

# Comprehensive School Improvement Plan (CSIP)

## Rationale

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

## Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**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 school 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.

## Explanations/Directions

**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school 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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.):

By 2024, the district will increase the reading percentage of proficient/distinguished students from 50% to 58% (elementary); from 35% to 44% (middle), and from 18% to 30% (high).

By 2024, the district will increase the math percentage of proficient/distinguished students from 39% to 47% (elementary); from 23% to 33% (middle), and from 12% to 30% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> <i>Professional Learning Communities:</i></p> <p>Create and nurture a culture of collaboration by developing model <b>district leadership level PLCs</b> (district with schools).</p> <p>Create and nurture a culture of collaboration by assisting in the development of model <b>school level PLCs</b>.</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in reading from 50% to 52% (elementary); from 35% to 37%(middle); and from 18% to 20% (high).</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in math from 39% to 41% (elementary); from 23% to 25%(middle); and from 12% to 17% (high).</p>	<p>Provide job-embedded training to administrators and other school leaders on the components of successful Professional Learning Environments.</p> <p>Development of Systems for the following:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p>	<p>On-going PLC district level professional development as needed.</p> <p>Professional development provided each month for District Leadership Teams focused on components of effective PLCs.</p> <p>Focus Visit collaboration throughout the year with each schools' leadership team, including teachers. Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District leadership will conduct walkthroughs with school leadership between each school's focus visits throughout the year. Teams will discuss and compare observations and plan next steps.</p> <p>District leadership will look at products developed by school's PLCs and give feedback and next steps. (Collaboration with leadership and teachers)</p>	<p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Professional Learning Community Rubrics – <i>High Performing Teams Rubrics</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Observation of PLCs at each individual school- on-going</p> <p>School Leadership survey data on district learning support department – 2 times per year</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District Focus Visits- 2 to 3 times per year at each school. CHAMPS walkthrough behavioral data.</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Observation of PLCs at each individual school- on-going</p> <p>District Interview Data collected twice per year from instructional leadership team.</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p> <p>School Leadership survey data on district learning support department – 2 times per year</p>	-0-
<p><b>Objective 2</b> <i>Curriculum:</i></p>	<p>Provide a systematic process where all teachers in the district</p>	<p>Teams of teachers K-12 will meet on a monthly basis to develop curriculum</p>	<p>Administrative and teacher survey results on curriculum process- twice per year</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership – monthly</p>	Title 1 Funds

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Collaboratively develop and implement upon completion a district wide curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in reading from 50% to 52% (elementary); from 35% to 37%(middle); and from 18% to 20% (high).</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in math from 39% to 41% (elementary); from 23% to 25%(middle); and from 12% to 17% (high).</p>	<p>collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>	<p>systematically using <b>Rigor Curriculum Design</b>- Larry Ainsworth.</p> <p>Each teacher and district leader will be provided with the book Rigorous Curriculum Design by Larry Ainsworth to study throughout the curriculum development process.</p> <p>Each step of the process will be led by district leadership through school leadership K-12. Each content area K-12 will have a facilitator and teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Steps of the curriculum design process with the KAS will include:</p> <ul style="list-style-type: none"> <li>• Prioritization of the Standards</li> <li>• Vertical alignment K-12</li> <li>• Pacing Calendar</li> <li>• Deconstruction of KAS at all content areas K-12</li> <li>• Create Collaborative District Common Embedded Assessments</li> <li>• Planning Learning Experiences</li> <li>• Develop Units of Study</li> </ul> <p>Lesson Plan Design: District leadership will provide training at the school level as requested by leadership at each school</p> <p>District leadership will conduct walkthroughs and interviews with school leadership throughout the year to monitor curriculum implementation in each school.</p>	<p>Survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)</p> <p>Professional Learning Community Rubrics – <i>Clarifying What Students Must Learn</i>- completed twice per year by each school's leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessments</li> <li>• Common Embedded Assessments</li> </ul> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide common assessments- STAR, DIBELS, KPREP, ACT</p>	<p>District survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p> <p>District leadership will evaluate the implementation and progress of the plan- on-going. Timeline will be monitored and adjusted each month based on progress of all content teams.</p> <p>STAR- 3 times per year</p> <p>DIBELS- 3 times per year</p> <p>KPREP/ACT- once per year</p>	<p>District General Funds</p> <p>School based general funds</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 3</b> <i>Response to Intervention Systems (RTI)</i></p> <p>Schools with district collaboration will develop highly coordinated Response To Intervention (RTI) Programs in their schools to address students who are at risk academically</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in reading from 50% to 52% (elementary); from 35% to 37%(middle); and from 18% to 20% (high).</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in math from 39% to 41% (elementary); from 23% to 25%(middle); and from 12% to 17% (high).</p>	<p>Develop a systematic process where all students who are in need are required to <b>receive researched based interventions</b> on a daily basis.</p> <p>Develop a systematic process where these students <b>will be monitored</b> on a timely basis in areas of concern. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support.</p>	<p>Provide the training, time and resources needed for teams of teachers to develop a systematic Response to Intervention System for students who are identified for support or in danger of failing. Students will receive additional supports to master grade level essential standards, in addition to their core programs.</p> <p>Each school will conduct Response to Intervention team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress.</p>	<p>Administrative and teacher survey results on specific RTI elements- twice per year</p> <p>Each school's RTI monitoring data.</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Intervention in program data progress monitoring</p> <p>DIBELS Benchmark Data- 3 times per year</p> <p>TELL Survey Results- 2020</p>	<p>DIBELS progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- DIBELS</p> <p>Decrease in percentage of novice students on KPREP</p> <p>Monitoring systems for students grades on a regular basis</p>	

