

2019-20 Phase Three: Executive Summary for Christian County Public Schools

2019-20 Phase Three: Executive Summary for Districts

Christian County
Mary Ann Gemmill
200 Glass Ave
Hopkinsville, Kentucky, 42240
United States of America

Last Modified: 12/09/2019
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Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Christian County Public Schools is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles. The county is home to the incorporated towns of Crofton, Hopkinsville, LaFayette, Oak Grove and Pembroke. The county is comprised of several smaller unincorporated communities of Fairview, Fruithill, Fearsville, Fort Campbell North, Gracey, Herndon, Kelly, Lacy and St. Elmo. From modern subdivisions to old historic homes to inner-city neighborhoods to rural farms, the diversity of Christian County is reflected in its population. Christian County Public Schools (CCPS) is one of the largest school districts in Western Kentucky and is the second largest Kentucky district in geographical miles. The P-12 student population of nearly 8,700 students is reflective of the larger diverse Christian County community. Seventy-four percent of the district's students are from economically disadvantaged homes. Thirty-four percent of our students are African American, seven and a half percent of our students are Hispanic, eight percent are classified as other, and fifty percent of our students are Caucasian. Thirteen percent of our students are students with disabilities, nearly 3 percent of our students are English Learners. Within the school district, there are at least 22 different languages represented. The district consists of eight elementary schools, two middle schools, and two high schools. The district also has a Career and Technical Center - The Gateway Academy to Innovation and Technology and the newly added Gateway-Breathitt Medical Pathways Annex, Alternative School, and a Day Treatment Facility. Fort Campbell, Kentucky, United States Army installation, is an integral part of the Christian County community. Many of our students are from military-connected families.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

A shared Vision, Mission, and Goals was developed and formally adopted by the Board of Education as part of a district strategic plan in 2014. The vision of Christian County Public Schools is to 'Transform the educational environment to meet the ongoing demands of 21st Century learning so that all students are engaged in high quality, equitable education, and are prepared for community and global responsibilities. Our mission is to create an educational culture of continuous growth through shared partnerships and responsibilities. As decisions are made, they are evaluated against the Vision that has been adopted. Systems for monitoring have been and continue to be developed and the efficiency of programs and practices are questioned through deliberate conversations among all divisions of the system. There are four goals in the strategic plan. Goal 1 - Ensure academic proficiency and successful transition to life. Goal 2 - Provide internal and external stakeholders with sustainable resources, promoting equitable services to ensure the growth and success of all students. Goal 3 - Maintain operational efficiency and fiscal responsibility to provide a safe and supportive learning environment. Goal 4 - Establish and deepen a culture of community engagement and communication. CCPS believes that every student can and will learn through effective teaching and leadership. This core value drives the fundamental work of the school system. The district works in collaboration with school leadership and in partnership with our community to establish and support rigorous learning standards for all

students. A curriculum built upon the Kentucky Core Academic Standards is implemented through varied program offerings. The District is working to expand programs to provide relevant learning opportunities for students within their desired career pathways. Our expectation is that all of our students should have rigorous educations that prepare them for life beyond high school--whether that be college or career or both of those areas. It is through promoting a culture and commitment to continuous improvement that CCPS will effect long-lasting, positive change for the students of our community. Data drives the decision making of the district. Using multiple data points, district and school leaders meet through a collaborative planning process where the needs of individual school sites are addressed and common needs to the district are identified. This process ensures that district and school site allocations are aligned to support student achievement and development. The comprehensive planning process is built to create transparent plans for all stakeholders to support local schools as a community for improving learning environments for all students. The process serves to document and support schools as they strive to meet accountability measures and to fulfill the District's Vision and Mission. The goals assist the district in decisions regarding the allocation of resources, in determining professional development, and in monitoring improvement. The Comprehensive District Improvement Plan (CDIP) is the action plan for implementing the overarching Strategic Plan. The CDIP uses accountability results and district-wide data from a variety of resources to identify goals, construct measurable objectives, identify strategies and define activities for the overall improvement of student achievement and development. The improvement goals and strategies are identified using data from statewide assessment, interim benchmarks from outside vendors, and district created assessments, and through stakeholder surveys. Progress is monitored through short cycle planning and the use of a scorecard. Schools are also provided with a specific structure for goals and measurable objectives within their local plans and manage goals and monitor progress using consistent measures across the district five times throughout the academic year using similar scorecards.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Academic: Five CCPS schools improved in Proficiency from 17-18 (Indian Hills, Martin Luther King, Jr., Sinking Fork, South Christian, and Hopkinsville Middle. Four improved in Separate Academic: Pembroke, Sinking Fork, South Christian, and Christian County Middle Elementary: -Overall increase in percent Proficient or Distinguished in writing (4.3%). Middle: -Overall Novice reduction in science (12.2%), with increases in percent Proficient or Distinguished in math (2.9%), science (10.5%). High: -Overall Novice reduction in science (10.4%) while increasing percent Proficient or Distinguished (3.9%).

