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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate
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Updated May 2022

1: State Assessment Results in reading and mathematics

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	Middle 52.2/37.4/ 34/67.2	High 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	Middle 26.3/15.1/ 23/41.3	High 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in the area of reading as measured by KSA at the close of the 2022-23 academic school year as follows: BES: 10 points from 32 to 42% proficiency MES: 12.4 points from 28 to 40.4% proficiency. Middle: 17 points from 34 to 51% proficiency. High: 11 points from 40 to 51% proficiency.	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.	**Process:** Quarterly PLC (grade level, principal, CAO) to analyze instructional strategies, pacing, and student growth using Curriculum Frameworks. Utilize feedback from district walkthroughs, formative observations using the Danielson Framework, and mentoring observations/meetings to ensure curriculum is implemented with fidelity. Vertical alignment of courses grades 7-12 will be revised to reflect changes.	Unit Plans/Curriculum Frameworks uploaded to Google Drive Folders Student progress on MAP PLC progress notes Summit platform data analysis	Lesson plans walkthrough data unit plans/curriculum framework analysis MAP growth fall-winter-spring Monitored by Principals/CAO	General Fund Title II and IV

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	Middle 52.2/37.4/ 34/67.2	High 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	Middle 26.3/15.1/ 23/41.3	High 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure congruency is present between standards, learning targets, and assessment measures. **Practice:** Intentional use of learning targets throughout the unit to ensure students know where they are going and why. Utilize the feedback loop and formative assessment practices to work to mastery. **Conditions:** Provide opportunities for staff to engage in processes for analyzing data (RTI, student data meetings), alignment of learning targets, and designing instruction based on data.			

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	Middle 52.2/37.4/ 34/67.2	High 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	Middle 26.3/15.1/ 23/41.3	High 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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. Implement an explicit and systematic approach to teaching phonics and phonemic awareness at the primary grade levels with interventions for gap foundational skills at grades 3-6.

Design and implement Google classroom as a means of delivery of instruction to accommodate for flexible instructional delivery methods. | 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 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. | General Fund Title II Professional Development

Title I |

Updated May 2022

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	Middle 52.2/37.4/ 34/67.2	High 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	Middle 26.3/15.1/ 23/41.3	High 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.	
		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	Professional Development Title II
		Partnerships with Envision Learning and OVEC Deeper Learning team to operationalize our graduate profile.			
	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 and manage data from multiple sources (MAP, Summit, KSA, 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)	General Fund for purchasing subscriptions for Aimsweb and MAP

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	Middle 52.2/37.4/ 34/67.2	High 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	Middle 26.3/15.1/ 23/41.3	High 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	analyze and monitor data to inform instruction.	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 proficiency in the area of math as measured by KSA at the close of the 2022-23 academic school year as follows: BES: 7.6 points from 19 to 26.6% proficiency MES: 6.5 points from 30 to 36.5% proficiency. Middle: 9 points from 23 to 32% proficiency. High: 11 points from 31 to 39% proficiency.	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.	**Process:** Quarterly PLC (grade level, principal, CAO) to analyze instructional strategies, pacing, and student growth using Curriculum Frameworks. Utilize feedback from district walkthroughs, formative observations using the Danielson Framework, and mentoring observations/meetings to ensure curriculum is implemented with fidelity. Vertical alignment of courses grades 7-12 will be revised to reflect changes.	Unit Plans/Curriculum Frameworks uploaded to Google Drive Folders Student progress on MAP PLC progress notes Summit platform data analysis	Lesson plans walkthrough data unit plans/curriculum framework analysis MAP growth fall-winter-spring Monitored by Principals/CAO	General Fund Title II Professional Development

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	Middle 52.2/37.4/ 34/67.2	High 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	Middle 26.3/15.1/ 23/41.3	High 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure congruency is present between standards, learning targets, and assessment measures. **Practice:** Intentional use of learning targets throughout the unit to ensure students know where they are going and why. Utilize the feedback loop and formative assessment practices to work to mastery. **Conditions:** Provide opportunities for staff to engage in processes for analyzing data (RTI, student data meetings), alignment of learning targets, and designing instruction based on data.			