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

By 2024, increase proficiency in Social Studies from 53% percent proficient and distinguished to 61% percent for elementary.

By 2024, increase proficiency in Science from 30% percent proficient and distinguished to 40% percent for elementary.

By 2024, increase proficiency in On-Demand Writing from 35% percent proficient and distinguished to 43% percent for elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b></p> <p><i>Professional Learning Communities:</i></p> <p>Create and nurture a culture of collaboration by developing <b>district leadership level PLCs</b> (district with schools).</p> <p>Create and nurture a culture of collaboration by assisting in the development of <b>school level PLCs</b>.</p> <p>To increase proficiency in Social Studies from 53% percent proficient and distinguished to 55% percent for the 20-21 school year.</p> <p>To increase proficiency in Science from 30% percent proficient and distinguished to 33% percent for the 20-21 school year.</p> <p>To increase proficiency in On-Demand Writing from 35% percent proficient and distinguished to 37% percent for the 20-21 school year.</p>	<p>Provide job-embedded training to administrators and other school leaders on the components of successful Professional Learning Environments.</p> <p>Development of Systems for the following:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p>	<p>On-going PLC district level professional development as needed.</p> <p>Professional development provided each month for District Leadership Teams focused on components of effective PLCs.</p> <p>Focus Visit collaboration throughout the year with each schools' leadership team, including teachers. Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District leadership will conduct walkthroughs with school leadership between each school's focus visits throughout the year. Teams will discuss and compare observations and plan next steps.</p> <p>District leadership will look at products developed by school's PLCs and give feedback and next steps. (Collaboration with leadership and teachers)</p>	<p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Professional Learning Community Rubrics – <i>High Performing Teams Rubrics</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Observation of PLCs at each individual school- on-going</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District Focus Visits- 2 to 3 times per year at each school. CHAMPS walkthrough behavioral data.</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Observation of PLCs at each individual school- on-going</p> <p>District Interview Data collected twice per year from instructional leadership team.</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p>	

