

# Comprehensive District Improvement Plan (CDIP)

## Rationale

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

## Operational Definitions

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

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

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

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

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

## Requirements for Building an Improvement Plan

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

Explanations/Directions

**Goal:** Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

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 district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed 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.):

READING Increase elementary from 58.3% to 60.2%, middle from 62.9% to 64.6%, high school from 49.9% to 52.2% for Spring testing 2020.

MATH Increase elementary from 56.1% to 58.1% middle from 56.8% to 58.8% and high from 38.1% to 40.9% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 READING  Objective: Increase elementary from 58.3% to 60.2%, middle from 62.9% to 64.6%, high school from 49.9% to 52.2% for Spring testing 2020	<b>KCWP 2: Designing and Delivering Tier I Instruction</b> Employ guided reading groups as a part of a language and literacy workshop in elementary Tier I instruction. Utilize LLI interventions as a part of Tier II and Tier III instruction at the elementary level.	Instructionally monitored daily guided reading groups as a part of a language and literacy workshop and Leveled Literacy Interventions (LLI).	Walkthrough evidence of daily, effective classroom guided reading instruction.	Running records data will be collected four times per year to determine student reading fluency levels and determine goals for improvement.	Board Funding \$58,000.00
		District will financially support professional learning experiences in conducting guided reading lessons and purchase Fountas and Pinnell materials.	Student running records and MAP data evidencing growth.	MAP benchmark assessments in reading will be administered three times per year to assess student reading comprehension levels and will be used to determine goals for improvement.	
	<b>KCWP 2: Artful Reading</b> Connect reading and art as part of a partnership between general elementary classroom teachers, media specialist, and art teacher through CTL's Artful Reading curriculum funded through the Striving Readers Comprehensive Literacy grant.	Cross-curricular implementation of Artful Reading program at strategic grade levels (K, 1 <sup>st</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> ) to deepen student learning.  Incorporate additional classrooms (K and 1st ) along with additional classroom teachers (K, 1 <sup>st</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> ) that have already been implementation through professional learning with CTL and Cohort 1.  Purchase additional book titles of the Artful Reading program for each school participating.	Deeper understanding of reading content through cross curricular modes as students develop an appreciation for reading and the arts in the grade levels exposed to the supplemental curriculum.	The Artful Reading teachers collaborate with a CTL professional four times throughout the year for training, coaching, and co-teaching.	Second year Striving Readers Comprehensive Literacy Grant \$31,500.00
					General Fund \$2,000.00
	<b>KCWP 2: Artful Reading</b> Connect reading and art as part of a partnership between general elementary classroom teachers, media specialist, and art teacher through CTL's Artful Reading	The Literacy Action Plan will be constructed throughout the Early Literacy and Language Summer Institute and follow-up sessions. The final LAP will include 5 sections:	Provide family training in Early Literacy and Phonemic Awareness.	Collect documentation and artifacts to provide evidence for the LAP progress to be utilized in the Share Fair presentation.	Second year Striving Readers Comprehensive Literacy Grant \$18,000.00
Fair Share Presentation for completion of					

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MATH Increase elementary from 56.1% to 58.1% middle from 56.8% to 58.8% and high from 38.1% to 40.9% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	curriculum funded through the Striving Readers Comprehensive Literacy grant.	<ol style="list-style-type: none"> <li>1) Independent and collaborative study</li> <li>2) Classroom/Community application of new knowledge</li> <li>3) Assessment of student progress as a result of application of new knowledge</li> <li>4) Self-evaluation and reflection</li> <li>5) Plans for continued growth</li> </ol>	Collaborative Center for Literacy Development with Preschool.		
	<p><b>KCWP 1: Progression of ELA Standards</b> District will facilitate and support a K-12 curriculum mapping effort</p>	<p>Summer of 2019 printed and purchased every classroom teacher a copy of grade standards with an addition to before their grade level and after their grade level.</p> <p>Establish regularly-scheduled curriculum meetings to review the ELA alignment between standards, learning targets, and assessment measures. These meetings will occur at each grade level or by building.</p> <p>Create new pacing guides and curriculum maps at each grade level to ensure that all standards are being taught with fidelity.</p>	<p>Deeper understanding of ELA content will ensure that all students are mastering the correct content at each grade level.</p> <p>All ELA teachers will have access to common pacing guides and curriculum maps.</p>	<p>K-4 will meet bi-monthly to review ELA documents as well as guided reading and Artful Reading initiatives.</p> <p>ELE, Baker, Campbell, and GRC will vertically align at key transition points (4<sup>th</sup> and 5<sup>th</sup>; 6<sup>th</sup> and 7<sup>th</sup>; 8<sup>th</sup> and 9<sup>th</sup>) to review ELA documents.</p>	<p>Funding from Curriculum and Instruction (Board Funding) \$15,000.00 NA</p>
	<p><b>KCWP 1: Learning Targets</b> District will facilitate and support K-12 efforts that will develop teachers' ability to create and share standards based learning targets in student friendly language.</p>	<p>School level teams, groups or PLCs will work together to learn to create standards based learning targets that are useful as a design and instructional tool for teachers and useful for students as they set their expectations for their learning.</p>	<p>District will develop and facilitate learning experiences for teachers that will culminate with the creation and plan for use of standards based, student friendly learning targets.</p>	<p>Classroom observations will reveal the use of standards based, student friendly learning targets</p>	<p>NA</p>

