	<p>KCWP 2: Design and Deliver Instruction WCSD provides job embedded coaching through district teacher leaders, building level instructional coaches, and KDE/ educational coop consultants.</p>	<ol style="list-style-type: none"> 1. School instructional coaches provide day-to-day job embedded coaching in the classrooms and T2T's for standard and rigorous assessment congruency 2. Professional coaching provided by KDE/ WKEC/ GRREC consultants for professional learning sessions, classroom observations and feedback, PLC 		
	<p>KCWP 6: WCSD is implementing strategies for student ownership of learning.</p>	<ol style="list-style-type: none"> 1. Kagan training continues to be an ongoing professional learning focus 2. Standards and targets will be used in differentiated learning task for student engagement and self-monitoring of progress toward mastery of the standard: <ol style="list-style-type: none"> a. Student Data Notebooks for ongoing collection of student progress. b. Teachers will review student data to be able to provide feedback for student next steps for Tier 1, 2 & 3 instruction. 3. Implementation of Proficiency Rubrics with students for self-monitoring toward mastery of the standard 		
<p>Objective 3: WCSD will demonstrate proficiency by increasing the percentage of students scoring proficient or distinguished in Reading (grades 6-8) from 53.2% (2018) to 56.2% by May 2019.</p>	<p>KCWP 2: Design and Deliver Instruction WCSD will provide teachers with professional learning opportunities to ensure current best practices for teaching and learning.</p>	<ol style="list-style-type: none"> 1. Three day Instructional Strategies Institute that provides content based professional learning as determined by current teacher needs: <ol style="list-style-type: none"> a. Literacy Design Collaborative (LDC) for Reading and Science b. Content-based grade level/ vertical team meetings 2. Professional Learning Days embedded during the school year with continued focus on Proficiency Rubrics, 10-week bundle revisions to align for congruency, blended learning, Achieve 3000, rigor, Google Suite and Advance Ky 	<p>K-PREP</p>	<p>A 2</p>
<p>Objective 4: WCSD will demonstrate proficiency by increasing the percentage of students scoring proficient or distinguished in high school Reading from 43.9 % (2018) to 46.9% by May 2019.</p>	<p>KCWP 2: Design and Deliver Instruction WCSD provides job embedded coaching through district teacher leaders, building level instructional coaches, and KDE/ educational coop consultants.</p>	<ol style="list-style-type: none"> 1. School instructional coaches provide day-to-day job embedded coaching in the classrooms and T2T's for standard and rigorous assessment congruency. 2. Professional coaching provided by KDE/ WKEC/ GRREC consultants for professional learning sessions, classroom observations and feedback, PLC 		
	<p>KCWP 6: WCSD is implementing strategies for student ownership/ engagement of learning.</p>	<ol style="list-style-type: none"> 1. WCMS - students utilize a data binder during flight school where they receive one on one feedback from school staff in regard to academic, behavior and attendance. Students set goals and track their own progress. Flexible grouping of students on a weekly basis. WCHS- PRIDE Teachers are advisors that assist their students with tracking progress and setting goals. WCHS also utilizes "What I Need" (WIN) periods each week to strengthen their RtI. 		
<p>Objective 5: WCSD will demonstrate proficiency by increasing the percentage of students scoring proficient or distinguished in Math (grades 6-8) from 43.9% (2018) to 46.9% by May 2019.</p> <p>Objective 6: WCSD will demonstrate proficiency by increasing the</p>	<p>KCWP 2: Design and Deliver Instruction WCSD will provide teachers with professional learning opportunities to ensure current best practices for teaching and learning.</p>	<ol style="list-style-type: none"> 1. Three day Instructional Strategies Institute that provides content based professional learning as determined by current teacher needs: <ol style="list-style-type: none"> a. Math Design Collaborative (MDC) b. Conceptual Building Blocks (middle grades) c. Content-based grade level/vertical team meetings 2. Professional Learning Days embedded during the school year with continued focus on Proficiency Rubrics, 10-week bundle revisions to align for congruency, blended learning, Achieve 3000 and improved rigor during Tier I instruction. 		