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	Middle 52.2/37.4/ 34/67.2	High 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	Middle 26.3/15.1/ 23/41.3	High 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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. Implement use of Illustrative math and build lessons based on conceptual understanding before working with concrete and abstract thinking in solving math problems. Utilize direct instruction and guided practice using the mathematical practices to support student understanding of math concepts.	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 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.	General Fund Title II Professional Development Title I

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	Middle 52.2/37.4/ 34/67.2	High 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	Middle 26.3/15.1/ 23/41.3	High 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide professional learning opportunities to further develop best practices in terms of math pedagogical practices. Design and implement Google classroom as a means of delivery of instruction to accommodate for flexible instructional delivery methods.			
		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	Professional Development Title II
		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.	
	KCWP4: Review, Analyze and Apply Data	Utilize and manage data from multiple sources (MAP, Summit, KSA, ACT…) to assess student	Individual MAP growth for students, Summit student progress data,	Data Analysis of Fall, Winter and Spring MAP administration (Academic Performance Committee/school and district leadership	General Fund for purchasing subscriptions for Aimsweb and MAP

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

Reading 2019/2021/2022/2024	BES 37.5/25.5/32 /52.5 MES 37.8/25.7/28/52.8	**Middle** 52.2/37.4/ 34/67.2	**High** 46.1/28/ 40/61.1
Math 2019/2021/2022/2024	BES 19.2/10.2/19 /34.2 MES 28.1/13.3/30 /43.1	**Middle** 26.3/15.1/ 23/41.3	**High** 31.1/23.7/ 31/36.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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.	progress and differentiation needs for reading instruction.	Percent of students meeting ACT Benchmark	Monthly data dive into Summit (Principal and Summit Coach), Data Analysis of Fall practice ACT and Spring state-administration (Academic Performance Committee)	
		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

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency by 15% in Science, Writing and social studies at each level by 2024. **based on 18/19 data since there was no assessment in 19/20. 20/21 data showed a decrease, but we remain committed to our long-term goal previously established.

Science	2019/2021/2022/2024	BES 21.1/25.1/20 /36.1 MES 3.3/7.1/9 /18.3	Middle 22/11/8 /37	High 23/20.6/8 /38
Writing	2019/2021/2022/2024	BES 52.3/6/25 /67.3 MES 31.8/53.8/18 /46.8	Middle 21.1/39.1/30 /36.1	High 33.8/27/30 /48.8
Social Studies	2022/2024	BES 26/41 MES 18/33	Middle 31/46	High 26/41

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in the area of science as measured by KSA at the close of the 2022-23 academic school year as follows: BES: 8 points from 20 to 28% proficiency MES: 5 points from 9 to 14% proficiency. Middle: 15 points from 8 to 23% proficiency. High: 15 points from 8 to 23% proficiency.	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 informational 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)	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 Title II Professional Development
	KCWP2: Design and Deliver Instruction Develop processes and systems to ensure that students have the strategies/tools to have	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	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.	General Fund Title II Professional Development

Updated May 2022

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency by 15% in Science, Writing and social studies at each level by 2024. **based on 18/19 data since there was no assessment in 19/20. 20/21 data showed a decrease, but we remain committed to our long-term goal previously established.

Science	2019/2021/2022/2024	BES 21.1/25.1/20 /36.1 MES 3.3/7.1/9 /18.3	Middle 22/11/8 /37	High 23/20.6/8 /38
Writing	2019/2021/2022/2024	BES 52.3/6/25 /67.3 MES 31.8/53.8/18 /46.8	Middle 21.1/39.1/30 /36.1	High 33.8/27/30 /48.8
Social Studies	2022/2024	BES 26/41 MES 18/33	Middle 31/46	High 26/41

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	equitable access to grade level curriculum and that instructional strategies are employed that align with students' academic, cultural, and social-emotional needs.	development of critical thinking and support student success.		Unit Plans/Anchor Charts housed in shared drive and monitored by Principal/CAO. 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 Title II Professional Development
		Revise and refine unit plans/curriculum frameworks to ensure alignment (horizontal and vertical) with grade level and course standards.		Unit Plans/Curriculum Frameworks uploaded to Google Drive Folders Student progress on MAP PLC progress notes	General Fund

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency by 15% in Science, Writing and social studies at each level by 2024. **based on 18/19 data since there was no assessment in 19/20. 20/21 data showed a decrease, but we remain committed to our long-term goal previously established.