Additional Information

Districts Supporting CSI/TSI Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

Academic: Five CCPS schools improved in Proficiency from 17-18 (Indian Hills, Martin Luther King, Jr., Sinking Fork, South Christian, and Hopkinsville Middle. Four improved in Separate Academic: Pembroke, Sinking Fork, South Christian, and Christian County Middle Elementary: -Overall increase in percent Proficient or Distinguished in writing (4.3%). Middle: -Overall Novice reduction in science (12.2%), with increases in percent Proficient or Distinguished in math (2.9%), science (10.5%). High: -Overall Novice reduction in science (10.4%) while increasing percent Proficient or Distinguished (3.9%). District schools did not have significant achievement gaps and no schools with any federal classifications - Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI). Professional learning will continue to be a priority

of the district. The implementation of various grants will allow the district to build the capacity of leaders and teachers as we continue to work to improve proficiency, growth, transition readiness, graduation, and closing the achievement gaps.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase One: Continuous Improvement Diagnostic for Districts

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

Christian County
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200 Glass Ave
Hopkinsville, Kentucky, 42240
United States of America

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2019-20 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Mary Ann Gemmill, Superintendent Christian County Public Schools September 6, 2019

Phase II: The Needs Assessment District Diagnostic

Phase II: The Needs Assessment District Diagnostic

Christian County
Mary Ann Gemmill
200 Glass Ave
Hopkinsville, Kentucky, 42240
United States of America

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Phase II: The Needs Assessment District Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

1. Continuous Improvement Team: (Who? SBDM, Leadership, PLCs, RTI teams, other.) 2. Gather and organize data: (Who is involved? What data is gathered? How do you organize it? Examples: data walls, Google suite shared data, Tyler Pulse, etc.) 3. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. 4. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. 5. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations. 6. Identify root causes: Continuous Improvement Team identifies root causes for each priority performance concern. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Tools to identify root causes include: The 5 Why's, Fishbone diagrams, Pareto charts, and scatter diagrams. 7. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. 8. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. 9. Implement plan: The improvement plan is communicated to all stakeholders and implemented. 10. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team using will utilize 5X monitoring, department meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring.

Current State

Plainly state the current condition using **precise numbers and percentages as revealed by past, current and multiple sources of data**. These should be based solely on data outcomes. Cite the source of data

used.

Example of Current Academic State:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

Academic40.9% of non-duplicated gap students scored proficient/distinguished in reading on the 2017 statewide assessment.30.1% of non-duplicated gap students scored proficient/distinguished in mathematics on the 2017 statewide assessment.The 5-Year graduation rate improved to 93.1 and exceeds the state average of 90.2.Proficiency rates for reading are lower than the state average: District elementary is 44.8% compared to 54.3% state elementary; district middle is 47.1% compared to 56.9% state middle; and 49.8% high compared to 55.8% state high.Proficiency rates for mathematics are lower than the state average: District elementary is 46.5% compared to 49.1% state elementary; district middle is 33.9% compared to 47% state middle; and 28.3% high compared to 38.1% state high.Non-AcademicThe teacher attendance rate was ____% for the 2016-17 school year, an increase/decrease from ____% in 2015-16.The number of out of school suspensions increased/decreased by ____% from the 2015-16 school year according to Infinite Campus (SIS) data.12.2% of students met the definition of chronically absent in 2016-17.18.5% of students were identified as truant in 2016-17.49% of students a breakfast through the school nutrition program in 2016-17.

Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

59.1% of students in non-duplicated gap scored below proficiency on the statewide assessment in reading as opposed to just 27.4% of non-gap learners.69.9% of students in non-duplicated gap scored below proficiency on the statewide assessment in math as opposed to just 36% of non-gap learners.The average reading proficiency rate for all levels in the district is 49.6%, below the state average.The average math proficiency rate for all levels in the district is 36.2%, below the state average.52% of students are not eating breakfast through the school nutrition program even though it is free for all students.DISCIPLINE/BEHAVIOR: NEED TO ENTER A CONCERN BASED UPON DATA WHEN RECEIVEDContinuity of learning is a concern with 12.2% of students chronically absent and 18.5% truant.Kindergarten readiness data in the charts below for the past three years demonstrate a trend where more than half of all young children entering public schools in Christian County are not deemed ready to learn when they enter Kindergarten. With regional and national school safety concerns, CCPS is working with parents, community, and staff to review and revise current school safety plans and communication. In community forums, parents have expressed concern about how communication will occur in the event of a safety event involving their children. The review and revision have lead identification of areas where the district will focus efforts to increase security monitoring, streamline communication, and review of safety plans and protocols.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Concerns are:--Reading and Math achievement overall--Performance of Target Populations in both reading and math --The percentage of students who are chronically absent and/or truant--The achievement gap for students with disabilities in multiple content areas

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

PLC protocols will be strengthened around data analysis and assessment literacy. The intent is to build teacher ownership for the learning of ALL students. Delivery of Instruction and Assessment Literacy will be key focuses in academic areas as we train a cohort of in-house teams to support differentiated learning. We will continue work to deliver customized strategies for target populations around brain research and poverty, co-teaching to support students with disabilities and strategies geared toward EL students. Many children prior to school age do not have the opportunity to participate in informal or formal learning. Safety is a part of the learning culture and environment.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Strengths from data: Graduation Rate:--The 5-Year Cohort Graduation Rate improved from 86.1 in 2013-14 to 93.1 in 2016-17 and is higher than the state average of 90.2.--The 4-Year Cohort Graduation Rate improved from 83.6 in 2013-14 to 91.4 in 2016-17 and is higher than the state average of 89.8. Statewide Assessment Data--Math: Elementary improved %P/D from 44% in 13-14 to 46.5% in 16-17--Reading: High improved %P/D from 45.9% in 13-14 to 49.8% in 16-17 College and Career Readiness (CCR):--CCR improved from 73.5 in 13-14 to 84.5 in 16-17 and is higher than the state average of 77.8 Non-Duplicated Gap Group:--Math: Elementary improved from 37.3% P/D in 13-14 to 40.5% P/D in 16-17--Reading: High improved from 37.5 in 13-14 to 42.7 in 16-17 Local Measures--In 2016-17, 72% of READ180 intervention students met or exceeded the program's annual growth goal.--In 2016-17, 78% of System 44 students improved accuracy scores.--In 2016-17, 39% of System 44 students made at least a 4-point gain in fluency.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Christian County
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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- ☒ **Yes**
- ☐ No
- ☐ N/A

2. Pursuant to Section 1116(a)(3)(B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- ☒ **Yes**
- ☐ No
- ☐ N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- ☒ **Yes**
- ☐ No
- ☐ N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- ☒ **Yes**
- ☐ No
- ☐ N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- ☒ **Yes**
- ☐ No

☐ N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

☒ **Yes**

☐ No

☐ N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

☒ **Yes**

☐ No

☐ N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

☒ **Yes**

☐ No

☐ N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

☒ **Yes**

☐ No

☐ N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

☒ **Yes**

☐ No

☐ N/A

Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ Yes
- ☐ No
- ☐ N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- ☒ Yes
- ☐ No
- ☐ N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

Christian County Public Schools does not currently use Title II funds for the purpose of class size reduction.