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 By 2024, increase proficiency in Science from 30% percent proficient and distinguished to 40% percent for elementary.  
 By 2024, increase proficiency in On-Demand Writing from 35% percent proficient and distinguished to 43% percent for elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 2</b> <i>Curriculum:</i></p> <p>Collaboratively develop and implement upon completion a district wide curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>To increase proficiency in Social Studies from 53% percent proficient and distinguished to 55% percent for the 20-21 school year.</p> <p>To increase proficiency in Science from 30% percent proficient and distinguished to 33% percent for the 20-21 school year.</p> <p>To increase proficiency in On-Demand Writing from 35% percent proficient and distinguished to 37% percent for the 20-21 school year.</p>	<p>Provide a systematic process where all teachers in the district collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>	<p>Teams of teachers K-12 will meet on a monthly basis to develop curriculum systematically using <b>Rigor Curriculum Design</b>- Larry Ainsworth.</p> <p>Each teacher and district leader will be provided with the book <i>Rigorous Curriculum Design</i> by Larry Ainsworth to study throughout the curriculum development process.</p> <p>Each step of the process will be led by district leadership through school leadership K-12. Each content area K-12 will have a facilitator and teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Steps of the curriculum design process with the KAS will include:</p> <ul style="list-style-type: none"> <li>• Prioritization of the Standards</li> <li>• Vertical alignment K-12</li> <li>• Pacing Calendar</li> <li>• Deconstruction of KAS at all content areas K-12</li> <li>• Create Collaborative District Common Embedded Assessments</li> <li>• Planning Learning Experiences</li> <li>• Develop Units of Study</li> </ul> <p>Lesson Plan Design: District leadership will provide training at the school level as requested by leadership at each school</p> <p>District leadership will conduct walkthroughs and interviews with school leadership throughout the year to monitor curriculum implementation in each school.</p>	<p>Administrative and teacher survey results on curriculum process- twice per year</p> <p>Survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)</p> <p>Professional Learning Community Rubrics - <i>Clarifying What Students Must Learn</i>- completed twice per year by each school's leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessments</li> <li>• Common Embedded Assessments</li> </ul> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide common assessments- STAR, DIBELS, KPREP, ACT</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership - monthly</p> <p>District survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p> <p>District leadership will evaluate the implementation and progress of the plan- on-going. Timeline will be monitored and adjusted each month based on progress of all content teams.</p> <p>STAR- 3 times per year</p> <p>DIBELS- 3 times per year</p> <p>KPREP/ACT- once per year</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p>



Goal 2 (State your separate academic indicator goal.):

By 2024, increase proficiency in Social Studies from 53% percent proficient and distinguished to 61% percent for elementary.  
 By 2024, increase proficiency in Science from 30% percent proficient and distinguished to 40% percent for elementary.  
 By 2024, increase proficiency in On-Demand Writing from 35% percent proficient and distinguished to 43% percent for elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.):

By 2024, the district will increase the reading percentage of proficient/distinguished *special education students* from 26% to 35% district wide.  
 By 2024, the district will increase the math percentage of proficient/distinguished *special education students* from 17% to 25% district wide.  
 By 2024, the district will increase the reading percentage of proficient/distinguished *English Language Learner (ELL)* students from 30% to 36% district wide.  
 By 2024, the district will increase the math percentage of proficient/distinguished *English Language Learner (ELL)* students from 15% to 25% district wide.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b>  <i>Professional Learning Communities:</i></p> <p>Create and nurture a culture of collaboration by developing <b>district leadership level PLCs</b> (district with schools).</p> <p>Create and nurture a culture of collaboration by assisting in the development of <b>school level PLCs</b>.</p>	<p>Provide job-embedded training to administrators and other school leaders on the components of successful Professional Learning Environments.</p> <p>Development of Systems for the following:</p> <ul style="list-style-type: none"> <li>Curriculum Development</li> <li>Lesson Planning</li> <li>Best Practice Teaching Strategies</li> <li>Formative Assessment Process</li> <li>Student Feedback Techniques</li> <li>Student Work Analysis</li> </ul>	<p>On-going PLC district level professional development as needed.</p> <p>Professional development provided each month for District Leadership Teams focused on components of effective PLCs.</p> <p>Focus Visit collaboration throughout the year with each schools' leadership team, including teachers. Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District leadership will conduct walkthroughs with school leadership between each school's focus visits throughout the year. Teams will discuss and compare observations and plan next steps.</p>	<p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Professional Learning Community Rubrics – <i>High Performing Teams Rubrics</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Observation of PLCs at each individual school- on-going</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Observation of PLCs at each individual school- on-going</p> <p>District Interview Data collected twice per year from instructional leadership team.</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p>	



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By 2024, the district will increase the math percentage of proficient/distinguished *special education students* from 17% to 25% district wide.

