

<b>Improvement Priority 1:</b> Collaborate with school leadership to ensure a balanced assessment system is implemented in all learning environments. Use the assessment system to drive ongoing adjustments in core instruction to address the individualized learning needs of every student. District leadership should monitor, evaluate, and provide feedback on the quality and fidelity of the system and its impact on student learning. (Primary Standard 2.7; Secondary Standard 2.11)	<b>Improvement Priority 2:</b> Develop, implement, monitor, and evaluate a system for increasing the effectiveness of instructional leadership at all levels of the district. Ensure that every district and school leader from the superintendent to teacher leaders grow in their understanding and application of effective instructional practices and strategies through active and ongoing participation in the development of instructional leadership. (Primary Standard 1.9)	<b>Improvement Priority 3:</b> Engage multiple internal stakeholders (e.g., building level administrators, teachers, students, other appropriate stakeholders) in two-way communication that results in shared decision-making leading to continuous improvement in teaching and learning. (Primary Standard 1.8, Secondary Standard 1.10)
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### 1: Proficiency Goal

Goal 1 (*State your proficiency goal*): Increase Proficiency in Combined Reading and Math from 66.3 in the elementary to 83.15, from 62.8 in the middle school to 81.4, and from 53.8 in the high school to 76.0 by 2022-2023 as measured by state required academic assessments.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1  Increase Proficiency in Combined Reading and Math for from 66.3 in the elementary to 69.7, from 62.8 in the middle school to 66.5, and from 53.8 in the high school to 58.2 by 2018-2019 as measured by state required academic assessments	Monitor the fidelity of the <b>deployment of standards</b> as designed in the school-approved/district-supported curriculum to ensure that all students are being taught standards at appropriate levels of rigor	(PROCESS) The District Leadership Team will collaborate to create a monitoring tool that will be utilized in regular district level feedback and support visits at each school. The district leadership team will collaborate monthly to review data from feedback and support visits to establish action plans to support identified school needs that will be shared with school leadership in a <b>timely</b> manner. Individual feedback will be provided to teachers as well as school-level feedback. District PLCs will continue to meet to collaborate to ensure	District will monitor progress through 30-60-90 plan and superintendent's site visits to schools.	Please see attached <a href="#">30-60-90 day plan</a> .	

		curriculum alignment and rigor. <b>(IP 1)</b>			
	Design, Deliver and Align support	<p>(PROCESS)  Establish a Curriculum, Instruction &amp; Assessment Teacher Leadership cadre to facilitate and support the professional growth of teachers through collaboration in order to positively impact student learning and to promote a transparent culture that values the sharing of ideas with the goal of continuous improvement. This cadre will serve as a means for two-way communication.  <b>(IP 1, 2, 3)</b> (This item will impact all CDIP goals.)</p>	District will monitor progress through 30-60-90 plan and superintendent's site visits to schools.	Please see attached <a href="#">30-60-90 day plan.</a>	Up to 12 teacher leaders @ \$20 per hour for 4 hours per month for 10 months = \$9,600 (estimate)
		<p>(PRACTICE)  Create and support the position of an Instructional/Curriculum coach to support BHS. The coach will collaborate with school and district leadership in support of curriculum and instruction in the school.  <b>(IP 1, 2, 3)</b></p>	District will monitor progress through 30-60-90 plan and superintendent's site visits to schools.	Please see attached <a href="#">30-60-90 day plan.</a>	<b>Year 1:</b> 100% School Improvement Funds <b>Year 2:</b> 50% School Improvement funds 50% district funds <b>Year 3:</b> 100% district funds
		<p>(PRACTICE)  Curriculum and Instruction cadre will develop and implement professional learning experiences to share information regarding updates to KAS in Reading &amp; Writing and in Mathematics. <b>(IP 2)</b></p>	District will monitor progress through 30-60-90 plan and superintendent's site visits to schools.	Please see attached <a href="#">30-60-90 day plan.</a>	

		<p>(PRACTICE)</p> <p>The Curriculum, Instruction &amp; Assessment Teacher Leadership cadre will collaborate to establish and implement processes for collecting, analyzing and implementing feedback related to curriculum and instruction, assessment and professional learning.</p> <p><b>(IP 1, 2, 3)</b></p>	<p>District will monitor progress through 30-60-90 plan and superintendent's site visits to schools.</p>	<p>Please see attached <a href="#">30-60-90 day plan</a>.</p>	
		<p>(PROCESS)</p> <p>The district will establish multiple opportunities for stakeholders to engage in two-way communication, including (but not limited to): comment boxes in conspicuous locations throughout the facilities in the district, digital comment/feedback links posted on the district webpage, surveys, etc.</p> <p><b>(IP3)</b></p>			
		<p>(PRACTICE)</p> <p>Establish non-negotiables focused on the following:</p> <ul style="list-style-type: none"> <li>• Grade Appropriate Assignments</li> <li>• High Expectations</li> <li>• Deep Engagement</li> <li>• Strong Instruction</li> </ul> <p>District will support schools in establishing criteria for what these will look like in their building, using teacher input.</p> <p><b>(IP 3)</b></p> <p>District leadership will</p>			

		monitor, evaluate, and provide feedback on the quality and fidelity of the system and its impact on student learning. <b>(IP 1)</b>			
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**2: Separate Academic Indicator**

Goal 2 (*State your separate academic indicator goal*): Increase overall percentage proficiency scores for the separate academic indicator from 61.2 to 74.1 in the elementary and from 51.0 to 67.3 in the middle school by 2022-2023 as measured by the state required academic assessments.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase overall percentage proficiency scores for the separate academic indicator from 61.2% to 63.8% in the elementary and from 51.0% to 55% in the middle school by 2018-2019 as measured by the state required academic assessments.	Writing: Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards in writing	(PROCESS) The district literacy team will develop a process to support the development of and monitor the implementation of rigorous, aligned writing plans as prescribed in the schools' respective writing policies. The school level Instructional/Curriculum Specialist will support this work at BHS. (IP 1, 2)	District literacy team, led by the district literacy coach, will monitor progress through the 30-60-90 day plan.  Students have writing folders that are appropriate for their grade level.	Please see attached <a href="#">30-60-90 day plan</a> .	
	Science: Continue process to further develop and implement a science curriculum and assessment system that is 3-dimensional and phenomenon based	(PROCESS) The CAO and DOSE will monitor the development and implementation of the science pacing guides, assessments, and curriculum.	The district team will monitor progress through the 30-60-90 day plan.	Please see attached <a href="#">30-60-90 day plan</a> .	
		(PROCESS) The CAO will support principals in providing ongoing professional development in the area of best practice/high yield instructional strategies in science to aid in 3-dimensional and phenomena-based science instruction.	The district team will monitor progress through the 30-60-90 day plan.	Please see attached <a href="#">30-60-90 day plan</a> .	

		The school level Instructional/Curriculum Specialist will support this work at BHS. <b>(IP 1, 2)</b>			
	Social Studies: Continue process to further develop and implement a social studies curriculum that is vertically and horizontally aligned.	(PROCESS) The CAO and DOSE will support principals in providing ongoing professional development in the area of best practice/high yield instructional strategies in social studies	The district team will monitor progress through the 30-60-90 day plan.	Please see attached <a href="#">30-60-90 day plan</a> .	
		(PROCESS) The CAO will support principals in providing ongoing support for teachers as they integrate new materials into existing curriculum. The school level Instructional/Curriculum Specialist will support this work at BHS. <b>(IP 1, 2)</b>	The district team will monitor progress through the 30-60-90 day plan.	Please see attached <a href="#">30-60-90 day plan</a> .	
		(PRACTICE) Curriculum and Instruction cadre will develop and implement professional learning experiences to share information regarding updates to KAS in Social Studies (when available). <b>(IP 2)</b>	District will monitor progress through 30-60-90 plan and superintendent's site visits to schools.	Please see attached <a href="#">30-60-90 day plan</a> .	

**3: Gap**

Goal 3 (*State your Gap goal*): Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): Elementary schools to 65.3%, middle school to 67.7%, and high school to 60.0% in 2019.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:  Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): Elementary schools to 65.3%, middle school to 67.7%, and high school to 60.0% in 2019.	Design, Align, and Deliver Support Processes:  Establish a process to ensure behavioral interventions are taking place and monitored to meet the needs of all students.	Process: The Director of Special Education, along with central office staff and building principals, will create a district-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for Self-monitoring and immediate feedback.	The Director of Special Education, along with building principals will monitor through the district monitoring tool. This will be discussed monthly with implementation building principals during monitoring visits.	Please see attached <a href="#">30-60-90 day plan</a> .	
		Process: The Director of Special Education, along with central office staff and building principals, will develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	The Director of Special Education, along with building principals will monitor implementation through the district monitoring tool. This will be discussed monthly with building principals during monitoring visits.	Please see attached <a href="#">30-60-90 day plan</a> .	