Science	2019/2021/2022/2024	BES 21.1/25.1/20 /36.1 MES 3.3/7.1/9 /18.3	Middle 22/11/8 /37	High 23/20.6/8 /38
Writing	2019/2021/2022/2024	BES 52.3/6/25 /67.3 MES 31.8/53.8/18 /46.8	Middle 21.1/39.1/30 /36.1	High 33.8/27/30 /48.8
Social Studies	2022/2024	BES 26/41 MES 18/33	Middle 31/46	High 26/41

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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	Ensure congruence is present between standards, learning targets, and assessment measures. Utilize STEM based curricula to ensure that Science and Engineering Practices are in practice. 4th-6th Grade teachers will utilize Stemscopes to support a hands-on, multi-sensory learning approach to science standards. K-6th supplements curriculum with Mystery Science to support access to science standards and hands-on learning activities. Demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and	Curriculum Mapping Unit Planning PLC Progress Notes Science Through Course Task STEM based Products Unit Anchor Charts	Lesson/Unit Plans Formative & End of Unit Assessment Science Through Course Task Unit Plans	General Fund Title IV

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency by 15% in Science, Writing and social studies at each level by 2024. **based on 18/19 data since there was no assessment in 19/20. 20/21 data showed a decrease, but we remain committed to our long-term goal previously established.

Science	2019/2021/2022/2024	BES 21.1/25.1/20 /36.1 MES 3.3/7.1/9 /18.3	Middle 22/11/8 /37	High 23/20.6/8 /38
Writing	2019/2021/2022/2024	BES 52.3/6/25 /67.3 MES 31.8/53.8/18 /46.8	Middle 21.1/39.1/30 /36.1	High 33.8/27/30 /48.8
Social Studies	2022/2024	BES 26/41 MES 18/33	Middle 31/46	High 26/41

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		interpreting data, constructing explanations and designing solutions, engaging in argument with evidence, and obtaining, evaluating, and communicating information. Utilize Success Criteria to ensure student learning outcomes.			
Objective 2 Increase proficiency in the area of writing as measured by KSA at the close of the 2022-23 academic school year as follows: BES: 21.15 points from 25 to 46.15% proficiency MES: 14.4 points from 18 to 32.4% proficiency.	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, and KSA) to assess student progress and differentiation needs for writing instruction. Engage in on-demand scrimmages.	Individual growth formative and summative assessments, Summit student progress data,	Data Analysis (Academic Performance Committee), Monthly data dive into Summit (Principal and Summit Coach) Analyze data from on-demand scrimmages to inform instruction.	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

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency by 15% in Science, Writing and social studies at each level by 2024. **based on 18/19 data since there was no assessment in 19/20. 20/21 data showed a decrease, but we remain committed to our long-term goal previously established.

Science	2019/2021/2022/2024	BES 21.1/25.1/20 /36.1 MES 3.3/7.1/9 /18.3	Middle 22/11/8 /37	High 23/20.6/8 /38
Writing	2019/2021/2022/2024	BES 52.3/6/25 /67.3 MES 31.8/53.8/18 /46.8	Middle 21.1/39.1/30 /36.1	High 33.8/27/30 /48.8
Social Studies	2022/2024	BES 26/41 MES 18/33	Middle 31/46	High 26/41