By 2024, the district will increase the reading percentage of proficient/distinguished *English Language Learner (ELL)* students from 30% to 36% district wide.

By 2024, the district will increase the math percentage of proficient/distinguished *English Language Learner (ELL)* students from 15% to 25% district wide.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2021, the district will increase the reading percentage of proficient/distinguished special education students from 26% to 28% district wide.</p> <p>By 2021, the district will increase the math percentage of proficient/distinguished special education students from 17% to 19% district wide.</p> <p>By 2021, the district will increase the reading percentage of proficient/distinguished ELL students from 30% to 32% district wide.</p> <p>By 2021, the district will increase the math percentage of proficient/distinguished ELL students from 15% to 17% district wide.</p>		<p>District leadership will look at products developed by school's PLCs and give feedback and next steps. (Collaboration with leadership and teachers)</p>	<p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District Focus Visits- 2 to 3 times per year at each school. CHAMPS walkthrough behavioral data.</p>		

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By 2024, the district will increase the math percentage of proficient/distinguished *English Language Learner (ELL)* students from 15% to 25% district wide.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 2</b> <i>Curriculum:</i> Collaboratively develop and implement upon completion a district wide curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>By 2021, the district will increase the reading percentage of proficient/distinguished special education students from 26% to 28% district wide.</p> <p>By 2021, the district will increase the math percentage of proficient/distinguished special education students from 17% to 19% district wide.</p> <p>By 2021, the district will increase the reading percentage of proficient/distinguished</p>	<p>Provide a systematic process where all teachers in the district collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>	<p>Teams of teachers K-12 will meet on a monthly basis to develop curriculum systematically using <b>Rigor Curriculum Design</b>- Larry Ainsworth.</p> <p>Each teacher and district leader will be provided with the book <i>Rigorous Curriculum Design</i> by Larry Ainsworth to study throughout the curriculum development process.</p> <p>Each step of the process will be led by district leadership through school leadership K-12. Each content area K-12 will have a facilitator and teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Steps of the curriculum design process with the KAS will include:</p> <ul style="list-style-type: none"> <li>• Prioritization of the Standards</li> <li>• Vertical alignment K-12</li> <li>• Pacing Calendar</li> <li>• Deconstruction of KAS at all content areas K-12</li> <li>• Create Collaborative District Common Embedded Assessments</li> <li>• Planning Learning Experiences</li> <li>• Develop Units of Study</li> </ul> <p>Planning Learning Experiences: Each section will focus on differentiation strategies for Special Education</p>	<p>Administrative and teacher survey results on curriculum process- twice per year</p> <p>Survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)</p> <p>Professional Learning Community Rubrics – <i>Clarifying What Students Must Learn</i>- completed twice per year by each school's leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessments</li> <li>• Common Embedded Assessments</li> </ul> <p>District walkthroughs (shadow) with school</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership – monthly</p> <p>District survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p> <p>District leadership will evaluate the implementation and progress of the plan- on-going. Timeline will be monitored and adjusted each month based on progress of all content teams.</p> <p>STAR- 3 times per year</p> <p>DIBELS- 3 times per year</p> <p>KPREP/ACT- once per year</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p>

Goal 3 (State your achievement gap goal.):

By 2024, the district will increase the reading percentage of proficient/distinguished *special education students* from 26% to 35% district wide.

By 2024, the district will increase the math percentage of proficient/distinguished *special education students* from 17% to 25% district wide.

By 2024, the district will increase the reading percentage of proficient/distinguished *English Language Learner (ELL)* students from 30% to 36% district wide.