#### 4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): Increase Graduation Rate from 88.65 to 94.33 by 2022-2023 as measured by the percentage of students completing the requirements for a KY high school diploma compared to the cohort of students starting in grade 9.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase Graduation Rate from 88.65 to 89.78 by 2019-2020 as measured by the percentage of students completing the requirements for a KY high school diploma compared to the cohort of students starting in grade 9.	Develop a systematic approach in order to <a href="#">design, align and deliver student support processes</a> which monitors and evaluates effectiveness.	District personnel will increase collaboration in the persistence to graduation protocol that includes data analysis and student progress towards standards mastery (failures), including identification of students in need of intervention supports.	Creation of a persistence to graduation protocol that identifies team members, meeting schedule, instructions to complete and next steps. Develop a timeline to monitor implementation. Use quality tools to evaluate effectiveness.	Please see attached <a href="#">30-60-90 day plan below</a> .	



**5: Growth**

Goal 5 (*State your Growth goal*): 50% of students designated as Less than Catch Up will progress to Catch Up by 2022-2023 as measured by state-required academic assessments

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 10% of students designated as Less than Catch Up will progress to Catch Up by 2018-2019 as measured by state-required academic assessments	Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are successful in Reading and Math instruction	(PROCESS) The District Leadership Team will collaborate to create a monitoring tool that will be utilized in regular district level feedback and support visits at each school. The district leadership team will collaborate monthly to review data from feedback and support visits to establish action plans to support identified school needs that will be shared with school leadership in a <b>timely</b> manner. Individual feedback will be provided to teachers as well as school-level feedback. District PLCs will continue to meet to collaborate to ensure curriculum alignment and rigor.	District will monitor progress through 30-60-90 plan and superintendent's site visits to schools.	Please see attached <a href="#">30-60-90 day plan</a> .	

## 6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase the percentage of students graduating as transition ready from 76.7 to 88.3 by 2023.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students graduating as transition ready from 76.7 to 79.03 by 2019.	A System is in place to <b>monitor student data regularly</b> and to ensure a continuous improvement model that monitors student success to college and transition.	<b>Practice-</b> District administrative team will monitor school staff as they meet with all at risk students to ensure they are on path in August, October, January. Student will establish goals, and if needed students will meet monthly to monitor progress. Career readiness monitoring/ counseling.	PLC Agendas PLC Minutes PLC Presentations	<b>30 Day: Jan 3 - Feb 14</b> <a href="https://drive.google.com/drive/folders/1z3oO1oaZYCsZKDvDOP6gU1m1sv6SIhXb">https://drive.google.com/drive/folders/1z3oO1oaZYCsZKDvDOP6gU1m1sv6SIhXb</a>	\$0
		<b>Practice-</b> District administrative team will monitor school principal and intervention specialist, as they view all data bi-weekly to assess gap closure for seniors toward benchmarking on ACT.	PLC Data Intervention Data Student Name/Claim	<b>30 Day: Jan 3 - Feb 14</b> <a href="https://drive.google.com/drive/folders/1z3oO1oaZYCsZKDvDOP6gU1m1sv6SIhXb">https://drive.google.com/drive/folders/1z3oO1oaZYCsZKDvDOP6gU1m1sv6SIhXb</a>	\$0
		<b>Process-</b> District administrative team will monitor school implement a CTE PDSA, in which student data will be utilized to create individual student goals, ensure they are on track to graduate college and/or career ready within four years and develop interventions or provide resources and support if needed	Advisory Council Minutes/Agendas PLC Presentations Monitor CTE pathway PDSA	<b>30 Day: Jan 3 - Feb 14</b> <a href="https://drive.google.com/drive/folders/1z3oO1oaZYCsZKDvDOP6gU1m1sv6SIhXb">https://drive.google.com/drive/folders/1z3oO1oaZYCsZKDvDOP6gU1m1sv6SIhXb</a>	\$0