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Middle: 3 points from 30 to 33% proficiency. High: 10 points from 30 to 40% proficiency.	KCWP 2: Design an Deliver Instruction	Teachers will implement high yield strategies (provided via professional learning cohorts, partnership with OVEC-Structured Literacy, instructional updates provided by CAO/principal, and presentations at faculty meetings) across the curriculum to support the development of reading skills, writing skills, critical thinking, and support student success. Teachers in grades K-3 will use structured literacy dictation practices to support student writing development. Create and utilize Google drive folder containing writing resources from Abel & Atherton as well as other resources.	Classroom observations, updated unit plans, student progress on MAP, teacher surveys, student data binders, student writing samples	*Unit plans housed in shared drive and monitored by Principal monthly. *MAP analysis-Fall, Winter, and Spring. *Monthly classroom walk-throughs by principal and board admin staff with feedback given to teachers. *Lesson Plans	*Title 1 *Title IV *SBDM

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency by 15% in Science, Writing and social studies at each level by 2024. **based on 18/19 data since there was no assessment in 19/20. 20/21 data showed a decrease, but we remain committed to our long-term goal previously established.

Science	2019/2021/2022/2024	BES 21.1/25.1/20 /36.1 MES 3.3/7.1/9 /18.3	Middle 22/11/8 /37	High 23/20.6/8 /38
Writing	2019/2021/2022/2024	BES 52.3/6/25 /67.3 MES 31.8/53.8/18 /46.8	Middle 21.1/39.1/30 /36.1	High 33.8/27/30 /48.8
Social Studies	2022/2024	BES 26/41 MES 18/33	Middle 31/46	High 26/41

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Workshop Model for Reading & Composition Goal setting practices for building writing stamina Teachers and students internalize and utilize the KSA Writer's Reference Sheet KSA Opinion Rubric			
Objective 3 Increase proficiency in the area of social studies as measured by KSA at the close of the 2022-23 academic school year as follows: BES: 7.5 points from 26 to 33.5% proficiency MES: 7.5 points from 18 to 25.5% proficiency.	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	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 Title II Professional Development

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency by 15% in Science, Writing and social studies at each level by 2024. **based on 18/19 data since there was no assessment in 19/20. 20/21 data showed a decrease, but we remain committed to our long-term goal previously established.

Science	2019/2021/2022/2024	BES 21.1/25.1/20 /36.1 MES 3.3/7.1/9 /18.3	Middle 22/11/8 /37	High 23/20.6/8 /38
Writing	2019/2021/2022/2024	BES 52.3/6/25 /67.3 MES 31.8/53.8/18 /46.8	Middle 21.1/39.1/30 /36.1	High 33.8/27/30 /48.8
Social Studies	2022/2024	BES 26/41 MES 18/33	Middle 31/46	High 26/41

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Middle: 8 points from 31 to 39% proficiency. High: 8 points from 26 to 34% proficiency.	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 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 Title II 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.	Ensure congruence is present between standards, learning targets, and assessment measures.			General Fund
		Revise and refine unit plans/curriculum frameworks to ensure alignment (horizontal and vertical) with grade level and course standards.		Unit Plans/Curriculum Frameworks uploaded to Google Drive Folders PLC progress notes	General Fund

Goal 2 (State your science, social studies, and writing goal.): Increase proficiency by 15% in Science, Writing and social studies at each level by 2024. **based on 18/19 data since there was no assessment in 19/20. 20/21 data showed a decrease, but we remain committed to our long-term goal previously established.

Science	2019/2021/2022/2024	BES 21.1/25.1/20 /36.1 MES 3.3/7.1/9 /18.3	Middle 22/11/8 /37	High 23/20.6/8 /38
Writing	2019/2021/2022/2024	BES 52.3/6/25 /67.3 MES 31.8/53.8/18 /46.8	Middle 21.1/39.1/30 /36.1	High 33.8/27/30 /48.8
Social Studies	2022/2024	BES 26/41 MES 18/33	Middle 31/46	High 26/41

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Refine student reflection process in an effort to allow students to understand where they are going, where they currently are, and how they can close the gap as it directly relates to formative assessment practices.			