All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- ☒ **Yes**
- ☐ No
- ☐ N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Attachment Summary

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2019-20 Phase Three: Comprehensive Improvement Plan for Districts_11122019_18:46

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

Christian County
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200 Glass Ave
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United States of America

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2019-20 Phase Three: Comprehensive Improvement Plan for Districts

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

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 between 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 closure, 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.


Using the Comprehensive District Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

Please see attached document.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019 - 2010 Christian County Comprehensive Improvement Plan	2019 - 2010 Christian County Comprehensive Improvement Plan	•

CHRISTIAN COUNTY PUBLIC SCHOOLS

SCHOOL YEAR 2019 - 2020

**COMPREHENSIVE DISTRICT IMPROVEMENT PLAN
(CDIP)**

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.

1: Proficiency Goal

Goal 1 Proficiency: Increase the percentage of students scoring proficient or above in Reading and Math from 38.93% to 41.53% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<i>Objective 1:</i> Increase the percentage of elementary students scoring proficient or above in reading from 40.6% to 43.3%; middle school students scoring proficient or above in reading from 51.5% to 54.9%; and high school students scoring proficient or above in reading from 36.3% to 38.72%by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Interpret Data	Striving Readers Comprehensive Literacy initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach: Kentucky Literacy Intervention Project: Continuation of grades 6 - 12, teams at the middle and high schools are engaging in professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support all students. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities and online learning sessions. Literacy Design Collaborative Coach and Learn Teams: Continuation of grades 3-12 professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams (now cohorts 1 and 2) are regularly supported by LDC Coaches and K-12 Literacy Coach through online sessions, and participate in implementation of high-quality anchor modules built by LDC with emphasis on focus standards, disciplinary literacy, and aligned instruction. Early Childhood Literacy Academy: All preschool teachers and one kindergarten teacher in every elementary school participate in the academy to build capacity around quality early childhood literacy instruction. Three schools, as well as participating daycares, also receive targeted coaching support through this Academy. School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semesters. Supplemental Phonics Program: A systemwide phonics program is being implemented in all elementary schools K-3 to create a cohesive approach to phonics instruction districtwide. Professional learning support is offered through phonics coaching, including an outside coach as well as district literacy coaches, for teacher	RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations Deep Dive Data Collection data SRCL Monitoring Visits Literacy Plans Lesson studies	SRCL Monitoring Visits PLC documentation Online support documentation (FlipGrid and Google Classroom, LDC Core Tools, LDC online support sessions) School Literacy Plans and School Literacy Team agendas (3x per semester) KLIP school PLCs and online support sessions LDC Student Scores Sheets (monitors anchor module implementation and effectiveness)	Grant Funded; KDE Supported

		implementation and administrator monitoring of phonics instruction. Lesson studies will be conducted around the implementation of phonics twice per year. Literacy Lesson Studies will be implemented twice a year to build capacity and monitor implementation.			
	KCWP 1: Design and Deploy Standards	Curriculum Planning and Implementation: Content area teachers will be provided with training and resources in order to design and deliver instruction and assessments that meet the cognitive demand of the standards. Included in this strategy is content-specific professional learning through established district structures (summer curriculum days, growth days, content cohorts and TILT), resource development, job-embedded instructional coaching.	F&P Levels RI Growth DSA Proficiency Pacing guides and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations Deep Dive observation data	PLC visits Deep Dive Data Collection/Analysis Curriculum Leadership Team Protocols	Title II Instructional Budget SRCL Grant
	KCWP 2: Design and Deliver Instruction				
	KCWP 3: Design and Deliver Assessment Literacy				
	KCWP 4: Review, Analyze and Interpret Data				
	KCWP 6: Establishing Learning Culture and Environment	Instructional Support & Monitoring: Teachers and Instructional Leaders in CCPS engage in a variety of professional learning structures to improve the quality of instruction for ALL students: Deep Dive: Professional learning provided to all school teams districtwide. Each school team determines a problem of practice aligned to the CCPS Instructional Framework after completing a data analysis connected to instructional practices in their school. District support includes hourly stipends for work beyond the contracted day, substitute costs for lesson studies/training/instruction rounds, facilitation, and materials. District instructional staff facilitate a process to collect and analyze classroom instruction data related to the problem of practice for each school team. Additional district observations will be conducted, as requested. Professional Learning Communities (PLCs): The CCPS PLC Guidance Document, organized around the Plan-Do-Study-Act process, will be implemented in all schools. The Guidance Document includes	Deep Dive Observation data PLC implementation evidence CLT data analysis	School Scorecards Data Protocols Deep Dive Data	Instructional Budget Title II

