Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - o For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - o For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Increase reading and math proficiency by 15% at each level by 2024. **based on 18/19 data since there was no assessment in 19/20

Reading 2019/2024	BES 37.5/52.5	Middle	High
	MES 37.8/52.8	52.2/67.2	46.1/61.1
Math 2019/2024	BES 19.2/34.2	Middle	High
	MES 28.1/43.1	26.3/41.3	31.1/46.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP1: Design and Deploy	Teachers will engage in an	Unit Plans/Curriculum	Lesson plans, walkthrough data, unit	General Fund
Increase reading proficiency	Standards	intentional process to review	Frameworks uploaded	plans/curriculum framework analysis,	Professional
5% by EOY 2021 to:		curriculum plans from 19-20 to	to Google Drive Folders	MAP growth fall-winter-spring	Development
57.2 at MS level	Developing and employing	analyze implementation. Were		Monitored by Principals/CAO	
51.1 at HS level	systems and strategies to	standards covered prior to closure,	Summit platform data		
42.5: BES	ensure that the current	during closure, or not addressed at	analysis		
42.8:MES	curriculum is valid/aligned to	all due to closure.			
	KAS and that monitoring	Teachers will provide this	Student progress on		
	systems are in place to	information to the next grade level	MAP		
	ensure that the curriculum is	or course sequence.			
	implemented with fidelity.				
		Unit Plans/Curriculum Frameworks			
		will be adjusted accordingly to			
		provide opportunities for just in			
		time learning and prioritizing of			
		standards for any curriculum			
		compacting that is deemed			
		necessary.			
		Vertical alignment of Summit			
		courses grades 6-12 will be revised			
		to reflect changes.			
	KCWP2: Design and Deliver	Implement high yield strategies	Walkthrough Data	Walkthrough Data collected and	General Fund
	Instruction	(provided via professional learning		analyzed monthly by District/School	

sy st st ec le in er st	Develop processes and systems to ensure that tudents have the trategies/tools to have equitable access to grade evel curriculum and that enstructional strategies are employed that align with tudents' academic, cultural, and social-emotional needs.	cohorts, instructional updates provided by CAO, and presentations at faculty meetings) across the curriculum to support the development of reading skills, critical thinking, and support student success. Design and implement Google classroom as a means of delivery of instruction to accommodate for flexible instructional delivery methods due to COVID	Unit Plans/Anchor Charts Teacher Feedback Surveys	Leadership to determine instructional needs and areas for growth among buildings down to individual teachers. Unit Plans/Anchor Charts housed in shared drive and monitored by Principal/CAO. Teacher Feedback Surveys used to prioritize PL offerings.	Professional Development
		School and district administrators will utilize the revised walkthrough tool (aligned with ELEOT/Danielson/SUMMIT look-fors and habits of success) when conducting classroom observations. Provide professional learning	Walkthrough data Formative classroom observations Coaching cycles Teacher Feedback	Walkthrough Data- analysis of noticings across each building and the district. Teacher Feedback Surveys used to	\$0 General Fund
		opportunities to personalize and differentiate learning for students.	Surveys	prioritize PL offerings. (fall/spring) Monitored by principals/CAO	Professional Development
Ap Pr le ar pr	CCWP4: Review, Analyze and Apply Data Provide support to school eaders to identify priorities and actions to ensure protocols and practices are	Utilize and manage data from multiple sources (MAP, Summit, KPREP, ACT) to assess student progress and differentiation needs for reading instruction.	Individual MAP growth for students, Summit student progress data, Percent of students meeting ACT Benchmark	Data Analysis of Fall, Winter and Spring MAP administration (Academic Performance Committee/school and district leadership Monthly data dive into Summit (Principal and Summit Coach), Data Analysis of Fall practice ACT and	\$8000 ACT Torchprep program for Juniors – funded through Title IV General Fund
ar	mplemented effectively to nalyze and monitor data to form instruction.			Spring state-administration (Academic Performance Committee & Torchprep Partners)	
		Engage in Professional Learning Communities to analyze student academic growth.	Bi-weekly Teacher Data, Bi-weekly PLC	Data Analysis of student progress data (Individual Teachers and Grade Level/Content Teams) monthly PLC documentation	General Fund