percentage of students scoring proficient or distinguished in high school Math from 32.9% (2018) to 35.9% by May 2019.			
	KCWP 2: Design and Deliver Instruction WCSD provides job embedded coaching through district teacher leaders, building level instructional coaches, and KDE/ educational coop consultants.	<ol style="list-style-type: none"> 1. School instructional coaches provide day-to-day job embedded coaching in the classrooms and T2T's for standard and rigorous assessment congruency 2. Professional coaching provided by KDE/ WKEC/ GRREC consultants for professional learning sessions, classroom observations and feedback, PLC 	
	KCWP 6: WCSD is implementing strategies for student ownership/ engagement of learning.	<ol style="list-style-type: none"> 1. Kagan training continues to be an ongoing professional learning focus 2. Standards and targets will be used in differentiated learning task for student engagement and self-monitoring of progress toward mastery of the standard: <ol style="list-style-type: none"> a. Student Data Notebooks for ongoing collection of student progress. b. Teachers will review student data to be able to provide feedback for student next steps for Tier 1, 2 & 3 instruction. 3. Implementation of Proficiency Rubrics with students for self-monitoring toward mastery of the standard 	

Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

Webster Count Schools will increase the Separate Academic Indicators based on KPREP 2017-18 from 31.4% to 36.4% for elementary; 28.2% to 33.2% for high school 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.) <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 	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.) <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 	In the following chart, identify activities, the person(s) responsible for the activity or activities, and the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Method
Objective 1: WCPS elementary schools will increase proficiency in Science from 24% in 2017-18 to 27% in 2018-19 as measured by KPREP.	KCWP3 Teachers will be intentional in designing assessments based on the backward planning model to guide instruction.	The teacher developed Common Core bundles will serve as a pacing guide for common core curriculum. Weekly lesson plans based on the common core bundles will serve as a plan of action for instruction. Lesson plans will include evidence of CHETL. Teachers will create differentiated instructional activities to be	KPREP, MAP	August 2018-May 2019

		<p>implemented during core instruction with an emphasis on student engagement and ownership of learning</p> <p>Teachers will review assessments during T2Ts to ensure the assessments are rigorous and display congruency with KCAS.</p>		
	<p>KCWP2 Teachers will provide opportunities/ resources for student learning in the area of science.</p>	<p>Teachers will utilize Perfect Pairs Science Curriculum that provides lessons & activities that match picture books with standards.</p> <p>Teachers, librarian, and the Arts & Humanities teacher will utilize Artful Reading units that target science curriculum.</p> <p>Teachers will utilize PIMSER and NGSS resources for instruction.</p>		
<p>Objective 2: WCPS elementary schools will increase proficiency in Social Studies from 30.2% in 2017-18 to 33.2% in 2018-19 as measured by KPREP.</p>	<p>KCWP3 Teachers will be intentional in designing assessments based on the backward planning model-to guide instruction.</p>	<p>The teacher developed Common Core bundles will serve as a pacing guide for common core curriculum. Weekly lesson plans based on the common core bundles will serve as a plan of action for instruction.</p> <p>Lesson plans will include evidence of CHETL.</p> <p>Teachers will create differentiated instructional activities to be implemented during core instruction with an emphasis on student engagement and ownership of learning.</p> <p>Teachers will review assessments during T2Ts to ensure the assessments are rigorous and display congruency with KCAS.</p>	<p>KPREP, MAP</p>	<p>August 2018-May 2019</p>
	<p>KCWP2 Teachers will provide opportunities/ resources for student learning in the area of Social Studies.</p>	<p>Utilize LDC models and units for instructional purposes. Teachers, librarian and Arts & Humanities teacher will utilize Artful Reading Units that target Social Studies curriculum.</p>		
<p>Objective 3: WCPS elementary schools will increase proficiency in On-Demand Writing from 40.2%</p>	<p>KCWP2 Teachers will participate in professional learning opportunities. They will share what they have learned with</p>	<p>Teachers will attend Abel & Atherton writing professional development. Teachers will utilize the WWW format to analyze the writing prompt and organize idea</p>	<p>KPREP, MAP</p>	<p>August 2018-May 2019</p>