		<p>Teacher and Leader Professional Actions that guide reflection around the process of breaking down standards and planning aligned instruction, implementing high-quality instructional practices, analyzing data to determine student needs, and making adjustments in order to eliminate learning gaps before moving on to another instructional cycle. District instructional staff will support schools in implementation of the PLC process through observation and administrator coaching.</p> <p>Instructional Coaching: District Instructional Coaches provide targeted support to select teachers to implement instruction that meets the demands of the standards and student needs.</p> <p>Curriculum Leadership Team: Instructional leaders from each school meet monthly to 1.) establish and refine instructional expectations and 2.) develop skills to diagnose needs and positively impact the quality of instruction in their respective schools.</p>			
	<p>KCWP 4: Review, Analyze and Interpret Data</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Stakeholder Engagement: Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.</p>	Survey results	Division meetings to debrief rounds data Administrator Academy Curriculum Leadership Team	Title II
	KCWP 6: Establishing Learning Culture and Environment	<p>District Leadership Retreat: District Leaders, Principals, Assistant Principals, and Guidance Counselors participate in an annual district retreat prior to the start of the school year to establish district priorities for the year connected to realizing the district's vision and mission. EILA credit is earned in topics related to evaluation of staff, policies and procedures, financial practices, school safety, and other timely topics.</p>	Implementation of strategies during school visits and instructional rounds.	Collaborative Planning with Cabinet	Title I/ Academic Plan/ Instructional Budget
	KCWP 6: Establishing Learning Culture and Environment	<p>PBIS: District supports all schools implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.</p>	Students will not lose instruction due to disciplinary issues	Discipline Reports	General Fund
<u>Objective 2:</u> Increase the percentage of elementary students scoring proficient or above in math from 43.9% to	KCWP 1: Design and Deploy Standards	<p>K - 8 Math Cohort: Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics at elementary and middle school levels. Grade level lesson studies</p>	MI Growth DSA Proficiency	Coaching observations PLC conversations Deep Dive data	Grant Funded

<p>46.8%; middle school students scoring proficient or above in math from 40.6% to 43.3% high school students scoring proficient or above in math from 20.8% to 22.18% by 2020.</p>	KCWP 2: Design and Deliver Instruction	once per semester along with quarterly after school sessions promote professional learning and collaborative teacher planning for cohort participants.			
	KCWP 3: Design and Deliver Assessment Literacy	Curriculum Planning and Implementation: Content area teachers will be provided with training and resources in order to design and deliver instruction and assessments that meet the cognitive demand of the standards. Included in this strategy is content-specific professional learning through established district structures (summer curriculum days, growth days, content cohorts and TILT), resource development, job-embedded instructional coaching.	Quantile Growth DSA Proficiency Pacing guides and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations Deep Dive observation data	PLC visits Deep Dive Data Collection/Analysis Curriculum Leadership Team Protocols	Title II Instructional Budget
	KCWP 4: Review, Analyze and Interpret Data				
	KCWP 5: Design, Align and Deliver Support				
	KCWP 6: Establishing Learning Culture and Environment	Instructional Support & Monitoring: Teachers and Instructional Leaders in CCPS engage in a variety of professional learning structures to improve the quality of instruction for ALL students:	Deep Dive Observation data PLC implementation evidence CLT data analysis	School Scorecards Data Protocols Deep Dive Data	Title II Instructional Budget
		Stakeholder Engagement: Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.	Survey Results	Division meetings to debrief rounds data Administrator Academy Curriculum Leadership Team	Title II
		District Leadership Retreat: District Leaders, Principals, Assistant Principals, and Guidance Counselors participate in an annual district retreat prior to the start of the school year to establish district priorities for the year connected to realizing the district's vision and mission. EILA credit is earned in topics related to evaluation of staff, policies and procedures, financial practices, school safety, and other timely topics.	Implementation of strategies during school visits and instructional rounds.	Collaborative Planning with Cabinet	Title I/ Academic Plan/ Instructional Budget

		PBIS: District supports all schools implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Students will not lose instruction due to disciplinary issues	Discipline Reports	General Fund
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2: Separate Academic Indicator

Goal 2 Separate Academic Indicators: Increase the combined percentage of students scoring proficient or above in Science, Social Studies, and Writing from 52.32% to 62.78% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the percentage of elementary students scoring proficient or above in science from 20.6% to 21.97%; middle school students scoring proficient or above in science from 26.7% to 28.48%; high school students scoring proficient or above in science from 21% to 22.4% by 2020.	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	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons and TILT sessions.	Teacher participation in science specific professional learning Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund
		Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	General Fund
<u>Objective 2:</u> Increase the percentage of elementary students scoring proficient or above in social studies from 49.5% to 52.8%; middle school students scoring proficient or above in social studies from 49.2% to 52.48% by 2020.	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	Social Studies: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards through KDE-provided standards modules, to include deconstruction of standards, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.	Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund
		Literacy in Social Studies: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts	General Fund

		tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.		LDC Core Tools reports	
<p><u>Objective 3:</u> Increase the percentage of elementary students scoring proficient or above in writing from 17.1% to 18.24%; middle school students scoring proficient or above in writing from 26.7% to 28.48%; high school students scoring proficient or above in writing from 50.8% to 54.18% by 2020.</p>	<p>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</p>	<p>Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided through TILT and other means to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing.</p>	<p>School Writing Plans Systemwide implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) DSA for Reading, Writing, and Math Attainment of writing goals on Scorecard</p>	<p>Student writing products DSA Extended Responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio</p>	General Fund
		<p>Literacy Design Collaborative: Implementation of Anchor Modules aligned to a district LDC Curriculum Map will occur with emphasis on disciplinary writing and authentic writing products.</p>	<p>Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants</p>	<p>Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports</p>	General Fund Title II SRCL Grant

3: Growth

Goal 3 Growth: Increase the combined average growth score for elementary and middle school students from 53.95 to 64.74 by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the combined growth score for elementary students from 57.8 to 61.65 by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Delivery of Instruction	Provide feedback to students on their progression of learning	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
		Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 2: Design and Delivery of Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	Lexile growth Quantile growth DSA Proficiency KPREP	Observations PLCs	Title II Instructional Budget General Fund
		Utilize formative and summative information for increased student achievement	Common, formative, summative assessments	PLCs	Title II General Fund
	KCWP 5: Design, Align and Deliver Support Processes	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students	Lexile growth Quantile growth DSA Proficiency KPREP	PLCs Observations RTI/MTSS meetings Transition meetings	General Fund Title II Title I Title V
		Determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students	Lexile growth Quantile growth DSA Proficiency KPREP	PLCs Observations RTI/MTSS meetings	General Fund Title II Title I Title V
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction	Common, formative, summative assessments	PLCs	Title II General Fund