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Objective 2	KCWP1: Design and Deploy	Teachers will engage in an	Unit Plans/Curriculum	Lesson plans, walkthrough data, unit	General Fund
Increase math proficiency by	Standards	intentional process to review	Frameworks uploaded	plans/curriculum framework analysis,	Professional
5% by EOY 2021 to:		curriculum plans from 19-20 to	to Google Drive Folders	MAP growth fall-winter-spring	Development
31.3 at MS level	Developing and employing	analyze implementation. Were		Monitored by Principals/CAO	
36.1 at HS level	systems and strategies to	standards covered prior to closure,	Summit platform data		
24.2 at BES	ensure that the current	during closure, or not addressed at	analysis		
33.1 at MES	curriculum is valid/aligned to	all due to closure.			
	KAS and that monitoring	Teachers will provide this	Student progress on		
	systems are in place to	information to the next grade level	MAP		
	ensure that the curriculum is	or course sequence.			
	implemented with fidelity.				
		Unit Plans/Curriculum Frameworks			
		will be adjusted accordingly to			
		provide opportunities for just in			
		time learning and prioritizing of			
		standards for any curriculum			
		compacting that is deemed			
		necessary.			
		Vertical alignment of Summit			
		courses grades 6-12 will be revised			
		to reflect changes.			
		_			
	KCWP2: Design and Deliver	Implement high yield strategies	Walkthrough Data	Walkthrough Data collected and	
	Instruction	(provided via professional learning	Unit Plans/Anchor	analyzed monthly by District/School	
		cohorts, instructional updates	Charts	Leadership to determine instructional	
	Develop processes and	provided by CAO, and presentations	Teacher Feedback	needs and areas for growth among	
	systems to ensure that	at faculty meetings) across the	Surveys	teachers.	
	students have the	curriculum to support the	·	Unit Plans/Anchor Charts housed in	
	strategies/tools to have	development of reading skills,		shared drive and monitored by	
	equitable access to grade	critical thinking, and support		Principal/CAO.	
	level curriculum and that	student success.		Teacher Feedback Surveys used to	
	instructional strategies are			prioritize PL offerings.	
	employed that align with	Design and implement Google			
	students' academic, cultural,	classroom as a means of delivery of			
	and social-emotional needs.	instruction to accommodate for			
	and social chilotional fieeds.	moduction to accommodate for			

	flexible instructional delivery methods due to COVID School and district administrators will utilize the revised walkthrough tool (aligned with ELEOT/Danielson/SUMMIT look-fors and habits of success) when	MAP Data Walkthrough Data- analysis of noticings across each building and the district.	Data Analysis of Winter and Spring MAP administration (Academic Performance Committee/school and district leadership)	General fund to purchase MAP assessment access \$13,500
	conducting classroom observations. Provide professional learning opportunities to personalize and differentiate learning for students.	Teacher Feedback Surveys	Teacher Feedback Surveys used to prioritize PL offerings. (fall/spring) Monitored by principals/CAO	General Fund Professional Development
KCWP4: Review, Analyze and Apply Data Provide support to school leaders to identify priorities and actions to ensure protocols and practices are implemented effectively to	Utilize data from multiple sources (MAP, Summit, ACT) to assess student progress and differentiation needs for reading instruction.	Individual MAP growth for students, Summit student progress data, Percent of students meeting ACT Benchmark	Data Analysis of Fall, Winter and Spring MAP administration (Academic Performance Committee/school and district leadership Monthly data dive into Summit (Principal and Summit Coach), Data Analysis of Fall practice ACT and Spring state-administration (Academic	General fund to purchase MAP assessment access \$13,500
analyze and monitor data to inform instruction.	Engage in Professional Learning Communities to analyze student academic growth.	Bi-weekly Teacher Data, Bi-weekly PLC	Performance Committee & Torchprep Partners) Data Analysis of student progress data (Individual Teachers and Grade Level/Content Teams) monthly PLC documentation	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase proficiency by 15% in Science and Writing at each level by 2024. **based on 18/19 data since there was no assessment in 19/20

NOTE: There is no timely data for Social Studies content, as assessment has not been administered in two academic years. While there is no specific objective related to Social Studies, the

strategies/activities listed are applicable to this area.