Goal 1 (State your proficiency goal.):

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MATH Increase elementary from 56.1% to 58.1% middle from 56.8% to 58.8% and high from 38.1% to 40.9% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP 2: Student Engagement</b> District will facilitate and support K-12 efforts to implement instructional practices that increase engagement of all students</p>	<p>School level teams, groups or PLCs will work together to learn, develop and deploy strategies in their classrooms that will promote high level thinking and maximize student engagement. This will include questioning and discussion strategies and techniques.</p> <p>District will develop a reporting tool that will capture or summarize progress of teacher learning in this area. This reporting tool will be used to provide feedback after participation in learning experiences in this area.</p> <p>District will develop an observation tool that captures the level of student engagement. This tool will be used to track the questioning and discussion practices managed by the teachers and to track teacher growth in this area.</p> <p>Classroom observations with a specific focus on engagement will take place. After the observation, teachers will be provided with feedback that will move their learning and practice forward in this area.</p>	<p>Teachers will have a scheme for designing effective systems of questions that will lead to high level thinking and maximized student engagement in the classrooms.</p> <p>Student engagement will increase as well as broad active participation from the students in the classrooms</p>	<p>The engagement-reporting tool will be utilized for determining future training on student engagement</p>	<p>NA</p>
<p>Objective 2 MATH Objective: Increase elementary from 56.1% to 58.1% middle from 56.8% to 58.8% and high from 38.1%</p>	<p><b>KWCP 1: Progression of Mathematics Standards</b> District will facilitate and support a K-12 curriculum mapping effort.</p>	<p>Summer of 2019 printed and purchased every classroom teacher a copy of grade standards with an addition to before their grade level and after their grade level.</p>	<p>District will develop a protocol and form to track how skills and knowledge in the “critical areas” develop</p>	<p>Observation, notes and other material from teacher collaborative work (e.g., PLCs, team meetings, after school meetings...) will reveal and illuminate progress in this area.</p>	<p>Funding from Curriculum and Instruction (Board Funding) \$15,000.00</p>

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MATH Increase elementary from 56.1% to 58.1% middle from 56.8% to 58.8% and high from 38.1% to 40.9% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
to 40.9% for Spring testing 2020.		<p>School level math teams will meet to examine standards. This work will specifically look at the development and progression of the skills in the “critical areas” as described in KDE Academic Standards for Mathematics document.</p> <p>A math team consisting of representatives from all grade levels and all schools will meet to extend the standards progress in work to include the transition grades (i.e., 4<sup>th</sup>-5<sup>th</sup>, 6<sup>th</sup>-7<sup>th</sup>, 8<sup>th</sup>-9<sup>th</sup>).</p>	<p>and change from one grade/course to the next. This form will be used to guide the work and as a reporting tool to ensure the progressions have been accurately and thoroughly described and mapped.</p> <p>Teachers will use this tool to describe how similar skills (e.g., addition and subtraction, multiplication and division) develop and differ between the grade levels.</p> <p>Teachers will track the “critical area” progression and development of skills and conceptual knowledge from grades/courses K-12.</p> <p>This work will conclude with a shared document that tracks expectations for student learning in grades K-12.</p>	Classroom observations will reveal appropriate instruction targeted on the grade/course specific standards/expectations.	NA
	<b>KCWP 1: Learning Targets</b>				