in 2017-18 to 43.2% in 2018-19 as measured by KPREP.	peers to enhance daily instruction across all grade levels.	development. Teachers will also utilize the 1.4, 2.6, 3.8 paragraph formats to organize their writing pieces. Librarians, Arts & Humanities teacher and instructional coaches will attend professional development to utilize the Artful Reading Curriculum.		
	KCWP2 Teachers will provide opportunities/ resources for student learning in the area of writing including On Demand.	Teachers will utilize resources from the Abel & Atherton professional development to aid in the instruction of writing. Teachers, librarian and arts & humanities teacher will utilize Artful Reading Units that enhance writing experiences for student learning by providing narrative, opinion and informative writing		
	KCWP3 Teachers will be intentional in designing assessments based on the backward planning model-to guide instruction.	Teachers will design instruction around modeling proficiency in writing and analyzing writing prompts. Teachers in 5th grade have a structured master schedule that allocates a 40-minute block of writing for direct instruction daily. Teachers will follow the district and school-wide writing plan in designing instruction. Teachers will use a schedule for short answer, extended response, and On Demand writing instruction and assessments.		
Objective 1: Webster County Middle School will increase proficiency in Social Studies from 42.9 % in 2017-2018 school year to 47% proficient in 2018-2019.	<ol style="list-style-type: none"> 1. T2T Teachers will continue to meet every Thursday with the Administrative team (Principal, Instructional coach) for the design and deployment of standards to ensure all students are being taught standards at appropriate levels of rigor with fidelity. (KCWP 1) 2. Achieve 3000 – Reading, social studies and science teachers will fully implement Achieve 3000 to design and deliver instruction 	<p>Teachers will collaborate across content areas via WCMS Living Integrated Curriculum to modify and refine standards-based units of study with timelines that will serve as pacing guides for weekly/daily lesson plans.</p> <p>Teachers will engage in professional learning to fully implement Achieve 3000 in their classrooms. Reading and Social Studies will use every week and Science will use with instruction once per unit.</p>	<p>Principal and Instructional Coach will monitor progress weekly through deployment and development of T2T Agendas and Minutes based on T2T conversations and observations each week.</p> <p>Principal and Instructional Coach will monitor progress weekly through deployment and development of T2T Agendas and Minutes based on T2T</p>	<p>August 2018 – May 2019</p> <p>August 2018 – May 2019</p>

	<p>that is individualized, personalized and leveled for each student. (KCWP2)</p> <p>3. RTI/ESS/APEX Student Supports – RTI/ESS/APEX student support rooms will be utilized so our students will be provided opportunities for individual student interventions, completion of make-up work and or 1 on 1 tutoring assistance. (KCWP5)</p> <p>4. WCMS Living Integrated Curriculum – Teachers will use Google Suite/Docs to share, collaborate and integrate curriculum across all content areas in a systemic approach to design as well as deliver their instruction at an appropriate level of rigor. (KCWP2)</p>	<p>Administrators, teachers, parents and students will refer students to ESS or APEX programs for interventions, make-up work and tutoring daily/weekly as needed to support student academic success.</p> <p>Teachers, Instructional Coach and administrators will access the WCMS Living Integrated Curriculum to collaborate and integrate curriculum and learning activities across all content areas. Teachers will also collaborate weekly during T2T time each Thursday.</p>	<p>conversations and observations each week.</p> <p>Principal and Instructional Coach will monitor progress monthly through deployment and development of Student Data Reports (monthly) and RTI/ESS Data Binder (weekly)</p> <p>Instructional Coach and Lead Teachers will monitor progress weekly through deployment and development of T2T Agendas and Minutes based on T2T conversations and observations each week.</p>	<p>September 2018 – May 2019</p> <p>August 2018 – May 2019</p>
<p>Objective 2: Webster County Middle School will increase proficiency in Science from 15.4 % to 20%% by May 2019.</p>	<p>1. T2T Teachers will continue to meet every Thursday with the Administrative team (Principal, Instructional coach) for the design and deployment of standards to ensure all students are being taught standards at appropriate levels of rigor with fidelity. (KCWP 1)</p> <p>2. Achieve 3000 – Reading, social studies and science teachers will fully implement Achieve 3000 to design and deliver instruction that is individualized, personalized and leveled</p>	<p>Teachers will collaborate across content areas via WCMS Living Integrated Curriculum to modify and refine standards-based units of study with timelines that will serve as pacing guides for weekly/daily lesson plans.</p> <p>Teachers will engage in professional learning to fully implement Achieve 3000 in their classrooms. Reading and Social Studies will use every week and Science will use with instruction once per unit.</p>	<p>Principal and Instructional Coach will monitor progress weekly through deployment and development of T2T Agendas and Minutes based on T2T conversations and observations each week.</p> <p>Principal and Instructional Coach will monitor progress weekly through deployment and development of T2T Agendas and Minutes based on T2T conversations and observations each week.</p>	<p>August 2018 – May 2019</p> <p>August 2018 – May 2019</p>