Science	2019/2024	BES 21.1/36.1 MES 3.3/18.3	Middle 22/37	High 23/38
Writing	2019/2024	BES 52.3/67.3 MES 31.8/46.8	Middle 21.1/36.1	High 33.8/48.8

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP4: Review, Analyze and	Utilize data from multiple sources	Individual MAP growth	Data Analysis of Fall, Winter and	\$8000 ACT Torchprep
Increase science proficiency	Apply Data	(MAP, Summit, KPREP, ACT) to	for students,	Spring MAP administration (Academic	program for Juniors –
by 5% by EOY 2021 to:		assess student progress and	Summit student	Performance Committee),	funded through Title
27 at MS level	Provide support to school	differentiation needs for reading	progress data,	Monthly data dive into Summit	IV
28at HS level	leaders to identify priorities	instruction.	Percent of students	(Principal and Summit Coach),	
26.1 at BES	and actions to ensure		meeting ACT	Data Analysis of Fall practice ACT and	General fund to
8.3 at MES	protocols and practices are		Benchmark	Spring state-administration (Academic	purchase Aimsweb
	implemented effectively to			Performance Committee & Torchprep	license \$1915 and
	analyze and monitor data to			Partners)	MAP assessment
	inform instruction.				access \$13,500
		Engage in Professional Learning	Bi-weekly Teacher	Data Analysis of student progress data	\$0
		Communities to analyze student	Data,	(Individual Teachers and Grade	
		academic growth.	Bi-weekly PLC	Level/Content Teams) monthly PLC	
				documentation	
	KCWP2: Design and Deliver	Implement high yield strategies	Walkthrough Data	Walkthrough Data collected and	General Fund
	Instruction	(provided via professional learning	Unit Plans/Anchor	analyzed monthly by District/School	Professional
		cohorts, instructional updates	Charts	Leadership to determine instructional	Development
	Develop processes and	provided by CAO, and presentations	Teacher Feedback	needs and areas for growth among	
	systems to ensure that	at faculty meetings) across the	Surveys	teachers.	
	students have the	curriculum to support the		Unit Plans/Anchor Charts housed in	
	strategies/tools to have	development of critical thinking and		shared drive and monitored by	
	equitable access to grade	support student success.		Principal/CAO.	
	level curriculum and that				

	instructional strategies are employed that align with			Teacher Feedback Surveys used to prioritize PL offerings.	
	students' academic, cultural, and social-emotional needs.	School and district administrators will utilize the revised walkthrough tool (aligned with ELEOT/Danielson/SUMMIT look-fors and habits of success) when conducting classroom observations.	Formative/summative science assessments. Walkthrough Dataanalysis of noticings across each building and the district.	Data Analysis of through course science tasks and on-going formative and summative assessment data.	General Fund
		Provide professional learning opportunities to personalize and differentiate learning for students.	Teacher Feedback Surveys	Teacher Feedback Surveys used to prioritize PL offerings. (fall/spring) Monitored by principals/CAO.	General Fund Professional Development
	KCWP1: Design and Deploy Standards Developing and employing systems and strategies to ensure that the current curriculum is valid/aligned to KAS and that monitoring systems are in place to ensure that the curriculum is implemented with fidelity.	Teachers will engage in an intentional process to review curriculum plans from 19-20 to analyze implementation. Were standards covered prior to closure, during closure, or not addressed at all due to closure. Teachers will provide this information to the next grade level or course sequence. Unit Plans/Curriculum Frameworks will be adjusted assertionals to	Unit Plans/Curriculum Frameworks uploaded to Google Drive Folders Summit platform data analysis Individual growth formative and summative assessments	Lesson plans, walkthrough data, unit plans/curriculum framework analysis, MAP growth fall-winter-spring	General Fund Professional Development
		will be adjusted accordingly to provide opportunities for just in time learning and prioritizing of standards for any curriculum compacting that is deemed necessary. Vertical alignment of Summit courses grades 6-12 will be revised to reflect changes.			
Objective 2 Increase writing proficiency by 5% by EOY 2021 to: 26.1 at MS level	KCWP4: Review, Analyze and Apply Data	Utilize data from multiple sources (MAP, Summit, KPREP) to assess student progress and differentiation needs for reading instruction.	Individual growth formative and summative assessments,	Data Analysis (Academic Performance Committee), Monthly data dive into Summit (Principal and Summit Coach),	General Fund