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Demographic Group	Federal Classification	Federal Classification Minimum N	Reading & Mathematics Indicator	Reading					Mathematics				
				Novice	Apprentice	Proficient	Distinguished	Index	Novice	Apprentice	Proficient	Distinguished	Index
All Students		30	40.7	40	28	26	6	47.5	51	30	19	0	33.8
Disability-with IEP (Total)	TSI	30	24.2	57	27	17	0	30.0	73	17	10	0	18.3

Demographic Group	Federal Classification	Federal Classification Minimum N	Reading & Mathematics Indicator	Reading					Mathematics				
				Novice	Apprentice	Proficient	Distinguished	Index	Novice	Apprentice	Proficient	Distinguished	Index
All Students		30	42.3	49	24	19	9	41.4	46	24	26	4	43.1
Economically Disadvantaged	TSI	30	28.6	61	23	10	6	29.0	61	21	18	0	28.2

Updated May 2022

Level	Demographic Group	Federal Classification	Federal Classification Minimum N	Reading & Mathematics Indicator	Reading					Mathematics				
					Novice	Apprentice	Proficient	Distinguished	Index	Novice	Apprentice	Proficient	Distinguished	Index
MS	All Students		30	44.5	42	24	24	10	48.6	42	35	21	2	40.3
MS	Economically Disadvantaged		30	36.0	51	21	23	5	39.6	50	35	15	0	32.4
MS	Disability-with IEP				73	23	5	0		68	27	5	0	
HS	All Students		30	52.7	33	27	23	17	57.7	39	31	24	7	47.7
HS	Economically Disadvantaged		30	42.9	38	33	17	12	48.2	50	26	21	2	37.5
HS	Disability with IEP				67	17	17	0		67	33	0	0	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 At the elementary level, increase proficiency in Reading by 15 percentage points for students identified F/R lunch and decrease the percentage of students with disabilities scoring Novice in reading by 10 percentage as indicated on KSA spring 23. At the secondary level, increase proficiency in reading by 20 percentage points for students identified F/R lunch and decrease the percentage of students identified with disabilities scoring Novice in reading by 10 percentage points as indicated on KSA spring 2023.	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 lack of mastery of standards, 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	RTI progress monitoring data will reveal impact of interventions on individual student growth	Aimsweb Progress monitoring tools, MAP growth fall-winter-spring	General fund

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and determine movement among the tiers for individual students.			
	KCWP 2: Design and Deliver Instruction Focus: Assure processes and systems, such as Co-Teaching, are in place to ensure Tier 1 instruction and assessments meet the intent of the grade level standards and that school/district leadership determine the most appropriate and effective high-yield strategies are implemented with students' cultural, social, and developmental needs in mind.	Ensure co-teaching teams are provided: on-going, job embedded professional learning to improve educational effectiveness in working with Students with Disabilities. Ensure that Students with Disabilities have access to grade level content to the maximum extent appropriate with their non-disabled peers, including formative and summative assessments of grade level content.	Classroom observations reveal an understanding and compliance with expectations as related to: • "Look for Tool" • co-teaching plans • walkthrough observations IEP reviews, Master Schedules, Classroom Observations.	DOSE check-ins with special educators and monitoring of progress monitoring data in IC. Lesson plan and unit plan monitoring by principals and DOSE.	General Fund Title II Professional Development
	KCWP 6: Establishing Learning Culture and Environment Implement processes to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	Develop and implement student opportunity in self-monitoring behavior, including progress monitoring of goals. (Data binders)	ABRI/PBIS data, student data binders, Trauma Informed team meeting notes, MAP data, Unit plans, Aimsweb data	*PBIS/ABRI data review (nine weeks) *Review student data binders (nine weeks) *Trauma informed team (nine weeks) *RTI PLCs (every 6 weeks) *Aimsweb data review	General Fund
Objective 2 At the elementary level, increase proficiency in math by 15 percentage points for students identified F/R lunch	KCWP 5: Design, Align, Deliver Support (The first two activities are for Tier 1-Core instruction	Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high	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 Title II Professional Development