Objective 2: Increase the combined growth score for middle school students from 50.1 to 53.44 by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Delivery of Instruction	Provide feedback to students on their progression of learning	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
		Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 2: Design and Delivery of Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	Lexile growth Quantile growth DSA Proficiency KPREP	Observations PLCs	Title II Instructional Budget General Fund
		Utilize formative and summative information for increased student achievement	Common, formative, summative assessments	PLCs	Title II General Fund
	KCWP 5: Design, Align and Deliver Support Processes	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students	Lexile growth Quantile growth DSA Proficiency KPREP	PLCs Observations RTI/MTSS meetings Transition meetings	General Fund Title II Title I Title V
		Determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students	Lexile growth Quantile growth DSA Proficiency KPREP	PLCs Observations RTI/MTSS meetings	General Fund Title II Title I Title V
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction	Common, formative, summative assessments	PLCs	Title II General Fund

4: Achievement Gap

Goal 4 Achievement Gap: Increase the combined average percentage of students in the Consolidated Gap Group scoring proficient or above in reading and math from 28.01% to 30.81% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the combined average percentage of African American students in the Consolidated Gap Group scoring proficient or above in reading and math from 25.68% to 26.53% by 2020.	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	Kentucky Literacy Intervention Project: Continuation of grades 6 - 12, teams at the middle and high schools are engaging in professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support all students. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities and online learning sessions.	RI Growth DSA Proficiency Lesson Planning during PLCs Classroom Observations Instructional Rounds data Professional Learning Logs for SRCL	Monthly Online submissions (assignments and Book study) through cohort Google Classroom KLIP team meeting agendas 5X plans and data monitoring will be reviewed and feedback provided 45-90-135-180 day cycle	General Funds SRCL Grant
		Reading Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44)	Improvement in Lexile scores DSA Proficiency	Quarterly implementation monitoring	General Funds Title I Title V
		Professional Learning Communities (PLCs): The CCPS PLC Guidance Document, organized around the Plan-Do-Study-Act process, will be implemented in all schools. The Guidance Document includes Teacher and Leader Professional Actions that guide reflection around the process of breaking down standards and planning aligned instruction, implementing high-quality instructional practices, analyzing data to determine	F&P Levels RI Growth DSA Proficiency Observations of PLCs Deep Dive Data walkthroughs Teacher efficacy (evaluations/Domain 4 TPGES) Scorecard goal attainment	Administrator and teacher feedback Observations and coaching logs/feedback Classroom data protocol from PDSA Administrator coaching	General Fund Title II

		student needs, and make adjustments in order to eliminate learning gaps . Targeted conversations in PLCs should revolve around gap groups.			
		Cultural Leadership: Support and engage in positive cultural traditions of the community (Back-to-School Bash; Boys & Girls Club; Junior Achievement; EDC; Chamber of Commerce; Community Back-to-School prayer services; regional and community activities)	Increased Workplace Readiness/ College Readiness	Collaborative Planning	General Fund
Objective 2: Increase the combined average percentage of Economically Disadvantaged students in the Consolidated Gap Group scoring proficient or above in reading and math from 32.73% to 33.82% by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Delivery of Instruction	Provide feedback to students on their progression of learning	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
		Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis DSA Proficiency Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 6: Establishing Learning Culture and Environment	Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful	Culturally appropriate teaching and learning	Observations PLCs	General Fund
		Communicate with and support parents/families in order to address barriers to learning	Addressing student needs	FRYSC Nursing logs SRO Mental Health PLCs	Title I Title V General Fund
	KCWP 2: Design and Deliver Instruction	Priority scheduling: Refine the process for priority scheduling for	Achievement Gap Closure Increased Proficiency	Collaborative Planning	General Fund

percentage of Students with Disabilities in the Consolidated Gap Group scoring proficient or above in reading and math from 15.38% to 16.92% by 2020.	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).			
		Specially Designed Instruction: Ensure students with disabilities are receiving SDI as stated on their IEP's.	Achievement Gap Closure Increased Proficiency	Collaborative Planning	IDEA B
		Accommodations: Ensure appropriate accommodations are being used throughout the school year for students with disabilities to provide equal access to the general curriculum.	Achievement Gap Closure Increased Proficiency	Collaborative Planning	General Fund IDEA B
Objective 4: Increase the combined average percentage of English Learners including Monitored in the Consolidated Gap Group scoring proficient or above in reading and math from 23.45% to 25.8% by 2020.	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	PLC Cycle 1 Planning for Instruction: EL teachers will participate in cycle 1 of professional learning communities to provide job-embedded support to general education teachers as they plan for instruction for English Learners.	Participation in PLCs Observations	Observations District EL Teacher PLC	General Fund Title II Title III
		English Learners: Build language proficiency with differentiated, supplemental instructional resources that target listening, speaking, reading, and writing.	ACCESS scores DSA scores Rubrics	Observations PLC	Title III General Fund
		English Learners: EL teacher lead quarterly conferences to review and ensure appropriate implementation of Program Service Plans (PSP) of active and monitored EL students with core/content teachers.	ACCESS scores DSA scores Rubrics	Observations PLC Quarterly Meeting Data	Title III General Fund
Objective 5: Increase Kindergarten readiness scores by 10% District wide as measured by Brigance by October 2020.	KCWP2: Design and Deliver Instruction KCWP4: Review, Analyze and Apply Data	Striving Readers Comprehensive Literacy and Early Childhood Readiness grant initiatives - Early Childhood Literacy Academy: Preschool teachers in every building	Brigance kindergarten readiness scores	Grant Reporting Family/parent engagement	Grant Funded