By 2024, the district will increase the math percentage of proficient/distinguished *English Language Learner (ELL)* students from 15% to 25% district wide.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>ELL students from 30% to 32% district wide.</p> <p>By 2021, the district will increase the math percentage of proficient/distinguished ELL students from 15% to 17% district wide.</p>		<p>students and ELL students including: Strategies, Accomodation and/or Modifications, how these will be applied to specific lessons/learning activities.</p> <p>Lesson Plan Design: District leadership will provide training at the school level as requested by leadership at each school</p> <p>District leadership will conduct walkthroughs and interviews with school leadership throughout the year to monitor curriculum implementation in each school.</p>	<p>leadership. Combined with follow up meeting to discuss observations for professional development.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide common assessments- STAR, DIBELS, KPREP, ACT</p>		
<p><b>Objective 3</b> <i>Response to Intervention Systems (RTI)</i></p> <p>By 2021, the district will increase the reading percentage of proficient/distinguished special education students from 26% to 28% district wide.</p> <p>By 2021, the district will increase the math percentage of proficient/distinguished special education</p>	<p>Develop a systematic process where all students who are in need are required to <b>receive researched based interventions</b> on a daily basis.</p> <p>Develop a systematic process where these students <b>will be monitored</b> on a timely basis in areas of concern. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support.</p>	<p>Provide the training, time and resources needed for teams of teachers to develop a systematic Response to Intervention System for students who are identified for support or in danger of failing. Students will receive additional supports to master grade level essential standards, in addition to their core programs.</p> <p>Each school will conduct Response to Intervention team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress.</p>	<p>Administrative and teacher survey results on specific RTI elements- twice per year</p> <p>Each school's RTI monitoring data.</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p>	<p>DIBELS progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- DIBELS</p> <p>Decrease in percentage of novice students on KPREP</p> <p>Monitoring systems for students grades on a regular basis</p>	

Goal 3 (State your achievement gap goal.):

By 2024, the district will increase the reading percentage of proficient/distinguished *special education students* from 26% to 35% district wide.

By 2024, the district will increase the math percentage of proficient/distinguished *special education students* from 17% to 25% district wide.

By 2024, the district will increase the reading percentage of proficient/distinguished *English Language Learner (ELL)* students from 30% to 36% district wide.

By 2024, the district will increase the math percentage of proficient/distinguished *English Language Learner (ELL)* students from 15% to 25% district wide.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>students from 17% to 19% district wide.</p> <p>By 2021, the district will increase the reading percentage of proficient/distinguished ELL students from 30% to 32% district wide.</p> <p>By 2021, the district will increase the math percentage of proficient/distinguished ELL students from 15% to 17% district wide.</p>			<p>Intervention in program data progress monitoring</p> <p>DIBELS Benchmark Data- 3 times per year</p> <p>TELL Survey Results- 2020</p>		

## 4: Growth

<p>Goal 4 (State your growth goal.):</p> <p>By 2024, increase the percentage of students making growth in reading in grades 4-5 from 66% to 74%, in grades 6-7 from 55% to 63%.</p> <p>By 2024, increase the percentage of students making growth in math in grades 4-5 from 68% to 76%, in grades 6-7 from 52% to 60%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> <i>Professional Learning Communities:</i></p> <p>Create and nurture a culture of collaboration by developing <b>district leadership level PLCs</b> (district with schools).</p> <p>Create and nurture a culture of collaboration by assisting in the development of <b>school level PLCs</b>.</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in reading from 66% to 68% (elementary); from 55% to 57%(middle).</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in math from 68% to 71% (elementary); from 52% to 54%(middle).</p>	<p>Provide job-embedded training to administrators and other school leaders on the components of successful Professional Learning Environments.</p> <p>Development of Systems for the following:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p>	<p>On-going PLC district level professional development as needed.</p> <p>Professional development provided each month for District Leadership Teams focused on components of effective PLCs.</p> <p>Focus Visit collaboration throughout the year with each schools' leadership team, including teachers. Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District leadership will conduct walkthroughs with school leadership between each school's focus visits throughout the year. Teams will discuss and compare observations and plan next steps.</p> <p>District leadership will look at products developed by school's PLCs and give feedback and next steps. (Collaboration with leadership and teachers)</p>	<p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Professional Learning Community Rubrics – <i>High Performing Teams Rubrics</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Observation of PLCs at each individual school- on-going</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District Focus Visits- 2 to 3 times per year at each school. CHAMPS walkthrough behavioral data.</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Observation of PLCs at each individual school- on-going</p> <p>District Interview Data collected twice per year from instructional leadership team.</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p>	

Goal 4 (State your growth goal.):

By 2024, increase the percentage of students making growth in reading in grades 4-5 from 66% to 74%, in grades 6-7 from 55% to 63%.