	<p>for each student. (KCWP2)</p> <p>3. RTI/ESS/APEX Student Supports – RTI/ESS/APEX student support rooms will be utilized so our students will be provided opportunities for individual student interventions, completion of make-up work and or 1 on 1 tutoring assistance. (KCWP5)</p> <p>4. WCMS Living Integrated Curriculum – Teachers will use Google Suite/Docs to share, collaborate and integrate curriculum across all content areas in a systemic approach to design as well as deliver their instruction at an appropriate level of rigor. (KCWP2)</p> <p>5. Guided Planning with Science teachers weekly.</p>	<p>Administrators, teachers, parents and students will refer students to ESS or APEX programs for interventions, make-up work and tutoring daily/weekly as needed to support student academic success.</p> <p>Teachers, Instructional Coach and administrators will access the WCMS Living Integrated Curriculum to collaborate and integrate curriculum and learning activities across all content areas. Teachers will also collaborate weekly during T2T time each Thursday.</p> <p>Teachers, Instructional Coach and Principal will meet weekly to discuss lesson plans to help guide future instruction.</p>	<p>Principal and Instructional Coach will monitor progress monthly through deployment and development of Student Data Reports (monthly) and RTI/ESS Data Binder (weekly)</p> <p>Instructional Coach and Lead Teachers will monitor progress weekly through deployment and development of T2T Agendas and Minutes based on T2T conversations and observations each week.</p> <p>Principal and Instructional coach will monitor and collaborate with teachers weekly.</p>	<p>September 2018- May 2019</p> <p>August 2018- May 2019</p> <p>January 2019 – May 2019</p>
<p>Objective 2: Webster County Middle School will increase ODW proficiency from 26.3 % to 31 % by May 2019.</p>	<p>1.T2T Teachers will continue to meet every Thursday with the Administrative team (Principal, Instructional coach) for the design and deployment of standards to ensure all students are being taught standards at appropriate levels of rigor with fidelity. (KCWP 1)</p> <p>3. RTI/ESS/APEX Student Supports – RTI/ESS/APEX student support rooms will be utilized so our students</p>	<p>Teachers will collaborate across content areas via WCMS Living Integrated Curriculum to modify and refine standards-based units of study with timelines that will serve as pacing guides for weekly/daily lesson plans.</p> <p>Administrators, teachers, parents and students will refer students to ESS or APEX programs for interventions, make-up work and</p>	<p>Principal and Instructional Coach will monitor progress weekly through deployment and development of T2T Agendas and Minutes based on T2T conversations and observations each week.</p> <p>Principal and Instructional Coach will monitor progress monthly through deployment and</p>	<p>August 2018- May 2019</p> <p>August 2018- May 2019</p>