38.8 at HS level	Provide support to school		Summit student		
MES to 36.8	leaders to identify priorities		progress data,		
BES to 57.3	and actions to ensure				
	protocols and practices are	Engage in Professional Learning	Bi-weekly Teacher	Data Analysis of student progress data	General Fund
	implemented effectively to	Communities to analyze student	Data,	(Individual Teachers and Grade	
	analyze and monitor data to	academic growth.	Bi-weekly PLC	Level/Content Teams) monthly PLC	
	inform instruction.			documentation	
	KCWP2: Design and Deliver	Implement high yield strategies	Walkthrough Data	Walkthrough Data collected and	General Fund
	Instruction	(provided via professional learning	Unit Plans/Anchor	analyzed monthly by District/School	
		cohorts, instructional updates	Charts	Leadership to determine instructional	
	Develop processes and	provided by CAO, and presentations	Teacher Feedback	needs and areas for growth among	
	systems to ensure that	at faculty meetings) across the	Surveys	teachers.	
	students have the	curriculum to support the		Unit Plans/Anchor Charts housed in	
	strategies/tools to have	development of critical thinking and		shared drive and monitored by	
	equitable access to grade	support student success.		Principal/CAO.	
	level curriculum and that			Teacher Feedback Surveys used to	
	instructional strategies are			prioritize PL offerings.	
	employed that align with	School and district administrators	MAP Data	Data Analysis of writing samples from	General Fund
	students' academic, cultural,	will utilize the revised walkthrough	Walkthrough Data-	formative and summative	
	and social-emotional needs.	tool (aligned with	analysis of noticings	assessments(Academic Performance	
		ELEOT/Danielson/SUMMIT look-fors	across each building	Committee/school and district	
		and habits of success) when	and the district.	leadership)	
		conducting classroom observations.			
		Provide professional learning	Teacher Feedback	Teacher Feedback Surveys used to	General Fund
		opportunities to personalize and	Surveys	prioritize PL offerings. (fall/spring)	Professional
		differentiate learning for students.		Monitored by principals/CAO.	Development
	KCWP1: Design and Deploy	Teachers will engage in an	Unit Plans/Curriculum	Lesson plans, walkthrough data, unit	General Fund
	Standards	intentional process to review	Frameworks uploaded	plans/curriculum framework analysis,	Professional
		curriculum plans from 19-20 to	to Google Drive Folders	MAP growth fall-winter-spring	Development
	Developing and employing	analyze implementation. Were			·
	systems and strategies to	standards covered prior to closure,	Summit platform data		
	ensure that the current	during closure, or not addressed at	analysis		
	curriculum is valid/aligned to	all due to closure.			
	KAS and that monitoring	Teachers will provide this			
	systems are in place to	information to the next grade level			
	ensure that the curriculum is	or course sequence.			
	implemented with fidelity.				

Unit Plans/Curriculum Frameworks will be adjusted accordingly to provide opportunities for just in time learning and prioritizing of	
standards for any curriculum compacting that is deemed	
necessary. Vertical alignment of Summit courses grades 6-12 will be revised	
to reflect changes.	