By 2024, increase the percentage of students making growth in math in grades 4-5 from 68% to 76%, in grades 6-7 from 52% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 2</b> <i>Curriculum:</i> Collaboratively develop and implement upon completion a district wide curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in reading from 66% to 68% (elementary); from 55% to 57%(middle).</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in math from 68% to 71% (elementary); from 52% to 54%(middle).</p>	<p>Provide a systematic process where all teachers in the district collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>	<p>Teams of teachers K-12 will meet on a monthly basis to develop curriculum systematically using <b>Rigor Curriculum Design</b>- Larry Ainsworth.</p> <p>Each teacher and district leader will be provided with the book <i>Rigorous Curriculum Design</i> by Larry Ainsworth to study throughout the curriculum development process.</p> <p>Each step of the process will be led by district leadership through school leadership K-12. Each content area K-12 will have a facilitator and teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Steps of the curriculum design process with the KAS will include:</p> <ul style="list-style-type: none"> <li>• Prioritization of the Standards</li> <li>• Vertical alignment K-12</li> <li>• Pacing Calendar</li> <li>• Deconstruction of KAS at all content areas K-12</li> <li>• Create Collaborative District Common Embedded Assessments</li> <li>• Planning Learning Experiences</li> <li>• Develop Units of Study</li> </ul>	<p>Administrative and teacher survey results on curriculum process- twice per year</p> <p>Survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)</p> <p>Professional Learning Community Rubrics – <i>Clarifying What Students Must Learn</i>- completed twice per year by each school's leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessments</li> <li>• Common Embedded Assessments</li> </ul> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide common assessments- STAR, DIBELS, KPREP, ACT</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership – monthly</p> <p>District survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p> <p>District leadership will evaluate the implementation and progress of the plan- on-going. Timeline will be monitored and adjusted each month based on progress of all content teams.</p> <p>STAR- 3 times per year</p> <p>DIBELS- 3 times per year</p> <p>KPREP/ACT- once per year</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p>

Goal 4 (State your growth goal.):

By 2024, increase the percentage of students making growth in reading in grades 4-5 from 66% to 74%, in grades 6-7 from 55% to 63%.

By 2024, increase the percentage of students making growth in math in grades 4-5 from 68% to 76%, in grades 6-7 from 52% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Lesson Plan Design: District leadership will provide training at the school level as requested by leadership at each school</p> <p>District leadership will conduct walkthroughs and interviews with school leadership throughout the year to monitor curriculum implementation in each school.</p>			



Goal 4 (State your growth goal.):

By 2024, increase the percentage of students making growth in reading in grades 4-5 from 66% to 74%, in grades 6-7 from 55% to 63%.

By 2024, increase the percentage of students making growth in math in grades 4-5 from 68% to 76%, in grades 6-7 from 52% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 3</b> <i>Response to Intervention Systems (RTI)</i></p> <p>Schools with district collaboration as needed will develop Response To Intervention (RTI) Programs in their schools to address the needs of at risk readers</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in reading from 66% to 68% (elementary); from 55% to 57%(middle).</p> <p>By 2021, the district will increase the percentage of proficient and distinguished students in math from 68% to 71% (elementary); from 52% to 54%(middle).</p>	<p>Develop a systematic process where all students identified as at risk or intensive readers receive researched based interventions on a daily basis.</p>	<p>Provide the training, time and resources needed for teams of teachers to systematically develop a systematic Response to Intervention System for reading.</p> <p>Each school will conduct Response to Intervention team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress.</p>	<p>Administrative and teacher survey results on curriculum process- twice per year</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Intervention in program data progress monitoring</p> <p>DIBELS Benchmark Data- 3 times per year</p> <p>TELL Survey Results- 2020</p>	<p>DIBELS progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- DIBELS</p> <p>Decrease in percentage of novice students on KPREP</p>	

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.):

By 2024, increase the percentage of students who are transition ready from 62.3% to 80.3% (high).