	<p>will be provided opportunities for individual student interventions, completion of make-up work and or 1 on 1 tutoring assistance. (KCWP5)</p> <p>WCMS Living Integrated Curriculum – Teachers will use Google Suite/Docs to share, collaborate and integrate curriculum across all content areas in a systemic approach to design as well as deliver their instruction at an appropriate level of rigor. (KCWP2)</p>	<p>tutoring daily/weekly as needed to support student academic success.</p> <p>Teachers, Instructional Coach and administrators will access the WCMS Living Integrated Curriculum to collaborate and integrate curriculum and learning activities across all content areas. Teachers will also collaborate weekly during T2T time each Thursday.</p>	<p>development of Student Data Reports (monthly) and RTI/ESS Data Binder (weekly)</p> <p>Teachers, Instructional Coach and administrators will access the WCMS Living Integrated Curriculum to collaborate and integrate curriculum and learning activities across all content areas. Teachers will also collaborate weekly during T2T time each Thursday.</p>	<p>August 2018 – May 2019</p>
<p>Objective 1: WCHS will increase the number of proficient and distinguished scores in writing from 58.2 to 61.2 by 2019.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p>	<p>Through the PLC process teachers will continue to align curriculum bundles, activities and assessments to essential standards.</p>	
	<p>KCWP 3: Design and Delivery Assessment Literacy</p>	<p>Create intentional opportunities for students to receive and offer effective feedback during learning.</p> <p>Develop a progress monitoring system to monitor standards mastery for each student</p>	<p>PD related to specific feedback for student writing. Consistent, numerous opportunities to engage in high quality writing opportunities.</p> <p>Will develop a standards mastery tracking sheet to be used by students and teachers to increase engagement.</p>	
<p>Objective 2: WCHS will increase the number of proficient and distinguished scores in science from 24% to 27% by 2019.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Ensure congruency is present between standards, learning targets, and assessment measures</p>	<p>Through the PLC process teachers will continue to align curriculum bundles, activities and assessments to essential standards</p>	

KCWP 5: Design, Align and Deliver Support	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Teachers will continue to work in PLC groups to ensure that formative and summative assessments are common and correctly assess the standards		
	Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation SMART goals for improvement, and development of a method of quality assurance monitoring.	Data will be analyzed through the use of PLCs where teachers will discuss uses of best practice to provide real time intervention to struggling learners.		

Gap
ate your **Gap Goal**

Goal 2:
To increase the combined Reading/Math Consolidated Gap Group proficiency percentage to 43 for elementary, 32 for middle and 33 for high by May of 2019.

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>	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>	In the following chart, identify activities, the person(s) responsible for the activity or activities, and the activity or activities.
<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 	<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 	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Person Responsible
Objective 1: Elementary Reading WCSD will demonstrate proficiency in reading by increasing the percentage of student scoring proficient or distinguished in the consolidated gap group from 34.3% in 2018 to 37.3% by May 2019 as measured by	KCWP 3: WCSD will analyze data from: KPREP, MAP, and district-wide common assessments to determine student progress toward proficiency	<ol style="list-style-type: none"> Review of data by district team and with school administration for common strengths and next steps Instructional coaches develop and oversee implementation of district-wide common assessments Professional learning days and T2Ts are committed to analysis of student data to inform instruction 	KPREP Data	A M &
	KCWP 5: WCSD will provide district-wide opportunities/resources for student interventions.	<ol style="list-style-type: none"> Hybridge is implemented for individualized student interventions District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. 	KPREP Data	A M