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MATH Increase elementary from 56.1% to 58.1% middle from 56.8% to 58.8% and high from 38.1% to 40.9% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	District will facilitate and support K-12 efforts that will develop teachers' ability to create and share standards based learning targets in student friendly language.	School level teams, groups or PLCs will work together to learn to create standards based learning targets that are useful as a design and instructional tool for teachers and useful for students as they set their expectations for their learning.	District will develop and facilitate learning experiences for teachers that will culminate with the creation and plan for use of standards based, <b>student friendly learning targets</b> .	Classroom observations will reveal the use of standards based, student friendly learning targets.	NA
	<p><b>KCWP 2: Student Engagement</b> District will facilitate and support K-12 efforts to implement instructional practices that increase engagement of all students.</p>	<p>School level teams, groups or PLCs will work together to learn, develop and deploy strategies in their classrooms that will promote high level thinking and maximize student engagement. This will include questioning and discussion strategies and techniques.</p> <p>District will develop a reporting tool that will capture or summarize progress of teacher learning in this area. This reporting tool will be used to provide feedback after participation in learning experiences in this area.</p> <p>District will develop an observation tool that captures the level of student engagement. This tool will be used to track the questioning and discussion practices managed by the teachers and to track teacher growth in this area.</p> <p>Classroom observations with a specific focus on engagement will take place. After the observation, teachers will be provided with</p>	<p>Teachers will have a scheme for designing effective systems of questions that will lead to high level thinking and maximized student engagement in the classrooms</p> <p>Student engagement will increase as well as broad active participation from the students in the classrooms.</p>	<p>The engagement-reporting tool will be utilized for determining future training on student engagement.</p> <p>Classroom observations will provide evidence of high level questioning techniques.</p>	NA

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READING Increase elementary from 58.3% to 60.2%, middle from 62.9% to 64.6%, high school from 49.9% to 52.2% for Spring testing 2020.

MATH Increase elementary from 56.1% to 58.1% middle from 56.8% to 58.8% and high from 38.1% to 40.9% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		feedback that will move their learning and practice forward in this area.			
	<p><b>KCWP 2: Mathematical Practice Standards (MPS)</b>            District will facilitate and support K-12 efforts to implement the (MPS) in design and delivery of instruction.</p>	<p>K-12 math teachers will engage in learning experiences that will allow them to:</p> <ul style="list-style-type: none"> <li>• See the importance of MPSs</li> <li>• Recognize the MPSs in use</li> <li>• Develop lessons and units of instruction that intentionally focus on the MPSs</li> </ul> <p>Develop and implement instructional strategies and practices that intentionally focus on the MPSs</p>	<p>Instructional plans will include an explicit focus on the MPSs.</p> <p>Classroom observations will reveal the focus on the MPSs</p>	<p>Instructional plans will be reviewed for evidence of the MPSs.</p> <p>Classroom observations will be held to look for the use of the MPSs.</p>	NA



2: Separate Academic Indicator

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

SCIENCE Increase elementary from 32.9% to 36.0%, middle from 56.8% to 58.8% and high from 31.7% to 34.8% for Spring testing 2020.

WRITING Increase elementary from 39.5% to 42.3%, middle from 25.1% to 28.5%, and high from 40.7% 43.4% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 SCIENCE</p> <p>Objective: Increase elementary from 32.9% to 36.0%, middle from 56.8% to 58.8% and high from 31.7% to 34.8% for Spring testing 2020.</p>	<p><b>KCWP 1-NGSS Standards</b> All students in grades K-8 will have access to standards based science instruction and experiences regularly each year. In grade 9-12, all students will have access to standards based science instruction and experiences.</p>	<p>Summer of 2019 printed and purchased every classroom teacher a copy of grade standards with an addition to before their grade level and after their grade level.</p> <p>School based teacher teams will create a progression tool that describes the evolving grade level demands of the three-dimensional science standards. The progression will be used to ensure instructional plans for science are aligned with appropriate grade level expectations. This will include alignment of the Performance Expectations, the Disciplinary Core Ideas, the Cross Cutting Concepts, Science and Engineering Practices, and resources (e.g., curriculum, pacing guides...) using three-dimensional learning and model assessment practices that promote student thinking.</p>	<p>School based teacher teams will create a progression tool that describes the evolving grade level demands of the three-dimensional science standards. The progression will be used to ensure instructional plans for science are aligned with appropriate grade level expectations. This will include alignment of the Performance Expectations, the Disciplinary Core Ideas, the Cross Cutting Concepts, Science and Engineering Practices, and resources (e.g., curriculum, pacing guides...) using three-dimensional learning and model assessment practices that promote student thinking.</p>	<p>Instructional plans will be developed with the progression tool as a guide.</p> <p>Classroom observations will provide evidence that NGSS are aligned district wide.</p>	<p>Funding from Curriculum and Instruction (Board Funding) \$15,000.00</p> <p>NA</p> <p>Grant received by Project Lead the Way</p>
		<p>A team of district science teacher leaders will facilitate creation of progression tools between schools to ensure that all standards and expectations are met as students move from one school to the next.</p>	<p>Progression tool will be utilized by all science teachers to document standards expectations.</p>	<p>Classroom observations will provide evidence that NGSS are aligned district wide.</p>	<p>NA</p>
		<p>Teachers will facilitate the implementation of NextGen Science Standards and assessment literacy using three-dimensional learning as</p>	<p>Classroom assessments, TCTs, and summative assessments will be</p>	<p>Observations and artifacts (e.g., lesson plans, assessments...)</p>	<p>NA</p>