3: Growth

Goal 3 (State your growth goal.): All students K-12 will make individual improvements toward proficiency in the areas of reading and mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP4: Review, Analyze and	Utilize available MAP/Aimsweb data	Individual	Data Analysis of Fall, Winter and	General fund to
Increase the number of	Apply Data	to track individual student progress	MAP/Aimsweb growth	Spring MAP administration (Academic	purchase Aimsweb
students showing medium to		over time.	for students, and	Performance Committee),	license \$1915 and
high growth in the area of	Provide support to school		Summit student	Monthly data dive into Summit	MAP assessment
reading by 10%.	leaders to identify priorities		progress data	(Principal and Summit Coach)	access \$13,500
	and actions to ensure			Aimsweb Progress monitoring data	
	protocols and practices are			analysis during MTSS meetings	
	implemented effectively to	Engage in an effective, cyclical	Bi-weekly Teacher	Data Analysis of student progress data	\$0
	analyze and monitor data	Professional Learning Communities	Data,	(Individual Teachers and Grade	
	improve growth percentiles.	process to analyze growth, share	Bi-weekly PLC	Level/Content Teams)	
		resources, and collaboratively			
		create lessons.			
	KCWP2: Design and Deliver	Utilize data to inform instruction	Summit student	Monthly data dive into Summit	\$0
	Instruction	and to support student skill	progress data and	(Principal and Summit Coach)	
	(Tier 1- Core instruction)	development. (ie. individual and	other classroom	Data Analysis of student progress data	
		small group workshops based upon	formative/summative	(Individual Teachers and Grade	
	To ensure processes and	student needs)	assessment data.	Level/Content Teams)	
	systems are in place and				

	implemented with fidelity to provide equitable access to grade level standards and that students are provided the necessary scaffolded supports to achieve at high	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.			
	levels.	Implement high yield strategies across the curriculum to support the development of reading skills, critical thinking, and support student success.	Walkthrough Data Unit Plans/Anchor Charts	Walkthrough Data collected and analyzed monthly by District/School Leadership to determine instructional needs and areas for growth among teachers. Unit Plans/Anchor Charts housed in shared drive and monitored by Principal/CAO.	\$0
	KCWP5: Design, Align and Deliver Support (Tier 2 and 3) To ensure MTSS systems are in place and implemented with fidelity to provide intentional and targeted instruction in accordance with individual student needs.	Provide differentiated instructional experiences through intervention strategies and personalized learning.	Unit/Lesson Plans Bi-weekly Teacher Data	Unit Plans/Anchor Charts housed in shared drive and monitored by Principal/CAO Data Analysis of student progress data (Individual Teachers)	\$0
Objective 2 Increase the number of students showing medium to high growth in the area of math.	KCWP4: Review, Analyze and Apply Data Provide support to school leaders to identify priorities and actions to ensure protocols and practices are	Utilize available MAP/Aimsweb data to track individual student progress over time.	Individual MAP/Aimsweb growth for students, and Summit student progress data	Data Analysis of Fall, Winter and Spring MAP administration (Academic Performance Committee), Monthly data dive into Summit (Principal and Summit Coach) Aimsweb Progress monitoring data analysis during MTSS meetings	General fund to purchase Aimsweb license \$1915 and MAP assessment access \$13,500
	implemented effectively to analyze and monitor data improve growth percentiles.	Engage in an effective, cyclical Professional Learning Communities process to analyze growth, share resources, and collaboratively create lessons.	Bi-weekly Teacher Data, Bi-weekly PLC	Data Analysis of student progress data (Individual Teachers and Grade Level/Content Teams)	\$0