	<p>KCWP5: Design, Align and Deliver Support</p> <p>KCWP6: Establishing Learning culture and Environment</p>	<p>participate in the academy to build capacity around quality early childhood literacy instruction. Targeted coaching support to 3 lowest performing elementary schools will occur.</p> <p>School Literacy Plans supported by Literacy Teams: As required by the SRCL grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semesters.</p> <p>Engage daycare/preschool/community partners to increase quality literacy experiences for early literacy learners through professional learning and resources provided by SRCL and Early Childhood Readiness grant. Daycares will be trained in implementation of Creative Curriculum and administration of Brigance assessment in order to plan responsively to children’s readiness needs. Targeted coaching support for participating daycares will also occur through grant initiatives. Community partners will be engaged in family engagement through grant initiatives (Head Start, Community Early Childhood Council, Imagination Library, etc.)</p>	<p>Documentation of online participation in Early Childhood Literacy Academy</p> <p>Participation and engagement of community partners to provide resources and information to families</p>		
		<p>Primary Program Success: Preschool students (at-risk and students with disabilities) are tracked throughout their primary</p>	<p>Brigance scores</p>		<p>State/Grant Funded</p>

		program to measure their level of success.			
		Preschool Literacy Curriculum: Implementation of new preschool curriculum (OWL) to create consistency across district pre-kindergarten programs.	Brigance kindergarten readiness scores Preschool teacher feedback	Grant Reporting Preschool teacher feedback	Grant Funded
		KinderREADY Boot Camp: Summer kindergarten readiness 4-day camp will occur to provide opportunities for students to learn about school.	Brigance readiness scores Participation in KinderREADY Boot Camp Feedback from teachers and parents	Participation in KinderREADY Boot Camp Student and parent feedback	

5: Transition Readiness

Goal 5 Transition Readiness: Increase the transition readiness score from 66.6 to 79.92 by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the transition readiness score from 66.6 to 71.04 by 2020. <u>Objective 2:</u> Increase the percentage of English Learners including Monitored demonstrating academic readiness from 20% to 21.3% by 2020. <u>Objective 2:</u> Increase the percentage of English Learners including Monitored demonstrating career readiness from 10% to 10.66% by 2020.	KCWP2: Design and Deliver Instruction KCWP5: Design, Align and Deliver Support KCWP6: Establishing Learning Culture and Environment	Dual Credit: Seek additional postsecondary partner opportunities for academic and CTE dual credit courses.	Students will have more opportunities to participate in dual credit for transitional readiness/graduation requirements	Enrollment in Dual Credit	No funding needed
		Advanced Placement: Provide increased opportunities for students to participate in Advanced Placement courses. Continue to provide training to existing AP teachers.	Students will have more opportunities to participate in AP courses for transitional readiness/graduation requirements	Enrollment in AP courses Sign ins and agendas of AP teacher training	Instructional
	KCWP2: Design and Deliver Instruction KCWP5: Design, Align and Deliver Support KCWP6: Establishing Learning Culture and Environment	Career Pathways: Increase opportunity to access career pathways by evaluating CTE pathways in both high schools and Gateway Academy and ensuring that pathways align to student interests and industry needs.	More career pathways will allow for more student participation in meeting a goal of Career Ready	Course catalogs	No funding needed
		Teacher Certification: recruit and retain highly qualified teachers in special education, content areas and CTE pathways to assist with meeting transition readiness.	More teacher availability could lead to expanded pathways	Hiring of qualified teachers	Personnel/General
	KCWP 4: Review, Analyze and Interpret Data KCWP6: Establishing Learning Culture and Environment	End of Program Assessment /Industry Certification Plans and Data Reviewed Develop formative/interim assessments for each CTE program to benchmark student progress toward and industry certification and EOPA if applicable.	Students would be familiar with the content and process of testing prior to their EOPA	EOPA formative assessment data	Instructional

		Mental Mapping: Mentoring provided to high school students to create a college and/or career plan in partnership with local education advocates.	Students can think through what their career or college path might look like by talking to someone who took that same pathway	Schedule of mentoring visits	General
	KCWP2: Design and Deliver Instruction	Junior Achievement: Participation and representation on Action Board providing all schools the opportunity to participate. Financial Literacy and Essential Skills will be provided through JA for students in grades 7 and 8.	Students will leave middle school having met the financial literacy and workplace essential skills components	Class Confirmation Forms completed and submitted to Junior Achievement	General Fund
	KCWP6: Establishing Learning Culture and Environment	Individual Learning Plan: District will assist schools to facilitate providing middle school students and parents with information related to how the ILP will impact a student's high school course selections. Each student in grades 6-12 will complete an ILP.	ILPs will help dictate student's future pathway	Percentages of ILPs completed	No funding needed
	KCWP5: Design, Align and Deliver Support KCWP6: Establishing Learning Culture and Environment	8th Grade Transition: District will help schools facilitate providing guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Students will be placed in the correct courses beginning with their freshman year and will be tracked for taking a pathway throughout high school	8th grade transition dates and schedules	No funding needed

6: Graduation Rate

Goal 6 Graduation Rate: Increase the 4 year and 5 year average graduation rate from 91% to 95.55% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the 4 year and 5 year average graduation rate from 91% to 92.5% by 2020.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Tracking and Monitoring: District will ensure that all students are monitored and tracked (using formalized tracking process), beginning with their 8th grade year, for meeting graduation pre-requisites and qualifiers. Any students in danger of not meeting the requirements will have a plan for success implemented and parents/guardians contacted.	Students graduating under the new graduation requirements	Tracking of test data Meetings with school counselors and parents Meetings/advisory times with students Transcript audits Student schedules consistent with ILPs	General Fund
		Career Pathways: Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP. School leaders, counselors, and CTE teachers will annually review existing pathways for alignment to state articulation agreements, industry certifications, and local workforce needs prior to building the master schedule.	Increased knowledge of appropriate implementation of ILP	Sign-ins; agenda from training Transcript audit results; notes from meetings; master schedule	General Fund
		Communication: Communication regarding graduation requirements (including alternative pathways to graduation) will take place through a variety of means including, but not limited to: board policy, parent meetings, newsletters, conferences, public meetings, district and school	Greater public awareness of graduation requirements (including alternative pathways)	Evidence of communication, such as newspaper clippings, Board agenda, parent trainings, etc.	General Fund

		websites, registration and scheduling information, working with community partners (such as Rotary and the Chamber) and news and social media.			
		Maximize Instructional Time for Alternative Placement Students: Maximize instructional time for students in an alternative educational setting to provide a high quality academic environment while completing behavior modification.	Students will not lose instruction due to disciplinary issues	Alternative School collaborative planning minutes; student progress monitoring	General Fund
		Establish Good Attendance Habits: Monitor student attendance and chronic absenteeism. Continue truancy intervention conferences at the district level. Recognize school with the highest monthly attendance at each board meeting.	Awareness of students who are chronically absent Improvement of overall attendance	Truancy Reports Truancy Intervention Tab District Scorecard	General Fund
		Explore distance learning options: Explore if there are distance learning options for critical shortage areas in math, science, foreign languages, etc.	More offerings for students in a wider range of topics	More students taking courses aligned to their ILP Students meeting graduation qualifiers	General Fund

8: Partnerships (optional)

State your **Partnerships Goal** (optional)

Goal 7: <i>Encourage sustainable partnerships among all stakeholder groups and with the Christian County community</i>					
		●			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<i>Objective 1:</i> Participation in Parent Satisfaction Survey will have 25% of households responding.	KCWP 5: Design, Align and Deliver Support	Parent and family participation: Schools and district will communicate with to stakeholders the opportunity to participate in the parent satisfaction. Stakeholder feedback will be used to create school and district action plans.	Measure of parent and family participation	Monitoring participation School action plans Review at Administrator Academy District Scorecard	Title II Title I Parent & Family Engagement

	KCWP 6: Establishing Learning Culture and Environment				
<u>Objective 2:</u> Achieve parent satisfaction baseline from 3.7 to 3.87 on <i>“I receive positive phone calls, emails, or notes about my child from school”</i> <i>This goal has been updated</i>	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Positive Communication: Families will receive a visit, call, personal note home to communicate something positive about the child.	Improvement of parent satisfaction	Monitoring teacher communication of positive contacts at Administrator Academies.	Title I Parent & Family Engagement
		Positive Communication: District will provide postage-paid ‘Good News’ postcards to all schools to communicate with parents and families.		Monitoring teacher communication of positive contacts at Administrator Academies District Scorecard	Title I Parent & Family Engagement
<u>Objective 3:</u> Increase parent satisfaction baseline from 3.72 to 3.85 on <i>“I regularly receive feedback from school staff on how well my child is learning”</i>	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Communication: Families will receive communication about the child’s learning and behavior progress at school.	Improvement of parent satisfaction	Share their process of communicating at Administrator Academies District Scorecard	Title I Part A Parent & Family Engagement Title II
<u>Objective 4:</u> Increase Kindergarten Readiness by ten percent from 45.9% to 50.4% by September 2020.	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Partnerships: Collaborate with community partners to provide education to parents and families, early learning centers, and health care providers to better prepare young learners for Kindergarten entry.	Kindergarten Readiness Rates	Agenda Attendance Community participation District Scorecard	Striving Reader Grant Title I Part A Parent & Family Engagement

7: Equitable Services (optional)
State your **Equitable Services Goal** (optional)

Goal 7: Provide equitable services that ensure the growth and success of all students.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the retention rate of teachers in first five years from 85.06% to 88% by June 2020.	KCWP 6: Establishing Learning Culture and Environment	Employee Engagement Survey: Utilize data to create action plans to proactively address employee concerns in order to increase retention.	Increased retention	District Scorecard	General Fund
		Retention: Utilize 30/90 day conversations to increase retention.	Increased retention	District Scorecard	General Fund
		Recognitions: Administrators will model the way by recognizing good work of staff in a systematic way (Board recognitions, State of the School, newsletter, personal cards/notes/letters).	Increased retention and improvement on Employee Engagement	District Scorecard	General Funds
		New Employee Orientation: Provide tools, education, and information so that new hires feel connected and empowered from the beginning of employment.	Increased retention	District Scorecard	Personnel Budget
		Right Start: Professional development (12 hours) for all new teachers hired in the district to orient them to the culture, instructional strategies, and classroom management.	Increased retention	District Scorecard	Instructional Budget
		Coaching: All new teachers receive Right Start follow up coaching support.	Increased retention	District Scorecard	Title II
Objective 2: Increase the mean score on the Employee Engagement Survey from 4.03 to 4.08 by June 2020	KCWP 6: Establishing Learning Culture and Environment	Action Plan: Develop an action plan to address needs identified in the Employee Engagement Survey	Improvement on Employee Engagement	District Scorecard	General Fund
		Professional Learning: Provide professional learning to assist site based administrators with developing and implementing an action plan to address needs identified in the Employee Engagement Survey.	Improvement on Employee Engagement	District Scorecard	Instructional / Title II
Objective 3: Increase student attendance rate from 94.46 to 94.48 by June 2020.	KCWP 6: Establishing Learning Culture and Environment	School liaison will be trained to run basic attendance reports for monitoring purposes and work with supervising principal to set attendance goals.	Improved attendance rates	District Scorecard	General Fund
		An administrator/AP liaison will be assigned by building administrator to attend attendance training, implement		Monitor Absenteeism rates	

		strategies, and assist in in-house monitoring of attendance procedures.			
		Media recognition for monthly elementary, middle, and high schools with the highest attendance rates - social media, newspaper, radio, and board meetings			
Objective 4: Improve system efficiency by refining the implementation Frontline Solutions in 100% of school and district locations by 2020.	KCWP 6: Establishing Learning Culture and Environment	Professional Learning: Monthly trainings will occur during Administrator Academy. Integrate as part of new teacher TILT strands. Monitor and support: Review data, conduct school site visits for training and troubleshooting. Provide feedback at monthly Administrator Academy.	Substitute fill rates Evaluation completion Professional learning logs Recruitment and hiring	District Scorecard	General Fund