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

SCIENCE Increase elementary from 32.9% to 36.0%, middle from 56.8% to 58.8% and high from 31.7% to 34.8% for Spring testing 2020.

WRITING Increase elementary from 39.5% to 42.3%, middle from 25.1% to 28.5%, and high from 40.7% 43.4% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		measured by classroom assessments, TCTs, and summative assessments. The staff and administration will implement, monitor, and evaluate these processes through content area PLCs and school/district level learning communities.	aligned with NGSS. Teachers will intentionally and actively address the three-dimensional nature of the science standards in their instruction and assessment.		
	<p><b>KCWP 1: Learning Targets</b> District will facilitate and support K-12 efforts that will develop teachers' ability to create and share standards based learning targets in student friendly language</p>	School level teams, groups or PLCs will work together to learn to create standards based learning targets that are useful as a design and instructional tool for teachers and useful for students as they set their expectations for their learning.	District will develop and facilitate learning experiences for teachers that will culminate with the creation and plan for use of standards based, student friendly learning targets.	Classroom observations will reveal the use of standards based, student friendly learning targets.	NA
	<p><b>KCWP 2: Student Engagement</b> District will facilitate and support K-12 efforts to implement instructional practices that increase engagement of all students.</p>	<p>School level teams, groups or PLCs will work together to learn, develop and deploy strategies in their classrooms that will promote high level thinking and maximize student engagement. This will include questioning and discussion strategies and techniques.</p> <p>District will develop a reporting tool that will capture or summarize progress of teacher learning in this area. This reporting tool will be used to provide feedback after participation in learning experiences in this area.</p>	Teachers will have a scheme for designing effective systems of questions that will lead to high level thinking and maximized student engagement in the classrooms.	The engagement-reporting tool will be utilized for determining future training on student engagement.	NA
		District will develop an observation tool that captures the level of student engagement. This tool will be used to track the questioning and discussion practices managed by the teachers and to track teacher growth in this area.	Student engagement will increase as well as broad active participation from the students in the classrooms.	The engagement-observation tool will be utilized for determining future training on student engagement.	NA

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

SCIENCE Increase elementary from 32.9% to 36.0%, middle from 56.8% to 58.8% and high from 31.7% to 34.8% for Spring testing 2020.

WRITING Increase elementary from 39.5% to 42.3%, middle from 25.1% to 28.5%, and high from 40.7% 43.4% for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Classroom observations with a specific focus on engagement will take place. After the observation, teachers will be provided with <i>feedback that will move their learning and practice forward in this area.</i>			
Objective 2 WRITING Objective: Increase elementary from 39.5% to 42.3%, middle from 25.1% to 28.5%, and high from 40.7% 43.4% for Spring testing 2020.	<b>KCWP 6: Continuous Improvement Activities</b> The district will collaborate with our assigned ERL to develop evidence-based practices to increase writing proficiency.	The Superintendent, Curriculum and Instruction Department, and all head principals from preschool-12 <sup>th</sup> grade will visit our hub district, Carter County, to observe and learn new strategies to increase student proficiency.	The implementation of new writing strategies across all content areas will be evident in student work and assessments.	Design and implementation of new writing strategies will be a district wide initiative at elementary, middle, and high school level.	General Fund \$3,000.00
	<b>KCWP 2: Literacy Design Collaborative</b> Select teachers from grades 5-12 will utilize the LDC Quality tasks and modules to provide high quality Tier I writing instruction for all students.	Select teachers and coaches will meet face-to-face three times per year, and 16 times through virtual training to focus on base design and material decisions on curriculum needs and goals, as well as to collaborate with colleagues through the LDC Core Tools platform.	The implementation of LDC writing tasks and/or modules across all content areas will be evident in student work and assessments	LDC teachers and coaches will attend and participate in LDC training through the Striving Readers Comprehensive Literacy Grant.	Second Year Striving Readers Comprehensive Literacy Grant \$143,000.00
	<b>KCWP 2: Kentucky Writing Project</b> Select teachers from grades K-4 will utilize the writing process emphasized in the Kentucky Writing Project to provide high quality Tier I instruction.	Select teachers and writing fellows will participate in intensive summer institutes and regular support meetings to develop research-based literacy practices and develop the ability to model key practices for colleagues.	Integrating literacy practices into current curriculum and culture of the school.	Seven follow up sessions (September, October, November, January, February, March, and April) to support leaders in classroom implementation and teacher learning at the school, analysis of student work/assessment literacy, and development of literacy leadership skills.	Second Year Striving Readers Comprehensive Literacy Grant \$60,000