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KCWP2: Design and Deliver	Utilize data to inform instruction	Summit student	Monthly data dive into Summit	\$0
Instruction	and to support student skill	progress data and	(Principal and Summit Coach)	
(Tier 1- Core instruction)	development. (ie. individual and	other classroom	Data Analysis of student progress data	
	small group workshops based upon	formative/summative	(Individual Teachers and Grade	
To ensure processes and	student needs)	assessment data.	Level/Content Teams)	
systems are in place and				
implemented with fidelity to	Identify curricular modification			
provide equitable access to	needs using pre-assessment			
grade level standards and	strategies, and use data results to			
that students are provided	"frontload" concepts where high			
the necessary scaffolded	levels of below proficient			
supports to achieve at high	prerequisite skills are identified.			
levels.	Implement high yield strategies	Walkthrough Data	Walkthrough Data collected and	\$0
	across the curriculum to support	Unit Plans/Anchor	analyzed monthly by District/School	
	the development of reading skills,	Charts	Leadership to determine instructional	
	critical thinking, and support		needs and areas for growth among	
	student success.		teachers.	
			Unit Plans/Anchor Charts housed in	
			shared drive and monitored by	
			Principal/CAO.	
KCWP5: Design, Align and	Provide differentiated instructional	Unit/Lesson Plans	Unit Plans/Anchor Charts housed in	\$0
Deliver Support	experiences through intervention	Bi-weekly Teacher Data	shared drive and monitored by	
(Tier 2 and 3)	strategies and personalized	,	Principal/CAO	
,	learning.		Data Analysis of student progress data	
To ensure MTSS systems are	 		(Individual Teachers)	
in place and implemented	Identify curricular modification	Unit/Lesson Plans	Unit Plans/Anchor Charts housed in	\$0
with fidelity to provide	needs using pre-assessment	Bi-weekly Teacher Data	shared drive and monitored by	
intentional and targeted	strategies, and use data results to	2 Jenny rederier Butu	Principal/CAO.	
instruction in accordance	"frontload" concepts where high		Data Analysis of student progress data	
with individual student	levels of below proficient		(Individual Teachers)	
needs.	prerequisite skills are identified.		(maividual federicis)	
necus.	prerequisite skills are lucitalited.			1

4: Achievement Gap

Goal 4 (State your achievement gap goal.): Close the proficiency gap (F/R lunch) by increasing performance of students on F/R lunch by 10% in reading and math by 2024.

Reading 2019/2024	Elementary 28/38	Middle 39.9/49.9	High 38.1/48.1
Math 2019/2024	Elementary	Middle	High
	13.3/23.2	16.5/26.5	20/30

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in Reading by 5% for students identified F/R lunch as indicated on KPREP spring 21.	KCWP 5: Design, Align, Deliver Support (The first two activities are for Tier 1-Core instruction and the last activity is for	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.	Unit/Lesson Plans Bi-weekly Teacher Data	Unit Plans/Anchor Charts housed in shared drive and monitored by Principal/CAO. Data Analysis of student progress data (Individual Teachers)	General Fund
	Tiers 2 and 3)	Identify students at risk for remediation, failure, and/or untimely graduation, and consider/address non-academic barriers to learning.	Persistence to Graduation Report Referrals to Counselor/YSC	Monthly progress checks for students listed on PGR (Dean of Students) Monitor referrals to Counselor/YSC and share student-specific needs (Counselor)	General Fund
		Implementation of MTSS- teachers will identify students through data analysis who need targeted support in specific academic and/or social emotional areas. They will provide targeted interventions, and utilize progress monitoring tools to measure growth. The team will meet every 6-8 weeks to review data and determine movement among the tiers for individual students.	RTI progress monitoring data will reveal impact of interventions on individual student growth	Aimsweb Progress monitoring tools, MAP growth fall-winter-spring	General fund to purchase Aimsweb license \$1915 and MAP assessment access \$13,500
Objective 2	KCWP 5: Design, Align,	Identify curricular modification	Unit/Lesson Plans	Unit Plans/Anchor Charts housed in	General Fund
Increase proficiency in Math by 5%, for students identified	Deliver Support	needs using pre-assessment strategies, and use data results to	Bi-weekly Teacher Data	shared drive and monitored by Principal/CAO.	Professional Development

F/R lunch as indicated on KPREP spring 21.	(The first tow activities are for Tier 1-Core instruction and the last activity is for	"frontload" concepts where high levels of below proficient prerequisite skills are identified.		Data Analysis of student progress data (Individual Teachers)	
	Tiers 2 and 3)	Identify students at risk for remediation, failure, and/or untimely graduation, and consider/address non-academic barriers to learning.	Persistence to Graduation Report Referrals to Counselor/YSC	Monthly progress checks for students listed on PGR (Dean of Students) Monitor referrals to Counselor/YSC and share student-specific needs (Counselor)	General Fund Professional Development
		Implementation of MTSS- teachers will identify students through data analysis who need targeted support in specific academic and/or social emotional areas. They will provide targeted interventions, and utilize progress monitoring tools to measure growth. The team will meet every 6-8 weeks to review data and determine movement among the tiers for individual students.	RTI progress monitoring data will reveal impact of interventions on individual student growth	Aimsweb Progress monitoring tools, MAP growth fall-winter-spring	General fund to purchase Aimsweb license \$1915 and MAP assessment access \$13,500