9: Operational (optional)

State your **Operational Goal** (optional)

Goal 7: Maintain fiscal responsibility while creating and sustaining an inviting, safe, caring environment which supports learning and achieving					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Create an inviting, safe, caring environment by decreasing the number of classroom referrals by 5% for elementary, 6% for middle, and 5% for high by June 2019.	Utilize the discipline audit to determine the root cause for high number of referrals and address the issue(s). Utilize research-based trauma-informed care principles to address student needs.	Positive Behavior and Intervention Supports (PBIS): All schools will be provided with coaching support to build the capacity of school-based staff. Additional training, support, and resources will be provided to Special Education Staff.	Reduction in classroom referrals.	Monthly data review Maintain a coaching log Quarterly review of data at Admin Academy	Title IV Title II General Fund
		PBIS Tiers: Support schools in the pursuit of PBIS tiered recognitions (Silver/Gold)	Reduction of classroom referrals	PBIS audits twice yearly	Title IV
		PBIS and Trauma Informed Care: Offer training to certified staff through GRECC and mental health therapists.	Lower discipline numbers and disparity	Meeting agendas Meeting minutes	Title IV Project Prevent
		Transitions Between Learning Environments: Continue a system of care that addresses the academic, behavioral, safety, and social-emotional needs of students to support the successful transition from alternative settings back to the traditional learning setting.	Lower recidivism rate	Alternative Education Intervention Plan	Title IV General Fund

		Juvenile Court Liaison: Provide intervention for at-risk students by coordinating juvenile justice services and social-emotional service, providing two-way communication between home, schools, and court system. Collaborate to provide appropriate interventions for students with drug/alcohol/tobacco issues.	Lower discipline referrals Lower recidivism rate Lower number of arrests	Discipline data Arrest records	Title IV General Fund
		Juvenile Law Enforcement Partnerships: Engage parents, community leaders, and law enforcement in a focus group that would identify strategies to reduce the number of physical contact fights. Work with law enforcement on decreasing student arrest through School-Justice partnerships.	Lower discipline referrals Lower recidivism rate Lower number of arrests	Discipline data Arrest records	Title IV General Fund
		Project Prevent Grant: PBIS/Trauma Informed Care grant provided through the Green River Regional Education Cooperative. The grant covers the training of all certified staff on trauma informed care as well as additional mental health personnel.	Lower discipline issues and better teacher-student relations.	Agenda Sign in sheets Grant reporting	Project Prevent
		Trauma Informed Care Staff and Administration will be trained on Trauma Informed Care to help students cope with trauma and daily stresses. Initial focus will be on the Alternative School and move to the traditional schools in Administrative Academy.	Lower number of discipline referrals and increase time guidance counselors spend counseling students	Guidance Counselor work log Discipline referrals	Project Prevent Grant
Objective 2: Increase mean on the District Services Survey from 3.98 to 4.08 by May 2020.	Use stakeholder feedback to improve services offered.	Select employees from Operations Dept. to be trained in Service Excellence Standards.	Improved District Services	Rounding reports and stoplight action reports	General Fund
		Develop a process to onboard all new employees on the Service Excellence Standards.			
		All classified staff will be trained in Service Excellence.			
		All Departments will develop an improvement plan based on DSS results.			
Objective 3: By July 2021 increase the number of projects completed through the use of capital outlay dollars and ending fund balance and reduce the	Anticipate future needs to optimize use of resources and funds.	Develop a 15 year preventative maintenance and replacement timeline for all operational systems and in order to facilitate efficient budgeting and scheduling of construction and maintenance projects.	Development of plan	Updates to Superintendent and Board of Education	General Fund

number of projects requiring use of bonding/debt service by applying a more effective and efficient long range planning process.					
Objective 4: Strategic Leadership	Create a working relationship with the local board of education that results in a shared vision in preparing students for the 21st Century	Board of Education Retreat - focused on a proactive, long-range view of district needs.	Long range facilities plan	Updates to Board of Education	General Fund
		Implement the Work Ready Skills grant.	Progress toward grant objectives	Grant reporting	Grant funded
		Work in partnership with KDE, the Christian County Board of Education, Gates Foundation, and the Prichard Committee on the achievement gap project.	Increased student participation	Grant reporting	Grant funded
Objective 5: 100% of schools will receive training on emergency management, response, planning, recovery, and mitigation	Create and sustain a welcoming, safe environment which supports learning and achievement.	Review and revise communications protocols	Completed protocols	Reporting to Superintendent	General Fund
		Build safety vestibules at Gateway Academy and Alternative School	Safety Report	Reporting to Superintendent	General Fund
		Review and revise safety plans	Completed and revised plans	Reporting to Superintendent	General Fund

Special Considerations for Targeted Support and Improvement (TSI) Schools

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

Components Of Turnaround Leadership Development And Support:
--

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

Response:

Christian County does not have any schools designated TSI.

Identification Of Critical Resources Inequities:

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

Response:

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

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

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2019-20 Phase Three: The Superintendent Gap Assurance

Christian County
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Last Modified: 11/12/2019
Status: Open

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2019-20 Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**
- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)

Attachment Summary

Attachment Name	Description	Associated Item(s)
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