### 3: Growth

Goal 3 (State your growth goal.):  
 Increase the average combined scores from by Spring 2020

ELEMENTARY	66.5	3-STAR Move to 4-STAR	71.0
MIDDLE	64.8	3-STAR Move to 4-STAR	67.0
HIGH SCHOOL	65.5	3-STAR Move to 4-STAR	72.0

No school shall be less than 50% in growth

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the average combined scores from by Spring 2020  ELEMENTARY 66.5 3-STAR Move to 4-STAR 71.0  MIDDLE 64.8 3-STAR Move to 4-STAR 67.0  HIGH SCHOOL 65.5 3-STAR Move to 4-STAR 72.0	Utilize the district's universal screener to monitor student growth in grades K-10 <sup>th</sup> grade	Administer reading and math MAP assessment three times per year to determine below grade level, on grade level, and above grade level. Data will determine the correct interventions to promote student growth.  Professional Development on how to use MAP Growth data to focus instruction and close achievement gaps.	MAP Growth data can be utilized to set personalized goals for each student.  Training provides a deeper dive into the most important reports that will inform instruction and track growth.	Student data is analyzed to determine necessary interventions.  Administration and District personnel	General Fund \$50,000  NA

#### 4: Achievement Gap

Goal 4 (State your achievement gap goal.):

*KPREP in the following gap groups:* These GAP groups are listed because of the past TSI and/or significantly less than groups

- Elementary reading—African Americans from 34% to 37% by Spring 2020
- Elementary reading—students with disabilities from 32.7% to 35.8% by Spring 2020
- Elementary math—African Americans from 32.1% to 35.2 by Spring 2020
- Elementary math—students with disabilities from 30.3% to 33.5% by Spring 2020
  
- Middle reading—African Americans from 44.7% to 47.2% by Spring 2020
- Middle reading—students with disabilities from 28.9% to 32.1% by Spring 2020
- Middle math—African Americans from 44.7% to 47.2% by Spring 2020
- Middle math—students with disabilities from 34.1% to 37.1% by Spring 2020
  
- HS reading—African Americans from 27.3% to 30.6% by Spring 2020
- HS reading—students with disabilities from 9.1% to 13.2% by Spring 2020
- Middle math—African Americans from 19.0% to 22.7% by Spring 2020
- Middle math—students with disabilities from 3.4% to 7.8% by Spring 2020

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the percentage of African American performing below proficiency by 10% in reading and math by Spring 2020	Revisit the Response to Intervention district manual to revise and/or update	Form a Response to Intervention Committee with each school providing one representative, district special education representative, and district curriculum and instruction representative.	Committee/stakeholders will provide their intervention expertise to make necessary updates/revisions to manual	Committee meetings will begin held throughout the year. Data points discussed throughout the year.	NA
Objective 2 Decrease the percentage of students with disabilities performing below proficiency by 10% in reading and math by Spring 2020.	Revisit the Response to Intervention district manual to revise and/or update	Form a Response to Intervention Committee with each school providing one representative, district special education representative, and district curriculum and instruction representative.	Committee/stakeholders will provide their intervention expertise to make necessary updates/revisions to manual	Committee meetings will begin held throughout the year. Data points discussed throughout the year	NA

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Transition readiness Increase the transition rate percentage of students from 71.9%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Transition readiness Increase the transition rate percentage of students from 71.9%.	<b>KCWP 6: Developing the Graduate Prototype</b> Reconstructed the new graduation rate requirements by the State for Clark County Graduates.	A sub-committee will look at the school schedule to determine if GRC is best meeting the needs of their students and preparing them for graduation and beyond.  Do all students have the same opportunities for success?		sub-committee summer 2020	NA
		A policy was taken to the Board for approval in the summer of 2019 for those students that are truly in a HARDSHIP situation and to help them finish and be ready for their future.	Zero drop outs	sub-committee summer 2020	NA

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase the graduation rate from 97% by graduation May 2020. (4 year cohort)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the graduation rate from 97% by graduation May 2020. (4 year cohort) KDE has our goal at 95%, but we have exceed that already.	<b>KCWP 2: APEX/Cardinal Lab</b> Protocol to ensure Tier I and Tier II instruction at GRC and Phoenix	Students who are identified at risk of not meeting the course completion requirements for graduation will be enrolled in APEX/Cardinal Lab. This program will assist students in recovering course credit, allowing them to be on track to graduate. Teachers will make every effort, including using interventions and regular communication with the student and parents/guardians, to work with students and identify supports to help students be successful in their class.	Students will earn course credit allowing them to be on track to graduate.	Ongoing progress will be monitored. Each student participating will have an individualized learning plan	General Fund \$30,000.00
	<b>KCWP 5: Interventions</b> A process will be in place to ensure appropriate academic and behavioral interventions are occurring.	Counselors at each grade level will ensure that students and teachers have worked together to complete students' Individualized Learning Plan (ILP). The ILP will be used as an individualized advising tool. Focus will be placed upon establishing college and/or career pathways beginning in 6 <sup>th</sup> grade. Counselors will provide additional training for teachers on the ILP throughout the year.	Students will know and be able to monitor their own progress towards completing the requirements for graduation.	Administers along with counselor will ensure that the ILP is completed at all three grade span schools.	General Fund \$29,000.00

7: Other (Optional)

Goal 7 (State your separate goal.):  
 SOCIAL STUDIES Increase elementary from 67.2% to 68.7%, middle from 55.1% to 57.1%, no HS yet for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 SOCIAL STUDIES  Objective: Increase elementary from 67.2% to 68.7%, middle from 55.1% to 57.1%, no HS yet for Spring testing 2020.	<b>KCWP 1: Revise and Update Curriculum Documents</b> Upon the KBE adoption of revised social studies standards, the district will revise and update curriculum documents	Upon receiving the newly revised Social Studies Standards, the district will revise and update all curriculum documents to reflect the revised standards K-12.	Curriculum documents will reflect revised standards for grades K-12.	Documents will be provided to all teachers upon completion of standards work.	NA
	<b>KCWP 1: Learning Targets</b> District will facilitate and support K-12 efforts that will develop teachers' ability to create and share standards based learning targets in student friendly language.	School level teams, groups or PLCs will work together to learn to create standards based learning targets that are useful as a design and instructional tool for teachers and useful for students as they set their expectations for their learning.	District will develop and facilitate learning experiences for teachers that will culminate with the creation and plan for use of standards based, student friendly learning targets.	Classroom observations will reveal the use of standards based, student friendly learning targets.	NA
	<b>KCWP 2: Student Engagement</b> District will facilitate and support K-12 efforts to implement instructional practices that increase engagement of all students.	School level teams, groups or PLCs will work together to learn, develop and deploy strategies in their classrooms that will promote high level thinking and maximize student engagement. This will include questioning and discussion strategies and techniques.  District will develop a reporting tool that will capture or summarize progress of teacher learning in this area. This reporting tool will be used to provide feedback after participation in learning experiences in this area.  District will provide professional development to staff members to attend a three day SS activity through KEDC/KDE in Lexington.	School level teams, groups or PLCs will work together to learn, develop and deploy strategies in their classrooms that will promote high level thinking and maximize student engagement. This will include questioning and discussion strategies and techniques.  District will develop a reporting tool that will capture or summarize progress of teacher learning in this area. This reporting tool will be used to provide feedback after participation in	The engagement-reporting tool will be utilized for determining future training on student engagement.	NA   Title II 12,000.00



Goal 7 (State your separate goal.):

SOCIAL STUDIES Increase elementary from 67.2% to 68.7%, middle from 55.1% to 57.1%, no HS yet for Spring testing 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			learning experiences in this area.		

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

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

### Monitoring and Support

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

**Response:**  
Throughout the year academic data checkpoints will be taken, walkthroughs in all classrooms, discussion during administrative meetings, Student Achievement reports to the Superintendent and the Board just to name a few.