Updated May 2022

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
and decrease the percentage of students with disabilities scoring Novice by 20 percentage points as indicated on KSA spring 23. At the secondary level increase proficiency in math by 15 percentage points for students identified F/R lunch and decrease the percentage of students identified with disabilities scoring Novice in reading by 10 percentage points as indicated on KSA spring 2023.	and the last activity is for Tiers 2 and 3)	levels of below proficient prerequisite skills are identified.			
		Identify students at risk for remediation, failure, and/or lack of mastery of standards, 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 Title II 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
	KCWP: Design and Deliver Instruction Focus: Assure processes and systems, such as Co-Teaching, are in place to ensure Tier 1 instruction and assessments meet the intent of the grade level standards and that school/district leadership determine the most appropriate and effective high-yield strategies are implemented with students' cultural, social, and developmental needs in mind.	Ensure co-teaching teams are provided: on-going, job embedded professional learning to improve educational effectiveness in working with Students with Disabilities. Ensure that Students with Disabilities have access to grade level content to the maximum extent appropriate with their non-disabled peers, including formative and summative assessments of grade level content.	Classroom observations reveal an understanding and compliance with expectations as related to: • "Look for Tool" • co-teaching plans • walkthrough observations IEP reviews, Master Schedules, Classroom Observations.	DOSE check-ins with special educators and monitoring of progress monitoring data in IC.	General Fund Title II Professional Development Special Ed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment Implement processes to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	Develop and implement student opportunity in self-monitoring behavior, including progress monitoring of goals. (Data binders)	ABRI/PBIS data, student data binders, Trauma Informed team meeting notes, MAP data, Unit plans, Aimsweb data	*PBIS/ABRI data review (nine weeks) *Review student data binders (nine weeks) *Trauma informed team (nine weeks) *RTI PLCs (every 6 weeks) *Aimsweb data review	General

4: English Learner Progress

Goal 4 (State your English learner goal.): Students identified as English Learners will increase language proficiency on Access by 1.5 levels by the end of 2023.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Students identified as English Learners will increase language proficiency on Access by 1.5 levels by the end of 2023.	KCWP 2: Design & Deliver Instruction	Structured English Immersion	Increase in Access scores and MAP benchmark scores	Access and MAP growth	General fund
		Pull-out ESL resource			
		Content tutoring			
		Content vocabulary instruction			

5: **Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.):

School	Quality of School Climate and Safety Indicator Rating	Goal
BES	73.4/orange	77/green
MES	69/orange	75/yellow
MS	55/red	65/yellow
HS	47.5/red	60/yellow

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each school will increase their school climate and safety indicator rating as identified in our annual goal above.	KCWP 6: Establishing Learning Culture and Environment Focus: Ensure the district and schools prioritize the commitment to equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps develop their character, and helps them be successful in terms of transition readiness.	Refine school and district processes: ● PBIS ● Mentoring/advising ● Student leadership teams at MES and BES ● Morning Meetings at MES and BES ● Raider Way ● SEL programs at all schools Refine school and district practices: ● Unit plan/Curriculum Framework documents provide opportunities for students to appreciate and gain insight into cultures and people who are different from them. ● Consistent and clearly communicated expectations and a system of positive reinforcements and	Increase in agree/strongly agree on student and staff surveys.	Student and staff surveys	General fund SBDM fund

Goal 5 (State your climate and safety goal.):

School	Quality of School Climate and Safety Indicator Rating	Goal
BES	73.4/orange	77/green
MES	69/orange	75/yellow
MS	55/red	65/yellow
HS	47.5/red	60/yellow

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		consequences are consistently and equitably applied. ● All classrooms have established norms, expectations, and routines that foster a healthy learning environment. ● Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. ● Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals. Revise and Refine school and district Conditions: ● All resources at the school and district level are utilized to support our youth in need. ● Ensure professional learning opportunities are available to build teachers capacity to meet			

Goal 5 (State your climate and safety goal.):

School	Quality of School Climate and Safety Indicator Rating	Goal
BES	73.4/orange	77/green
MES	69/orange	75/yellow
MS	55/red	65/yellow
HS	47.5/red	60/yellow

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the diverse needs of the students they serve.			