By 2024, increase the percentage of students who are kindergarten ready to from 35% to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> <i>Professional Learning Communities:</i></p> <p>Create and nurture a culture of collaboration by developing model <b>district leadership level PLCs</b> (district with schools).</p> <p>Create and nurture a culture of collaboration by assisting in the development of model <b>school level PLCs</b>.</p> <p>By 2021, increase the percentage of students who are transition ready from 62.3% to 71.3% (high).</p>	<p>Provide job-embedded training to administrators and other school leaders on the components of successful Professional Learning Environments.</p> <p>Development of Systems for the following:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p>	<p>On-going PLC district level professional development as needed.</p> <p>Professional development provided each month for District Leadership Teams focused on components of effective PLCs.</p> <p>Focus Visit collaboration throughout the year with each schools' leadership team, including teachers. Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District leadership will conduct walkthroughs with school leadership between each school's focus visits throughout the year. Teams will discuss and compare observations and plan next steps.</p> <p>District leadership will look at products developed by school's PLCs and give feedback and next steps. (Collaboration with leadership and teachers)</p> <p>District Focus Visits- 2 to 3 times per year at each school. CHAMPS walkthrough behavioral data.</p>	<p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Professional Learning Community Rubrics – <i>High Performing Teams Rubrics</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Observation of PLCs at each individual school- on-going</p> <p>School Leadership survey data on district learning support department – 2 times per year</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Administrative and teacher survey data focused on Professional Learning Communities- twice per year</p> <p>Observation of PLCs at each individual school- on-going</p> <p>District Interview Data collected twice per year from instructional leadership team.</p> <p>Products developed by PLCs at each individual school (i.e. assessments, lesson plans etc)- on-going</p> <p>District Focus Visits- 2 to 3 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p> <p>School Leadership survey data on district learning support department – 2 times per year</p>	<p>Title 1 Funds</p> <p>District General Funds</p>
<p><b>Objective 2</b> <i>Curriculum:</i></p>	<p>Provide a systematic process where all teachers in the district collaboratively develop a coherent and rigorous curriculum.</p>	<p>Teams of teachers K-12 will meet on a monthly basis to develop curriculum systematically using <b>Rigor Curriculum Design</b>- Larry Ainsworth.</p>	<p>Administrative and teacher survey results on curriculum process- twice per year</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership – monthly</p>	<p>Title 1 Funds</p> <p>District General Funds</p>

Goal 5 (State your transition readiness goal.):

By 2024, increase the percentage of students who are transition ready from 62.3% to 80.3% (high).

By 2024, increase the percentage of students who are kindergarten ready to from 35% to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Collaboratively develop and implement upon completion a district wide curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>By 2021, increase the percentage of students who are transition ready from 62.3% to 71.3% (high).</p>	<p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>	<p>Each teacher and district leader will be provided with the book Rigorous Curriculum Design by Larry Ainsworth to study throughout the curriculum development process.</p> <p>Each step of the process will be led by district leadership through school leadership K-12. Each content area K-12 will have a facilitator and teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Steps of the curriculum design process with the KAS will include:</p> <ul style="list-style-type: none"> <li>• Prioritization of the Standards</li> <li>• Vertical alignment K-12</li> <li>• Pacing Calendar</li> <li>• Deconstruction of KAS at all content areas K-12</li> <li>• Create Collaborative District Common Embedded Assessments</li> <li>• Planning Learning Experiences</li> <li>• Develop Units of Study</li> </ul> <p>Lesson Plan Design: District leadership will provide training at the school level as requested by leadership at each school</p> <p>District leadership will conduct walkthroughs and interviews with school leadership throughout the year to monitor curriculum implementation in each school.</p>	<p>Survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)</p> <p>Professional Learning Community Rubrics – <i>Clarifying What Students Must Learn</i>- completed twice per year by each school's leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessments</li> <li>• Common Embedded Assessments</li> </ul> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide common assessments- STAR, DIBELS, KPREP, ACT</p>	<p>District survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p> <p>District leadership will evaluate the implementation and progress of the plan- on-going. Timeline will be monitored and adjusted each month based on progress of all content teams.</p> <p>STAR- 3 times per year</p> <p>DIBELS- 3 times per year</p> <p>KPREP/ACT- once per year</p>	<p>School based general funds</p>