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase transition readiness rate from 72% to 95% by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students who are transition ready from 72% to 80% by May 2021.	KCWP4: Review, Analyze and Apply Data To ensure targeted needs of students are identified, plans of support are developed and implemented to mitigate any barriers to successful graduation.	Utilize available student data to track individual student progress over time.	Transition Readiness Working Document. Transcript Checks/Student 4-Year Planning	Bi-monthly monitoring of Transition Readiness Working Document (Leadership Team) Annual Transcript Checks/Student 4-Year Planning during scheduling (Counselor, Dean of Students, Asst. Principal)	General Fund Professional Development
	KCWP 5: Design, Align, Deliver Support To ensure targeted needs of students are identified, plans of support are developed and implemented to mitigate any barriers to successful graduation.	Identify students at risk for remediation, failure, and/or untimely graduation, and consider/address non-academic barriers to learning and develop individualized action plans for success.	Persistence to Graduation Report Referrals to Counselor/YSC	Monthly progress checks for students listed on PGR (Dean of Students) Monitor referrals to Counselor/YSC and share student-specific needs (Counselor)	General Fund Professional Development
	KCWP2: Design and Deliver Instruction To ensure that curriculum and instruction is aligned	100% of teachers will have completed unit plans including opportunities for development of graduate profile competencies.	Unit Plan/Curriculum frameworks	Unit plan checks for intentional planning for opportunities to build graduate profile competency proficiency (Principal. Asst. Principal, Dean of Students)	General Fund Professional Development
	with post-secondary outcomes established by the district graduate profile and individual student ILP's.	100% of students will have developed Google Drive folders for each competency and will have added documentation.	Graduate Profile evidence and pilot defenses.	Monthly progress checks for students submitting evidence in Google Drive folders. (mentors)	General Fund Professional Development

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase the 4-5 year average graduation rate from 95.5% to 98% by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP4: Review, Analyze and	Utilize available student data to	Transition Readiness	Bi-monthly monitoring of Transition	General Fund
Increase the graduation rate	Apply Data	track individual student progress	Working Document	Readiness Working Document	Professional
to 97% by May 2021.		over time.		(Leadership Team)	Development
	To ensure that protocols and				
	practices are implemented		Transcript Checks	Annual Transcript Checks/Student	
	and monitored to ensure		Student 4-Year	4-Year Planning during scheduling	
	identified students receive		Planning	(Counselor, Dean of Students, Asst.	
	appropriate supports.			Principal)	
	KCWP 5: Design, Align,	Identify students at risk for	Persistence to	Monthly progress checks for students	General Fund
	Deliver Support	remediation, failure, and/or	Graduation Report	listed on PGR (Dean of Students)	Professional
		untimely graduation, and			Development
	To develop and implement	consider/address non-academic	Referrals to	Monitor referrals to Counselor/YSC	
	systems and structures to	barriers to learning.	Counselor/YSC	and share student-specific needs	
	identify and support students			(Counselor)	
	through effective programs				
	and initiatives.				
	KCWP6: Establishing a	Utilize student/teacher survey data	Culture Survey Data	Culture survey analysis (Learning	General Fund
	Learning Culture and	to inform decisions related to		Environment & School Culture	Professional
	Environment	establishing a positive learning		Committee)	Development
		culture.			
	To ensure that the				
	district/school prioritize	Utilize mentoring, modeling, and	Summit Platform	Check-ins with Summit mentor and	General Fund
	equitable access to a high	direct instruction to facilitate the	mentoring data.	CAO regarding platform data.	Professional
	quality curriculum that is	development of student's habits of			Development
	meaningful and respectful of	success.			
	diverse learners.				

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)).

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process
for local board review and approval.
Response: