

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, Baldrige, 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:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - 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 MES 37.8/52.8	Middle 52.2/67.2	High 46.1/61.1		
Math 2019/2024	BES 19.2/34.2 MES 28.1/43.1	Middle 26.3/41.3	High 31.1/46.1		
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase reading proficiency 5% by EOY 2021 to: 57.2 at MS level 51.1 at HS level 42.5: BES 42.8:MES	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 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.	Unit Plans/Curriculum Frameworks uploaded to Google Drive Folders Summit platform data analysis Student progress on MAP	Lesson plans, walkthrough data, unit plans/curriculum framework analysis, MAP growth fall-winter-spring Monitored by Principals/CAO	General Fund Professional Development
	KCWP2: Design and Deliver Instruction	Implement high yield strategies (provided via professional learning	Walkthrough Data	Walkthrough Data collected and analyzed monthly by District/School	General Fund

	Develop processes and systems to ensure that students have the strategies/tools to have equitable access to grade level curriculum and that instructional strategies are employed that align with students' 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.	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
		Design and implement Google classroom as a means of delivery of instruction 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 conducting classroom observations.	Walkthrough data Formative classroom observations Coaching cycles	Walkthrough Data- analysis of noticings across each building and the district.	\$0
	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 analyze and monitor data to inform instruction.	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
		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 Spring state-administration (Academic Performance Committee & Torchprep Partners)	\$8000 ACT Torchprep program for Juniors – funded through Title IV General Fund
		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

Objective 2 Increase math proficiency by 5% by EOY 2021 to: 31.3 at MS level 36.1 at HS level 24.2 at BES 33.1 at MES	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 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.	Unit Plans/Curriculum Frameworks uploaded to Google Drive Folders Summit platform data analysis Student progress on MAP	Lesson plans, walkthrough data, unit plans/curriculum framework analysis, MAP growth fall-winter-spring Monitored by Principals/CAO	General Fund Professional Development
	KCWP2: Design and Deliver Instruction Develop processes and systems to ensure that students have the strategies/tools to have equitable access to grade level curriculum and that instructional strategies are employed that align with students' academic, cultural, and social-emotional needs.	Implement high yield strategies (provided via professional learning 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	Walkthrough Data Unit Plans/Anchor Charts Teacher Feedback Surveys	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. Teacher Feedback Surveys used to prioritize PL offerings.	

		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 conducting classroom observations.	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
		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 analyze and monitor data to inform instruction.	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 Performance Committee & Torchprep Partners)	General fund to purchase MAP assessment access \$13,500
		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	

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 Increase science proficiency by 5% by EOY 2021 to: 27 at MS level 28at HS level 26.1 at BES 8.3 at MES	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 analyze and monitor data to inform instruction.	Utilize 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), Monthly data dive into Summit (Principal and Summit Coach), Data Analysis of Fall practice ACT and Spring state-administration (Academic Performance Committee & Torchprep Partners)	\$8000 ACT Torchprep program for Juniors – funded through Title IV General fund to purchase Aimsweb license \$1915 and MAP assessment access \$13,500
		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	\$0
	KCWP2: Design and Deliver Instruction Develop processes and systems to ensure that students have the strategies/tools to have equitable access to grade level curriculum and that	Implement high yield strategies (provided via professional learning cohorts, instructional updates provided by CAO, and presentations at faculty meetings) across the curriculum to support the development of critical thinking and support student success.	Walkthrough Data Unit Plans/Anchor Charts Teacher Feedback Surveys	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.	General Fund Professional Development

	instructional strategies are employed that align with students' academic, cultural, and social-emotional needs.			Teacher Feedback Surveys used to prioritize PL offerings.	
		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 Data-analysis 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 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.	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
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 MES to 36.8 BES to 57.3	Provide support to school leaders to identify priorities and actions to ensure protocols and practices are implemented effectively to analyze and monitor data to inform instruction.		Summit student progress data,		
		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
	KCWP2: Design and Deliver Instruction Develop processes and systems to ensure that students have the strategies/tools to have equitable access to grade level curriculum and that instructional strategies are employed that align with students' academic, cultural, and social-emotional needs.	Implement high yield strategies (provided via professional learning cohorts, instructional updates provided by CAO, and presentations at faculty meetings) across the curriculum to support the development of critical thinking and support student success.	Walkthrough Data Unit Plans/Anchor Charts Teacher Feedback Surveys	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. Teacher Feedback Surveys used to prioritize PL offerings.	General Fund
		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.	MAP Data Walkthrough Data-analysis of noticings across each building and the district.	Data Analysis of writing samples from formative and summative assessments(Academic Performance Committee/school and district leadership)	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 uploaded to Google Drive Folders Summit platform data analysis	Lesson plans, walkthrough data, unit plans/curriculum framework analysis, MAP growth fall-winter-spring	General Fund Professional Development

		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.			
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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 Increase the number of students showing medium to high growth in the area of reading by 10%.	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 analyze and monitor data improve growth percentiles.	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
		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
	KCWP2: Design and Deliver Instruction (Tier 1- Core instruction) To ensure processes and systems are in place and	Utilize data to inform instruction and to support student skill development. (ie. individual and small group workshops based upon student needs)	Summit student progress data and other classroom formative/summative assessment data.	Monthly data dive into Summit (Principal and Summit Coach) Data Analysis of student progress data (Individual Teachers and Grade Level/Content Teams)	\$0

	implemented with fidelity to provide equitable access to grade level standards and that students are provided the necessary scaffolded supports to achieve at high levels.	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.			
		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 implemented effectively to analyze and monitor data improve growth percentiles.	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
		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

	KCWP2: Design and Deliver Instruction (Tier 1- Core instruction) To ensure processes and 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 levels.	Utilize data to inform instruction and to support student skill development. (ie. individual and small group workshops based upon student needs) 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.	Summit student progress data and other classroom formative/summative assessment data.	Monthly data dive into Summit (Principal and Summit Coach) Data Analysis of student progress data (Individual Teachers and Grade Level/Content Teams)	\$0
		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
		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)	\$0

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 13.3/23.2	Middle 16.5/26.5	High 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 Tiers 2 and 3)	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
		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 Increase proficiency in Math by 5%, for students identified	KCWP 5: Design, Align, Deliver Support	Identify curricular modification needs using pre-assessment strategies, and use data results to	Unit/Lesson Plans Bi-weekly Teacher Data	Unit Plans/Anchor Charts housed in shared drive and monitored by Principal/CAO.	General Fund 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 Tiers 2 and 3)	“frontload” concepts where high levels of below proficient prerequisite skills are identified.		Data Analysis of student progress data (Individual Teachers)	
		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 with post-secondary outcomes established by the district graduate profile and individual student ILP's.	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
		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 Increase the graduation rate to 97% by May 2021.	KCWP4: Review, Analyze and Apply Data To ensure that protocols and practices are implemented and monitored to ensure identified students receive appropriate supports.	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 develop and implement systems and structures to identify and support students through effective programs and initiatives.	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
	KCWP6: Establishing a Learning Culture and Environment To ensure that the district/school prioritize equitable access to a high quality curriculum that is meaningful and respectful of diverse learners.	Utilize student/teacher survey data to inform decisions related to establishing a positive learning culture.	Culture Survey Data	Culture survey analysis (Learning Environment & School Culture Committee)	General Fund Professional Development
		Utilize mentoring, modeling, and direct instruction to facilitate the development of student's habits of success.	Summit Platform mentoring data.	Check-ins with Summit mentor and CAO regarding platform data.	General Fund Professional Development

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: