



SIMPSON COUNTY SCHOOLS

HOME OF THE FRANKLIN-SIMPSON WILDCATS

Comprehensive District Improvement Plan (CDIP)

Rationale

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

The percentage of African Americans who scored below Proficiency in Reading at the elementary level was 73%. The percentage of African Americans who scored below Proficiency in Reading for the middle level was 76%. The percentage of African Americans who scored below Proficiency in Reading at the high school level was 84%.

The percentage of African Americans who scored below Proficiency in math at the elementary level was 82%. The percentage of African Americans who scored below Proficiency in Math for the middle level was 83%. The percentage of African Americans who scored below Proficiency in Math at the high school level was 84%.

As the data demonstrates we have an equity concern with our African-American subgroup. At the elementary level, interventionists have been trained in research-based strategies implementing the Amplify curriculum. Identified students receive extra support through ESS offerings, Tier 2 and Tier 3 instruction.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research? • Professional Learning Communities • PD Opportunities • District and Local School Walkthroughs • Instructional Leadership Team Meetings • K-8th Amplify Curriculum • Interventionists

KCWP 6: Establishing Learning Culture and Environment Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth are the primary focus and foundation for all actions? • Collaboration with School Social Workers and School Guidance Counselors. • Check and Connect Program • Student Support Teams for middle and high school students • Community Outreach Coordinator • Jostens Renaissance Participation

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elem: 67.5 (Medium) Middle: 56.7 (Medium) High: 51.5 (Low)	Elem: 1.7 (Increase) Middle: 1.7 (Increase) High: -7.3 (Decline)
State Assessment Results in science, social studies, and writing	Elem: 60.5 (Medium) Middle: 48.7 (Medium) High: 39.2 (Low)	Elem: -0.3 (Maintain) Middle: -2.9 (Decline) High: -4.6 (Decline)
English Learner Progress	Elem: 57.3 (Medium)	N/A
Quality of School Climate and Safety	Elem: 75.7 (Medium) Middle: 62.2 (Low) High: 58.2 (Low)	Elem: 0.3 (Increase) Middle: -1.9 (Maintain) High: -.06 (Maintain)
Postsecondary Readiness (high schools and districts only)	83.5 (Medium)	24.3 (Significant Increase)
Graduation Rate (high schools and districts only)	96.0 (High)	.8 (Increase)

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in reading for all elementary students from 53% to 75.8% from 42% to 80.7% for middle school students and from 37% to 74.7% for high school students by 2030. Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in math for all elementary students from 45% to 72.2% from 38% to 76.5% for middle school students and from 31% to 71.7% for high school students by 2030.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: To increase the percentage of students scoring Proficient and Distinguished in Reading for elementary from 53% to 56%, for middle school students from 42% to 45%, and from 37% to 50% for high school students by 2024.	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs to be based on assessments.	Strategy: Curriculum and Instruction Develop a consistent vertically-aligned curriculum district-wide around the KAS Standards, NGSS Standards, and industry certification standards using a common language, identified learning targets, vocabulary, and a suggested pacing guide. Activity: The Teaching and Learning Team The District and school leadership will meet to analyze the curriculum, assessments, systems, and structures at each school to help identify gaps, make necessary adjustments to the curriculum, and share instructional resources aligned to KAS.	Evidence: Vertical Curriculum Maps Learning Community Day Agendas	Curriculum maps will be edited via Google and shared with teachers in the district. On Learning Community Days and in PLC Meetings teachers will revise their grade/content-specific maps. School administrators will disseminate updated/revised curriculum to teachers to gather feedback/input to ensure that teachers implement the curriculum with best practices for instruction and assessment and monitor implementation throughout the year.

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in reading for all elementary students from 53% to 75.8% from 42% to 80.7% for middle school students and from 37% to 74.7% for high school students by 2030. Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in math for all elementary students from 45% to 72.2% from 38% to 76.5% for middle school students and from 31% to 71.7% for high school students by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs based on assessments.	Strategy: Reading/Writing Instruction Activity: Literacy Initiative Amplify was purchased as the reading and writing curriculum for grades K-8. District leadership staff will monitor the literacy program in each school through evidence in the writing program documentation, KSA scores, MasteryConnect Data (Grades 2-8 and high school Algebra and Geometry), and STAR assessments. Gaps in literacy performance will determine professional development needs within each school. Amplify Curriculum resources were purchased for FES, SES, LES, and FSMS. Savas Curriculum was purchased for students in grades 9-12 at FSHS.	Evidence: Writing Plan Feedback Amplify Training Dates Writing Plan PD Writing Blitz Schedules Weekly Overviews District Curriculum Map School Site Visit Agendas LCD Day Agendas	Vertical curriculum alignment meetings with ELA/Reading teachers will focus on critical skills needed in each area and calibrate instruction to the standards. Adjustments will be made by monitoring unit plans, pacing guides, and weekly overviews.	\$260,000
	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs based on assessments.	Activity: Math Initiative District and school leadership will support staff members in analyzing math assessments such as KSA, MasteryConnect Data (Grades 2-8 and high school Algebra and Geometry), STAR, and common, formative, and summative assessments to determine gaps and inform instructional improvements. FES, SES, & LES are utilizing Go Math curricular resources for instructional support in the area of math. FSMS is implementing Savas a new math curriculum and FSHS is using All Things Algebra.	Evidence: Weekly Overviews District Curriculum Map School Site Visit Agendas LCD Day Agendas	District and school leadership will also support teachers in developing lessons, suggest remediation strategies, and review weekly overviews, and/or curriculum maps that address the Kentucky Academic Standards and NGSS.	
	KCWP 5: Design, Align, and Deliver Support Processes to implement systems to ensure appropriate academic learning and interventions	Activity: NTI Days Simpson County Schools will provide NTI days for inclement weather or sickness. Students will be able to continue learning even though in-person school will be closed.	Evidence: NTI Log Student Work Community Communication		

Goal 1 (State your reading and math goal.):					
Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in reading for all elementary students from 53% to 75.8% from 42% to 80.7% for middle school students and from 37% to 74.7% for high school students by 2030.					
Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in math for all elementary students from 45% to 72.2% from 38% to 76.5% for middle school students and from 31% to 71.7% for high school students by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: To increase the percentage of students scoring Proficient and Distinguished in Math for elementary students from 45% to 48%, from 38% to 45% for middle school students, and 31% to 50% for high school students by 2024.	are taking place to meet the needs of all students.				
	KCWP 3: Design and Deliver Assessment Literacy to ensure appropriate assessment design is used that will best evaluate the level of student learning and will ensure teachers utilize formative and summative information to increase student achievement.	Activity: Learning Community Days District and school leadership teams will utilize Learning Community Days, Professional Learning Committee meetings, and planning period meetings to analyze a variety of student work samples and assessment results. Activity: Balanced Assessment System Schools will continue to focus on implementing and improving a balanced assessment system. Summative, Common, and Formative Assessments will be used to determine instructional next steps for teachers and students. Teachers will work to provide students with clear learning targets and specific feedback regarding tasks and assignments.	Evidence: Site Visit Agendas/Notes Instructional Planning Meeting Agendas	The district leadership team will be presented with a review of assessment data during semester site visits. Instructional next steps, developing personalized learning opportunities for students, and identifying interventions/enrichments will also be discussed.	\$20,000
	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and is used to drive classroom instruction and used to determine students' learning needs.	Strategy: Continuous Classroom Improvement Activity: Data Analysis District staff members will also collaborate with schools and teachers in data analysis focused on student growth. Simpson Elementary is focused on identifying and monitoring Success Criteria. The Director of Special Education and district MTSS Coordinator will continue to work with teachers at FES, SES, LES, and FSMS to continue a progress monitoring system for our RTI students. FastBridge is being utilized at FES, SES, LES, and FSMS (6th grade) to monitor student academic tiers.	Evidence: Learning Community Day Agendas	District data and school student data are presented at quarterly site visits at each school. The curriculum instruction and assessment specialists at each school review data weekly in PLCs with teachers.	\$18,000

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in reading for all elementary students from 53% to 75.8% from 42% to 80.7% for middle school students and from 37% to 74.7% for high school students by 2030. Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in math for all elementary students from 45% to 72.2% from 38% to 76.5% for middle school students and from 31% to 71.7% for high school students by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction to implement processes to monitor learning before, during, and after instruction. KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs.	Activity: Instructional Walkthroughs District and school staff members will conduct walkthroughs with an instructional focus at each school to continue to develop instructional quality within all classrooms and ensure progress in meeting our goals.	Evidence: Walkthrough Google Forms/Walkthrough documents Site Visit Agendas Materials shared with teachers (Powerpoints, notes) Administrative Calendars	District and staff members will conduct a more focused walkthrough for schools requesting data on a specific need to give more intentional feedback and next steps. Walkthrough forms are being utilized at each school to monitor student and teacher skills.	
	KCWP 5: Design, Align and Deliver Support to ensure high levels of teacher effectiveness and student learning.	Activity: Teacher Resource Support The district will work with school leadership to provide a mentor teacher to teachers who need extra support to help develop necessary skills for the classroom and to engage in the improvement of their instructional practices.	Evidence: New Teacher Orientation Meeting Agendas Site Visit Discussions PLC Agendas/Notes BrightBytes Survey Data	Newly hired teachers will participate in New Wildcat Orientation in the summer with follow-up support meetings throughout the school year. Teachers will participate in PLCs and planning period meetings to collaborate with other teachers.	\$15,000 Mentors \$6,000 New Wildcat Orientation
		Professional Learning and Collaboration The district will continue to provide instructional support and professional development which includes content-specific PD, formative assessment, engagement, and high-yield instructional	Evidence: New Teacher Orientation Meeting Agendas Site Visit Discussions	District administrators will work with school leadership teams to implement an effective	\$25,000 PD

Goal 1 (State your reading and math goal.):					
Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in reading for all elementary students from 53% to 75.8% from 42% to 80.7% for middle school students and from 37% to 74.7% for high school students by 2030.					
Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in math for all elementary students from 45% to 72.2% from 38% to 76.5% for middle school students and from 31% to 71.7% for high school students by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		strategies such as Thoughtful Ed, Trauma-Informed Care, Total Participation Techniques, Mental Health Strategies, Writing Strategies, Antonetti Engagement Cube, Amplify, Deeper Learning, Literacy Strategies, Technology, etc.	PLC Agendas/Notes Professional Development LCD Agendas	Professional Learning Communities (PLCs) schedule at each building where teachers regularly meet to collaborate on instruction and assessment and analyze data to make needed instructional changes.	
	KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students. KCWP 6: Establish a Learning Culture and environment to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners.	Activity: Enrichment Opportunities Students who are already meeting learning goals will be provided with extended opportunities to stretch learning through various activities such as enrichment classes, Edgenuity, AP classes, Advance Content Subjects, dual credit through SKYCTC, WKU, pull-out programs, classroom differentiation (cluster grouping), and/or flexible groupings. GT/PTP coordinators are in place at FES, SES, LES, FSMS, and FSHS to lead and monitor this work. Students at FSMS have the opportunity to experience The Summit. GT students are grouped during the Flex Period. Simpson County Schools GT Consultant, use of EDGE Makerspace, KAGE meetings, and parent forums. Students also have the opportunity to participate in EDGE Academy through an application process. Activity: Renaissance The district will continue to support the Renaissance Program in each school to emphasize a culture of student empowerment that will nurture the skills students need for success in the 21st century.	Evidence: Exploratorium Schedules Class Schedules Cluster Groups Flexible Groups Evidence: Site Visit Agenda/Notes LIM visuals Student Jobs	Administrations, teachers, and parents will be encouraged to set individual goals that will enable them to build the knowledge, skills, and experience for lifelong success. Students participate in Hype Rallies that focus on student recognition and engagement which is encouraged through the Renaissance Program.	\$30,000 Edgenuity \$80,000 GT (KDE Provided) \$20,000 EDGE \$30,000 Renaissance
	KCWP 2: Design and Deliver Instruction to implement processes to monitor learning before, during, and after instruction	Activity: Advanced Placement and Dual Credit District leadership will work with HS and MS leadership to analyze past Advanced Placement and dual credit data and determine guidelines to be used for future Advanced Placement and Dual Credit Courses.	Evidence: Class Schedules Student AP Enrollment Student Dual Credit Enrollment	Enrollment Data for AP Courses at FSHS	

Goal 1 (State your reading and math goal.): Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in reading for all elementary students from 53% to 75.8% from 42% to 80.7% for middle school students and from 37% to 74.7% for high school students by 2030. Increase the percentage of students scoring Proficient and Distinguished on Kentucky Summative Assessments in math for all elementary students from 45% to 72.2% from 38% to 76.5% for middle school students and from 31% to 71.7% for high school students by 2030.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and determining students' learning needs.	Activity: Advanced Placement Training The district will commit to teacher training through attendance at AP Summer Institute Training for content teachers throughout the year.	Evidence: Certified AP/Dual Credit Teachers	

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

Goal 2 (State your science, social studies, and writing goal.):					
Goal 1:					
Increase the percentage of students scoring Proficient and Distinguished on KSA in Conventions and Writing for all elementary students from 28% to 76% from 38% to 71.9% for all middle school students, and from 24% to 72.3% for all high school students by 2030.					
Goal 2:					
Increase the percentage of students scoring Proficient and Distinguished on KSA in Science for all elementary students from 45% to 74.5% and from 25% to 85.2% for all middle school students by 2030.					
Goal 3:					
Increase the percentage of students scoring Proficient and Distinguished on KSA in Social Studies for all elementary students from 40% to 64.9% from 25% to 65.3% for all middle school students by 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To Increase the percentage of students scoring Proficient and Distinguished in Conventions and Writing for elementary from 28% to 35% for middle school students from 38% to 40%, and from 24% to 45% for high school students by 2024.	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs to be based on assessments. KCWP 2: Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high-yield strategies to implement to ensure congruency to the intent of the learning target	Activity: Writing All SCS Teachers will follow their school Writing Policy. Students will have experiences in Writing to Learn, Writing to Inform, and Writing to Persuade. Students will complete an electronic Google Writing Portfolio Folder (K-12) Activity: Instructional Resources Simpson County Teachers will implement instructional strategies in all contents. Specifically in the area of Writing. Those strategies can include but are not limited to Kagan Engagement Strategies, Thoughtful Education, and Literacy Strategies. ELA teachers will access kystandards.org for resources to deepen their understanding of the new ELA Standards provided by KDE. Writing resources to be utilized in providing were purchased for SES & LES.	Evidence: Learning Community Day Agendas Student Digital Portfolio Weekly Overviews PD's Walkthroughs Amplify for Writing (4-8) Amplify for Writing (K-3) PLC Conversations On Demand Writing Scrimages Constructed Responses	Students will be expected to maintain a digital writing portfolio.	\$15,000

Goal 2 (State your science, social studies, and writing goal.):				
Goal 1: Increase the percentage of students scoring Proficient and Distinguished on KSA in Conventions and Writing for all elementary students from 28% to 76% from 38% to 71.9% for all middle school students, and from 24% to 72.3% for all high school students by 2030.				
Goal 2: Increase the percentage of students scoring Proficient and Distinguished on KSA in Science for all elementary students from 45% to 74.5% and from 25% to 85.2% for all middle school students by 2030.				
Goal 3: Increase the percentage of students scoring Proficient and Distinguished on KSA in Social Studies for all elementary students from 40% to 64.9% from 25% to 65.3% for all middle school students by 2030.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs based on assessments. KCWP 2: Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high-yield strategies to implement to ensure congruence with the intent of the learning target	Activity: Instructional Resources Teachers will participate in Professional Learning Communities to communicate and collaborate. Simpson County Teachers will implement instructional strategies in all contents. Specifically in the area of Writing. Those strategies can include but are not limited to Kagan Engagement Strategies, Thoughtful Education, and Literacy Strategies, Amplify, CKLA Writing Instruction, and resources.	Evidence: Teacher Evaluation and Informal Walkthrough Data	Weekly Overviews PD's Walkthroughs PLC Conversations
				\$60,000
Objective 2: To Increase the percentage of students scoring Proficient and Distinguished in	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught	Activity: Science Activity: Instructional Resources	Evidence: Standards-Based Report Card K-3	PLC's Weekly Overviews

Goal 2 (State your science, social studies, and writing goal.):				
Goal 1: Increase the percentage of students scoring Proficient and Distinguished on KSA in Conventions and Writing for all elementary students from 28% to 76% from 38% to 71.9% for all middle school students, and from 24% to 72.3% for all high school students by 2030.				
Goal 2: Increase the percentage of students scoring Proficient and Distinguished on KSA in Science for all elementary students from 45% to 74.5% and from 25% to 85.2% for all middle school students by 2030.				
Goal 3: Increase the percentage of students scoring Proficient and Distinguished on KSA in Social Studies for all elementary students from 40% to 64.9% from 25% to 65.3% for all middle school students by 2030.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Science for elementary from 45% to 50% for middle school students from 25% to 30% by 2024.	at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs based on assessments.	SES utilizes Houghton Mifflin for Science instruction. LES utilizes Simple Solutions and CKLA Science and Simple Solutions. FSMS utilizes Open Sci Ed and SES and FES utilize CKLA Amplify. SES utilizes Into Science Houghton Mifflin. Teachers will participate in Professional Learning Communities to communicate and collaborate. Amplify Reading and Writing will be used in coordination with CKLA strategies at FES and SES. Curricular resources were purchased to be utilized within this course.	Common Assessments Mastery Connect	
Objective 3: To Increase the percentage of students scoring Proficient and Distinguished in Social Studies for elementary students from 40% to 44% from 25% to 34% for middle school by 2024.	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs to be based on assessments.	Activity: Social Studies Social Studies teachers will be provided professional learning around the Social Studies KAS and utilizing evidence-based resources/curricula to deliver instruction around the Social Studies KAS. SES and LES are utilizing Amplify CKLA Knowledge Domains along with Teacher Created Materials. FSMS uses teacher-generated materials and LES utilizes Flocabulary as a SS Resource.	Evidence: Mastery Connect Data Common Assessments,	Weekly Overviews PD's Walkthroughs

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the number of GAP students scoring Proficient and Distinguished on the KAS in Reading for elementary students from 31% to 40%, by 2024.	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs. KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students.	Activity: MTSS Progress monitoring meetings will be held multiple times throughout the year to monitor students' progress toward benchmark goals. Schools will implement electronic data tracking and graphs in FastBridge to monitor student progress. Student monitoring data is also in Infinite Campus. FastBridge is being implemented at Simpson and Lincoln Elementary to progress monitor students and at the 6th-grade level at Franklin-Simpson Middle School. FSMS is also tracking students using Amplify for Tier 1, Freckle for Tier 2, and FastBridge for Tier 3.	Evidence: Progress Monitoring Meeting Schedules	The District hired an MTSS Coordinator to implement and monitor reading intervention at FES, SES, and LES. Elementary schools and middle schools will be involved in an RTI Process for targeting students who are struggling academically and at risk for behavior. These students will participate in weekly progress monitoring to drive decisions for interventions and special programs.	\$5000
	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs. KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs. KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment	Activity: Tracking Sheet Each school will develop and follow a school tracking sheet for all students whose math and reading skills are below grade level. Schools will utilize the ESS waiver and/or other appropriate resources. Strategy: Student Support Services at FSHS and FSMS Activity: Support Teams Identifying students whose core academic area skills are below grade level will have an intervention plan for assistance in mastering core skills. FSHS will utilize the ESS waiver and/or other appropriate resources. Students at FSMS are offered student support services during flex and intervention. LES has an acceleration program to support students in Tier 3 in Reading and Math. ICU is being implemented at FSHS and FSMS to identify areas for students need to complete assignments.	Evidence: STAR District Tracking Sheet MasteryConnect Data Evidence: Student Success Meetings w/Resource Teacher Student Data	Gap students will be monitored through a spreadsheet to track progress in reading, math, behavior, and other areas of concern. Gap students will be monitored through student support team meetings to track progress in all four core areas, behavior, and attendance.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	opportunities are taking place to meet the needs of all students.				
	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs to be based on assessments. KCWP 2: Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high-yield strategies to implement to ensure congruency to the intent of the learning target KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs. KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students.	Activity: Core Curriculum All students regardless of test scores or population group identification will have access to the same core curriculum. Teachers who have students with disabilities will work collaboratively with Special Education Teachers to implement individual education plans.	Evidence: Student Schedules	Individual educational plans will be implemented and differentiated will be evident in lesson plans. All staff will increase ownership and outcomes of students with disabilities.	
Objective 2: To increase the number of GAP students scoring Proficient and Distinguished on the KAS in Math for elementary students from 25% to 40% by 2024.		Activity: Student Achievement Analysis FSHS, FSMS, LES, and SES Leadership will analyze student achievement by gap groups, relative to state (KSA and ACT) and school assessments to determine needs in Reading, Math, Science, Social Studies, and Writing. Student Assessment data will be utilized to determine the next steps. Activity: Instructional Modifications District, FSHS, FSMS, LES, SES, and FES leadership will implement a review process for making ongoing modifications to instruction relative to student data. Activity: Intervention Support The district will utilize technology for interventions to address individual student's reading and writing needs through support programs such as Math Wiz, Happy Numbers, IXL, AIMS Web, IRead, Imagine Learning, Fastbridge, and Freckle.	Evidence: Site Visit Agendas/Notes Planning Period Meetings Guided Planning Meetings Admin Meetings	Student Assessment data will be utilized to determine the next steps. School PLCs will frequently analyze data to make instructional decisions to help students be successful.	
	KCWP 6: Establish Learning Culture and environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to	Activity: Programs and Services The district will offer programs to reduce barriers to learning (Backpack program, FRYSC services, nursing services, preschool program, full-day kindergarten, ESS services, Little CATS, JumpStart Academy, Lions Club Screening, Partnership with	Evidence: Program Agendas Participation Pics/Sign In Sheets/etc.	Program effectiveness data will be analyzed through STAR benchmarks and progress monitoring data.	\$15,300

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	diverse learners helps to develop their character and helps them to be successful.	Head Start, Tutoring at Heritage Center, Tutoring at Boys and Girls Club, full-day preschool, partnership with GreenTree, Homework Help, etc.)			
	KCWP 6: Establish Learning Culture and environment to implement processes to communicate with and support parents/families to address barriers to learning.	Activity: Parent Opportunities Parents/Guardians will be informed of their student's status in Tier 3 interventions for Reading or Math based upon STAR data via Parent Nights, P/T Conferences, and Tier Letters. Activity: Parent Contact The district and individual schools will develop and implement strategies to encourage parent/community members to become active partners and participate in school educational activities. Activity: Communicating Celebrations and Achievements The district and schools will communicate through various media (websites, newspaper, radio spots, Class Dojo, Parent Portal, daily emails, Remind 101, implementation of ICU at FSMS and FSHS, parent newsletters, social media) to foster individual school pride and leadership initiatives through celebrations of achievements and successes. This will increase a positive sense of accomplishment and personal recognition among students, teachers, and administration which includes recognizing Leaders of the Month.	Evidence: Parent Letters Parent Night Agendas	Activities may include but will not be limited to Parent/Teacher Conferences, KAGE, PTO, the use of ThrillShare, Title 1 Night, Night of Innovation, EL Parent Support Night, Parent Nights, FSFA Night, College/Career Night, Freshman Orientation, the District STEAM Showcase, and Literacy and Math Nights, SBDM, One Call Automated system, Social Media feeds, and home visits.	
	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and to determine students' learning needs. KCWP 6: Establish a Learning Culture and environment to help students develop their understanding of rules, and their awareness of their behavior	Activity: Analyze Non-Cognitive Data District and School Leadership will identify non-cognitive data such as attendance, and retention.	Evidence: School Site Visit Agendas Truancy Meetings DPP Reports	Data will be reviewed every quarter via quarterly reports and school site visits. The DPP will monitor attendance and help create truancy diversion programs at each school.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	affects others, and their character strengths to help them act responsibly.				
	KCWP 6: Establish a Learning Culture and environment to help students develop their understanding of rules, their awareness of how their behavior affects others, and their character strengths to help them act responsibly.	Activity: PBIS Program This district will continue to implement PBIS (Positive Behavior Intervention Support) through a partnership with GRREC. Activity: Discipline Matrix All schools will review and revise their discipline matrices throughout the year in response to behavioral data. These matrices include classroom behavior and behavior on buses.	Evidence: Behavior Matrix Student/Teacher Meetings Discipline Grades Dots System	The DPP and school administrators will continue to monitor critical times: before, during lunch, and after school behavior incidents. Each school recognizes students for their behavior goals and meets behavioral expectations through pep rallies, incentives, and verbal recognition. District and school administrators will discuss the implementation of these discipline matrices and data trends at site visits. Information will be shared with teachers, students, and principals when students transition from one building to another.	

4: English Learner Progress

Goal 4:					
By 2030, the average performance of English language learner students in reading will increase by 20% based on KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the number of EL students scoring Proficient in reading on the KSA by 4% in Simpson County Schools by 2024.	KCWP 4: Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs.	Activity: EL Services EL instructors will work with students in core academic subjects, providing accommodations and individual instruction within the mainstream classroom and in pullout settings when necessary. EL Parents will be invited to attend a parent night. The Specialized Programs Department purchased an online translation support program to assist with translation in native languages.	Evidence: EL Teacher Schedules	The Special Education Director for Simpson County Schools will communicate frequently with EL teacher leads at each school. These communications will be conducted via emails, meetings, training, etc.	\$120,000
	KCWP 6: Establish Learning Culture & Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character and helps them to be successful.				

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Improve student relationships with each other by students not being hurtful or mean to each other by 40% by 2030 on the Quality of School Climate and Safety Survey as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease by 5% the percentage of students reporting that other students are being hurtful to others by 2024.	KCWP 6: Establish Learning Culture & Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character and helps them to be successful.	Activity: Mental Health Counselor District employed a counselor who will service students who are homeless and disadvantaged. Activity: SROs Each school has an SRO that is being utilized to address student safety and concerns. Activity: School Counselors Each school has one or two school counselors to assist with students' social, emotional, mental, and academic needs. Activity: Social Workers Each school has a district-provided School Social Worker to assist families and students in meeting needs. Activity: Josten's Renaissance Program SES, LES, FSMS, and FSHS participate in Josten's Renaissance program which promotes student engagement in schools. Activity: Character Education FES will implement the use of Second Steps with students during homeroom. Students at SES and LES will also be educated on character development during guidance classes. Activity: Student Surveys	Evidence Mental Health Counselor Student Meeting Notes School Counseling Logs Josten's Implementation Plan Hype Rallies	Principals will monitor implementation through progress reports from various stakeholders. Survey data will be discussed with administrative teams and action plans will be in place by Feb. 2024 to address students' concerns.	\$1,277,634.00

Goal 5 (State your climate and safety goal.): Improve student relationships with each other by students not being hurtful or mean to each other by 40% by 2030 on the Quality of School Climate and Safety Survey as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		FSMS and FSHS will administer a climate and culture survey in January 2024.			

6: Postsecondary Readiness

Increase the percentage of students who are transition-ready at Franklin Simpson High School from 83.5 to 99 by 2030.

Objective	Strategy	Activities	Measure of Success	Funding
Objective 1: To increase the number of students that are transition-ready at Franklin Simpson High School from 83% to 85% who earn either College Ready and/or Career Ready certification by 2024.	KCWP 6: Establish a Learning Culture and environment to implement processes to communicate with and support parents/families to address barriers to learning.	Activity: Next Grade Readiness Educational stakeholders will identify next grade readiness for grades K-3. Information will be shared with parents and students on the requirements to be next grade-ready both informally and formally at Parent-Teacher Conferences.	Evidence: ILTM Agendas Fac. Meeting Agendas LCD Agendas Next Grade Ready Scores	
	KCWP 1: Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the students' needs to be based on assessments. KCWP 2: Design and Deliver Instruction to ensure teachers determine the most appropriate and effective high-yield strategies to implement to ensure congruency with the intent of the learning target	Activity: Industry Certificate Assessments District Leadership Staff will work with CTE administrators and teachers to ensure students are adequately prepared before the Industry Certificate Assessment. Activity: Career Readiness Pathways High school guidance counselors will work with the CTE administrator to ensure that students are scheduled in classes that will enable them to follow a preparatory pathway. District and school leaders will monitor the number of students who are achieving College and Career Readiness Standards. HS administration will administer specific assessments for each of the CCR pathways. Activity: Curricular Pathways Continue to offer multiple career-focused curricular pathways including business and information technology, service, and social sciences, and STEM. Focusing on academic and curricular goals on specific student interests will enable all students to implement effective college and career readiness goals that will provide better opportunities for student engagement and achievement.	Evidence: CCR Spreadsheet Guidance Appointments Test Results CCR Rate Evidence: Certificate Attainment	
	KCWP 6: Establish Learning Culture & Environment to implement processes to communicate with and support	Activity: Transition Events The district will work with individual schools to implement planned activities for students at each transition point in our school system to ensure a seamless and smooth transition for each student. Guidance	Evidence: High School Career Pathways Evidence: Student Visits School Calendars Spreadsheet	

Increase the percentage of students who are transition-ready at Franklin Simpson High School from 83.5 to 99 by 2030.				
Objective	Strategy	Activities	Measure of Success	Funding
	parents/families to address barriers to learning KCWP 6: Establish Learning Culture and environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character, and helps them to be successfully supported.	counselors from each school will meet with the district leader to discuss and plan activities to enhance student success upon entering a new school. Social workers will work in multiple schools to provide support at critical transition points for students. Special Education Teachers meet to discuss student transition with the next-grade staff. Incoming Kindergartens attend Camp Little Cat Events to become acquainted with the staff and expectations before school begins. Activity: Back-to-School Open Houses With assistance from District Leadership, each school will schedule an open house for a back-to-school orientation night where parents and students will be able to tour the building and meet students' upcoming teachers. A freshman and Sixth Grade Orientation will be conducted as well to foster transition between schools. Activity: Transition to Work An employment coordinator will work in partnership with the school and community to enroll eligible students in a Community-based work transition program that provides job training and placement in potential long-term employment. FSHS participates in EBCE (Early Based Career Exploration) and places students in the community to job shadow potential career opportunities for seniors. FSHS students have an opportunity to participate in Co-Op opportunities through CTE pathways. FSHS students can participate in the work-based learning program as an alternate option to Co-Op.		

7: Graduation Rate

Goal 7 (State your graduation rate goal.)				
Increase the freshman graduation rate (4-year cohort) index score for students from 95.6 to 98 by 2030 and increase the graduation rate (5-year cohort) index score from 96.3 to 99 by 2030.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: To increase the 4-year graduation rate from 95.6% to 97% by 2024. Objective 2: To increase the 5-year graduation rate from 96.3% to 99% by 2024.	KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students. KCWP 6: Establish Learning Culture & Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character and helps them to be successful.	Activity: Academic Support District leadership will work with the HS to help target at-risk students so they can be scheduled in classes that target their ILP. HS guidance counselors will work with these students to keep them on track to graduation using a spreadsheet updated by HS counselors.	Evidence: Extended Schools Completion Before/After School Tutoring Services	Classes will be offered before and after school hours throughout the week to help these students meet graduation requirements both at FSHS and West Campus locations. Academic Time has been designed so students are scheduled in their Pathway classes, intervention, or ACT/KYOTE Prep. The summer school will be offered for HS students so they can continue to meet graduation goals. Teachers will offer before and after-school tutoring for students. College and Career coaches set goals with students toward graduation. ICU programs at FSMS and FSHS

Goal 7 (State your graduation rate goal.)				
Increase the freshman graduation rate (4-year cohort) index score for students from 95.6 to 98 by 2030 and increase the graduation rate (5-year cohort) index score from 96.3 to 99 by 2030.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
				is being utilized to monitor academic mastery. At FSHS, Student Support Teams are being used to assist students towards work completion.
	KCWP 5: Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students. KCWP 6: Establish Learning Culture & Environment to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners helps to develop their character and helps them to be successful.	Activity: Persistence to Graduation Tool Utilize the Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups. Cross-reference the PiGt results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive intervention and support. FSHS utilizes data from attendance behavior, ICU, Student Support Teams, Truancy Diversion Program, and Credit Recovery Program is being used to monitor student progression toward graduation.	Evidence: Increased students meeting graduation requirements Student monitoring sheet	FS Counselors keep a master spreadsheet to identify, track, and intervene for those at risk of not graduating. Counselors and the administration will meet with students to discuss progress.

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

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval. Response: Franklin Simpson Middle School FSMS Administrators will be attending content PLC meetings. Mr. Grover will be attending Science, Mrs. Sterling will be attending ELA, Mr. Perdue will be attending Math, and Mr. Marsh will be attending Social Studies. FSMS will implement a new weekly overview template beginning in Jan. 2024. Instructional Rounds will occur at the end of Jan. 2024. Instructional Rounds will be completed by members of the Teaching and Learning team. Feedback will be provided to the FSMS Administration. Data Meetings with FSMS Principal, Curriculum/Instruction and Assessment, and Central Office Teaching and Learning Directors. FSMS Science teachers are participating in the Deeper Learning Grant offered through GRREC.