student performance on KPREP.		<ol style="list-style-type: none"> Utilization of grant funding for continuous improvement (i.e., Instructional Transformation, Next Generation Leadership Network) Refinement/ implementation of RtI process 		
<p>Objective 2: Elementary Math WCSD will demonstrate proficiency in math by increasing the percentage of student scoring proficient or distinguished in the consolidated gap group from 37.9% in 2018 to 40.9% by May 2019 as measured by student performance on KPREP.</p>	KCWP 3: WCSD will analyze data from: KPREP, MAP, and district-wide common assessments to determine student progress toward proficiency.	<ol style="list-style-type: none"> Review of data by district team and with school administration for common strengths and next steps Instructional coaches develop and oversee implementation of district-wide common assessments Professional learning days and T2Ts are committed to analysis of student data 	KPREP Data	A M
	KCWP 5: WCSD will provide district-wide opportunities/resources for student interventions.	<ol style="list-style-type: none"> Hybridge is implemented for individualized student interventions District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. Utilization of grant funding for continuous improvement (i.e., Instructional Transformation, Next Generation Leadership Network) Refinement/ implementation of RTI process 	KPREP Data	A M
<p>Objective 3: WCSD will demonstrate proficiency by increasing the percentage of students in the consolidated gap group by scoring proficient/distinguished in Reading (grades 6-8) from 30.4% to 33.4% by May 2019 as measured by student performance on KPREP.</p> <p>Objective 4: WCSD will demonstrate proficiency by increasing the percentage of students in the consolidated gap group by scoring proficient/distinguished in high school Reading from 23.4% to 26.4% by May 2019 as measured by student performance on KPREP.</p>	KCWP 3: WCSD will analyze data from: KPREP, and Achieve 3000, and district-wide common assessments to determine student progress toward proficiency. WCMS - Implementation of CARS/STARS	<ol style="list-style-type: none"> Review of data by district team and with school administration for common strengths and next steps Instructional coaches develop and oversee implementation of district-wide common assessments Professional learning days and T2Ts are committed to analysis of student data 	KPREP Achieve 3000 CARS/STARS	A M
	KCWP 5: WCSD will provide district-wide opportunities/resources for student interventions.	<ol style="list-style-type: none"> Achieve 3000 is implemented for individualized student interventions. (WCMS/WCHS) District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. Utilization of grant funding for continuous improvement (i.e., Instructional Transformation, Next Generation Leadership Network, Get the Picture - i3) Refinement/ implementation of RTI process 	KPREP	A M
<p>Objective 5: WCSD will demonstrate proficiency by increasing the percentage of students in the consolidated gap group by scoring proficient/distinguished in Math (grades 6-8) from 36.3% to 61.5% by May 2019 as measured by student performance on KPREP.</p>	KCWP 3: WCSD will analyze data from: KPREP, ACT and Achieve 3000, and district-wide common assessments to determine student progress toward proficiency. WCMS - Implementation of CAMS/STAMS/Mathalicious	<ol style="list-style-type: none"> Review of data by district team and with school administration for common strengths and next steps Instructional coaches develop and oversee implementation of district-wide common assessments Professional learning days and T2Ts are committed to analysis of student data 	KPREP IXL CAMS/STAMS Mathalicious	A M

<p>Objective 6: WCSD will demonstrate proficiency by increasing the percentage of students in the consolidated gap group by scoring proficient/distinguished in high school Math from 28.0% to 31% by May 2019 as measured by student performance on KPREP.</p>	<p>KCWP 5: WCSD will provide district-wide opportunities/resources for student interventions.</p>	<ol style="list-style-type: none"> 1. IXL is implemented for individualized student interventions. (WCMS/WCHS) 2. District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. 3. Utilization of grant funding for continuous improvement (i.e., Instructional Transformation, Next Generation Leadership Network, Get the Picture - i3) 4. Refinement/ implementation of RtI process 	<p>KPREP</p>
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Graduation rate

ate your **Graduation rate** Goal

<p>Goal 3: To increase the graduation rate to 89.4 percent by May 2021.</p>				
<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 activities, the person(s) responsible for the activity or activities, and the activity or activities.</p>		
Objective	Strategy	Activities to deploy strategy	Measure of Success	
<p>Objective 1: Webster County High will increase the graduation rate from 84.4% to 87.4% by May 2019.</p>	<p>KCWP 6: Persistency to Graduation Tool, Four Year Course Plans through (MYAP), CCR experiences</p>	<p>Mentoring Teams will meet with At-Risk Students, use of Edgenuity to recover credits, use of the ILP to course schedule is aligned to student interests, college visits, CCR Fair, enrichment opportunities to ensure exposure to the arts and drug prevention and Capstone Intercession. WCHS has started a Personalized Learning Center for students with unique situations that hinder their success in the traditional setting.</p>	<p>Number of seniors graduating based on the average of the 4 and 5 year cohorts.</p>	

Growth

ate your **Growth** Goal

<p>Goal 4: Reduce Novice and Apprentice in Elementary Reading yearly to reach the 53% proficiency goal and Math yearly to reach the 54% proficiency goal by May 2021 as measured by the state-required academic assessments. Reduce Novice and Apprentice in Middle School Reading yearly to reach the 58.2% proficiency goal and Math to reach the 54% proficiency goal by May 2021 as measured by the state-required academic assessments.</p>				
<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</i></p>	<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</i></p>	<p>In the following chart, identify activities, the person(s) responsible for the activity or activities, and the activity or activities.</p>		