Goal 5 (State your transition readiness goal.):

By 2024, increase the percentage of students who are transition ready from 62.3% to 80.3% (high).

By 2024, increase the percentage of students who are kindergarten ready to from 35% to 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2021, increase the percentage of students who are kindergarten ready from 35% to 38% district wide.	Institute a system to involve multiple stakeholders in planning for, and measuring, progress towards the district's kindergarten readiness goal.  Implement exit criteria for all Pre K students coming to Kindergarten.	Enact communication protocols for parents/guardians and community members as it relates to kindergarten readiness.  Conduct PLC meetings each year with Pre K teachers and K teachers in our district.	Kindergarten Brigance Readiness Numbers  Exit Criteria Assessments		

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Increase the adjusted 4-year cohort graduation rate from 78.4% to 82.2% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b></p> <p>Increase the adjusted 4-year cohort graduation rate from 78.4% to 79.2% by 2021.</p>	<p>Provide a systematic process where all teachers in the district collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>	<p>Design by Larry Ainsworth to study throughout the curriculum development process.</p> <p>Each step of the process will be led by district leadership through school leadership K-12. Each content area K-12 will have a facilitator and teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Steps of the curriculum design process with the KAS will include:</p> <ul style="list-style-type: none"> <li>• Prioritization of the Standards</li> <li>• Vertical alignment K-12</li> <li>• Pacing Calendar</li> <li>• Deconstruction of KAS at all content areas K-12</li> <li>• Create Collaborative District Common Embedded Assessments</li> <li>• Planning Learning Experiences</li> <li>• Develop Units of Study</li> </ul> <p>Lesson Plan Design: District leadership will provide training at the school level as requested by leadership at each school</p> <p>District leadership will conduct walkthroughs and interviews with school leadership throughout the year to monitor curriculum implementation in each school.</p>	<p>Administrative and teacher survey results on curriculum process- twice per year</p> <p>Survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)</p> <p>Professional Learning Community Rubrics – <i>Clarifying What Students Must Learn</i>- completed twice per year by each school's leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessments</li> <li>• Common Embedded Assessments</li> </ul> <p>District walkthroughs (shadow) with school leadership. Combined with follow up meeting to discuss observations for professional development.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide common assessments- STAR, DIBELS, KPREP, ACT</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership – monthly</p> <p>District survey results completed by each school's instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p> <p>District leadership will evaluate the implementation and progress of the plan- on-going. Timeline will be monitored and adjusted each month based on progress of all content teams.</p>	

Goal 6 (State your graduation rate goal.):

Increase the adjusted 4-year cohort graduation rate from 78.4% to 82.2% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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 Targeted Support and Improvement (TSI) Schools- NA for CIPS

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

### Components Of Turnaround Leadership Development And Support:

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

**Response:**

### Identification Of Critical Resources Inequities:

**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

**Response:**

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

**Response:**

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

**Response:**

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

### Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Direct Instruction Reading- Reading Mastery (used for RTI) K-2	What Works Clearinghouse- <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf</a>	<input checked="" type="checkbox"/>
Training provided for teachers in Reading Mastery (used for RTI)	What Works Clearinghouse- <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf</a>	<input checked="" type="checkbox"/>
Corrective Reading- Reading Mastery (used for RTI) 3-5	<a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf</a>	
Training Provided for teachers in Corrective Reading (used for RTI) 3-5	<a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Corrective_Reading_070207.pdf</a>	
		<input type="checkbox"/>