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.):		
Year	**Indicator**	**Indicator Rating**
21-22	78.6	Medium/Yellow
Goal 22-23	83.6	Medium/Yellow

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the indicator score for students who are postsecondary ready from 78.6% to 83.6 by May 2023.	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)	Title IV Title II
	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)	Title IV Title II
	KCWP 6: Establishing Learning Culture and Environment	Beginning in 8th grade, create a system/protocol to monitor the progress and effectiveness of all	Transition Readiness Working Document.	Increased percentage of students from underperforming demographics with increased Transition Readiness scores	Title IV Perkins

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Focus: Ensure the district and schools prioritize the commitment to equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps develop their character, and helps them be successful in terms of transition readiness.	program opportunities including the CCATC and AP/dual credit offerings, to ensure students from underperforming demographics in the area of Transition Readiness: • have opportunities to demonstrate postsecondary readiness in various ways • are counseled in opportunities beginning in middle school • have progress monitoring and feedback opportunities aligned with PSR • are supported in being successful within the opportunities or paths taken to demonstrate readiness	Transcript Checks/Student 4-Year Planning		
	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 Title II Professional Development
		100% of students will have developed Google Drive folders for each competency and will begin to add documentation.	Graduate Profile (Raider Way) evidence and pilot defenses.	Monthly progress checks for students submitting evidence in Google Drive folders. (mentors)	General Fund

7: Graduation Rate

Goal 7 (State your graduation rate goal.):				
Year	**4-year cohort**	**5-year cohort**	**Indicator**	**Indicator Rating**
21-22	**91.4**	**95.7**	**93.6**	**Medium/Yellow**
Goal 22-23			**95**	**High/Green**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the graduation rate indicator to 95 by May 2023	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)	Title IV
	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. Create and monitor a fluid and systematic approach to support Jr/Sr in: solid academic planning, schedule review/creation, advisement and mentoring to ensure that all students are supported in reaching graduation goals, to include removing barriers and responding to non-academic data when necessary.	Persistence to Graduation Report Referrals to Counselor/YSC Transition Readiness Working Document Transcript Checks Student 4-Year Planning	Monthly progress checks for students listed on PGR (Dean of Students) Monitor referrals to Counselor/YSC and share student-specific needs (Counselor)	Title IV

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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)	none
		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

8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Updated May 2022
Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) 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/ATSI. Include in your response information regarding the process for local board review and approval.
Response:
TCPS district/school leadership has participated in the TSI training provided by the KDE. As a district, we will work with our assigned coach to determine specific steps in which to accelerate meaningful and sustainable processes and practices for our students experiencing poverty and our students with identified disabilities. We are conducting a review of our systems for academics, operations, climate, and culture. We utilized a staff survey to determine what teachers know (what exists, what is the purpose, and what their role as a teacher is in that system) about the systems and structures that are in place at both elementary schools. This data informs the allocation of resources and funding needed to close the achievement gap.
During our bi-monthly LTM's, we have been conducting an on-going review and analysis of our data and the systems/structures across the district. We have a Google folder that holds all of the documentation for these meetings as well as for the CSIP/CDIP process and our TSI work.
District leadership in partnership with school leadership is conducting disaggregation of data regarding the specific targeted area for TSI with teachers. The purpose is to help teachers understand what the data is telling us, provide input and ownership in the work that needs to be done, and to hold ownership over the results. Teachers will be partners in the development of the plan to close the achievement gap.
TCPS district leadership team and teachers are participating in professional learning and collaboration with OVEC and Envision learning to our build capacity to provide instruction that emphasizes Deeper Learning. This process allows us to rethink the way in which we present information to students and how we evaluate their success. The work behind this process allows us to look at the way in which our students learn and to align the strategies and activities to best support them. Over time, we will provide opportunities for student voice, choice, and agency. We will ensure that learning is meaningful for our students. Finally, we will ensure that learning is active and sustained over time that provides a rigorous learning environment. The district has 8 teachers participating in the development of performance assessments and working with Envision Learning Partners to ensure that the work of Deeper Learning is impactful. As part of this work, we will also take a deeper look at the Modern Classroom Project. This is a research-based instructional model that is student centered and focused on meeting the needs of all students.
District leadership has conducted an analysis of all district data and presented the information to the board. District leadership has given progress updates regarding the phases of the CSIP/CDIP development to the board. Each school has done the same with their SBDM. The final documents will be presented to SBDM and the Board at the January board meeting.