<p>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>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>of the activity or activities, and the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success
<p>Objective 1: Elementary WCSD will reduce Novice in reading by 14.3% yearly to reach proficiency as measured by the state-required academic assessments by May 2019 as measured by student performance on KPREP.</p>	<p>KCWP 3: WCSD will provide structures to analyze data to inform practices.</p>	<ol style="list-style-type: none"> 1. District-wide Novice reduction meeting twice a year for a review of school benchmark data to monitor targeted students 2. Professional learning days and T2Ts are committed to ongoing data analysis of student data to inform instruction 	<p>KPREP Data</p>
	<p>KCWP 5: WCSD will provide district-wide opportunities/resources for student interventions.</p>	<ol style="list-style-type: none"> 1. Hybridge is implemented for individualized student interventions 2. District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. 3. Utilization of grant funding for continuous improvement (i.e., Instructional Transformation, Next Generation Leadership Network) 4. Refinement/ implementation of RtI process 	<p>KPREP Data</p>
<p>Objective 2: Elementary WCSD will reduce Novice/Apprentice in math by 9.25% yearly to reach proficiency as measured by the state-required academic assessments by May 2019 as measured by student performance on KPREP.</p>	<p>KCWP 3: WCSD will provide structures to analyze data to inform practices.</p>	<ol style="list-style-type: none"> 1. District-wide Novice reduction meeting twice a year for a review of school benchmark data to monitor targeted students 2. Professional learning days and T2Ts are committed to ongoing data analysis of student data 	<p>KPREP Data</p>
	<p>KCWP 5: WCSD will provide district-wide opportunities/resources for student interventions.</p>	<ol style="list-style-type: none"> 1. Hybridge is implemented for individualized student interventions 2. District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. 3. Utilization of grant funding for continuous improvement (i.e., Instructional Transformation, Next Generation Leadership Network) 4. Refinement/implementation of RtI process. 	<p>KPREP Data</p>
<p>Objective 3: WCSD will reduce Novice/Apprentice in Reading (grades 6-8) by 20% to reach proficiency as measured by the state-required academic assessments by May 2019 as measured by student performance on KPREP.</p>	<p>KCWP 3: WCSD will provide structures to analyze data to inform practices.</p>	<ol style="list-style-type: none"> 1. District-wide Novice reduction meeting twice a year for a review of school benchmark data to monitor targeted students 2. Professional learning days and T2Ts are committed to ongoing data analysis of student data to inform instruction 	<p>KPREP Data</p>
	<p>KCWP 5: WCSD will provide district-wide opportunities/resources for student interventions.</p>	<ol style="list-style-type: none"> 1. Achieve 3000 is implemented for individualized student interventions. 2. District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. 3. Utilization of grant funding for continuous improvement (i.e., Instructional Transformation, Next Generation Leadership Network) 4. Refinement/ implementation of RtI process 	<p>KPREP Data</p>
<p>Objective 4: WCSD will reduce Novice/Apprentice in Math (grades 6-8) by 25% to reach proficiency as measured by the state-required academic</p>	<p>KCWP 3: WCSD will provide structures to analyze data to inform practices.</p>	<ol style="list-style-type: none"> 1. District-wide Novice reduction meeting twice a year for a review of school benchmark data to monitor targeted students 2. Professional learning days and T2Ts are committed to ongoing data analysis of student data to inform instruction 	<p>KPREP Data</p>

assessments by May 2019 as measured by student performance on KPREP.			
	KCWP 5: WUSD will provide district-wide opportunities/resources for student interventions.	<ol style="list-style-type: none"> 1. Review of data by district team and with school administration for common strengths and next steps 2. Instructional coaches develop and oversee implementation of district-wide common assessments 3. Professional learning days and T2Ts are committed to analysis of student data 	

Transition readiness

ate your **Transition readiness Goal**

Goal 5: WUSD will use local benchmark data to ensure students in grades 5 and 8 are on grade level to transition to the next level of education. WUSD will increase the percentage of students on grade level from 78% to 83% using the measures on the proposed Transition Readiness matrix.

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> <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 	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> <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 	In the following chart, identify the activity or activities, the person(s) responsible for the activity or activities, and the activity or activities.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	
Objective 1: Elementary 50% of grade 5 students will perform on grade level in the areas of Reading, Math, Science and Social Studies as proposed in the draft accountability system.	KCWP 3: WUSD will analyze data from MAP and common assessments to determine student progress toward proficiency	<ol style="list-style-type: none"> 1. Review of data by district team and with school administration for common strengths and next steps 2. Professional learning days and T2Ts are committed to analysis of student data to inform instruction 	MAP Data/Local Common Assessments	A M
	KCWP 3: WUSD will provide structures to analyze data to inform practices.	<ol style="list-style-type: none"> 1. District-wide Novice reduction meeting twice a year for a review of school benchmark data to monitor targeted students 2. Professional learning days and T2Ts are committed to ongoing data analysis of student data to inform instruction 	MAP Data/Local Common Assessments	A M
	KCWP 5: WUSD will provide district-wide opportunities/resources for student interventions.	<ol style="list-style-type: none"> 1. Hybrid is implemented for individualized student interventions 2. District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. 3. Utilization of grant funding for continuous improvement (i.e., Instructional Transformation) 4. Refinement/ implementation of RTI process 	MAP Data/Local Common Assessments	A M
Objective 2: WCMS 60% of 8th grade students will perform on grade level in the areas of Reading, Math,	KCWP 3: WUSD will analyze data from ACT, Achieve 3000, IXL and common assessments to	<ol style="list-style-type: none"> 1. Review of data by district team and with school administration for common strengths and next steps 2. Professional learning days and T2Ts are committed to analysis of student data to inform instruction 	Achieve 3000 IXL Common Assessments	A M

Science and Social Studies as proposed in the draft accountability system.	determine student progress toward proficiency.			
	KCWP 3: WUSD will provide structures to analyze data to inform practices.	<ol style="list-style-type: none"> 1. District-wide Novice reduction meeting twice a year for a review of school benchmark data to monitor targeted students 2. Professional learning days and T2Ts are committed to ongoing data analysis of student data to inform instruction 		
	KCWP 5: WUSD will provide district-wide opportunities/resources for student interventions.	<ol style="list-style-type: none"> 1. Achieve 3000 is implemented for individualized student interventions. Teachers will use the ACT Aspire Classroom Assessments to check for mastery of selected standards for each subject. 2. District funding is used to provide school level interventionists beyond the district allocation (AmeriCorps, extra service intervention hours) such as ESS, Rural Ed, etc. 3. Utilization of grant funding for continuous improvement (i.e., Instructional Transformation, Next Generation Leadership Network 4. Refinement/ implementation of RTI process 		
Objective 3: <i>WCHS</i> will increase their overall readiness from 78% to 81% using the measures on the proposed Transition Readiness matrix.	KCWP 3: WUSD will analyze data from AP, ACT, KOSSA and Industry Cert Reports to determine student progress toward proficiency.	<ol style="list-style-type: none"> 1. Review of data by district team and with school administration for common strengths and next steps 2. Professional learning days and T2Ts are committed to analysis of student data to inform instruction 	State Accountability Model	A M
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Core content teachers will work to ensure that their standards are taught to ensure students are prepared for the ACT so students can reach Academic Readiness. Our CTE teachers will do the same to prepare for EOP assessments and Industry Certifications so that students reach Career Readiness.	
	KCWP 5: Establishing Learning Culture and Environment	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Academic teachers should ensure that students know benchmarks for ACT and have access to prep materials in order to reach benchmark. CTE teachers should ensure that pathway students know the layout of the EOP assessments and requirements to earn the Industry	

			Certification for their pathway.
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Other (optional)

ate your **Other Goal** (optional)

Goal 6:

Goal 6:		
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</i>	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>	In the following chart, identify activities, the person(s) responsible for the activity or activities, and the activity or activities.

<i>justification and/or attach evidence for why the strategy was chosen.)</i> <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 	<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 		
Objective	Strategy	Activities to deploy strategy	Measure of Success
Objective 1:			
Objective 2:			