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| C:\Users\vbratton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\41MA0NZA\KDE-Logo-CMYK-Print.png | **Continuous Improvement Planning Cycle**  Combined Workbook for:  **Phase 3 - *Plotting the Course***   * **Establishing Goals, Objectives, Strategies and Activities**   **AND**  **Phase 4 – *Making District/School Improvement Continuous***   * **Progress Monitoring and Evaluation** |



## IMPORTANT NOTE:

**This workbook has been adapted from the original *Goal Building Template* located on KDE’s Comprehensive Improvement Planning for Schools and Districts webpage (https://education.ky.gov/school/csip/Pages/default.aspx). This adaptation will allow for the document to serve as a “one-stop” location for both the plan and the continuous monitoring and evaluation during this year’s implementation period. The planning of goals, objectives, strategies and activities that are required of the Continuous Improvement Cycle - Phase 3 process look just as they do in the original template. The adaptation will allow for support in the Phase 4 process of continuous monitoring and evaluation using the 30-60-90 day planning format. Additional planning and quality tools for continuous improvement can be located on the Continuous Improvement foe Gap Closure webpage (https://education.ky.gov/school/stratclsgap/Pages/default.aspx).**

# Comprehensive Improvement Plan

## Rationale

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

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

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

**Strategy**: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf" \t "_blank) * [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf" \t "_blank) * [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf) | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf) * [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf" \t "_blank) * [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) |
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**Measure of Success**: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

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

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

## Requirements for Building an Improvement Plan

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

## . Explanations/Directions

| **Goal**: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal. | An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way. | Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working. | List the funding source(s) used to support (or needed to support) the improvement initiative. | |

## 1: Proficiency Goal

| Elementary: Increase percentage of students scoring proficiency in reading from 50.8% to 80% and in math from 44% to 80% by 2022-2023 as measured by the state required academic assessment.  Middle: Increase proficiency in reading from 56.1% to 75% and in math from 41% to 65% by 2022-2023 as measured by state required academic assessment.  High: Increase proficiency in reading from 40.3 to 53.9 and in math from 26.2 to 43 by 2023-2024 as measured by state required assessments. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Elementary: Increase percentage of students scoring proficiency in reading from 50.8% to 60.5% and in math from 44% to 56% by 2019-2020 as measured by the state required academic assessment. | Develop a systematic approach for the design and deployment of standards in order to ensure all students are being taught the standards at appropriate levels of rigor with fidelity. (KCWP 1) | Process- Principal, Instructional Coach and grade level team will meet weekly in PLC’s. The team will collaborate to establish a process for curriculum development in order to ensure alignment between standards, learning targets and formative assessments. | Will be determined by fidelity of PLC protocol implementation. | Principal will monitor progress through PLC minutes and provide feedback and next steps as needed. The 30-60-90 day plan will be used for monitoring. |  | |
| Middle: Increase proficiency in reading from 56.1% to 60.7% and in math from 41% to 49% by 2019-2020 as measured by state required academic assessment. | KCWP 1 : Design and Deploy standards  Refine and monitor our current processes for curriculum design and implementation in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity. | Department teams will meet weekly in PLC groups to deconstruct and align standards while also establishing pacing and creating formative and summative assessments. | Complete curriculum documents, unit plans, and formative and summative assessments. | 30/60/90 plan  Walkthrough tool  PLC documentation |  | |
| High: Increase proficiency in reading from 40.3 to 43.0 and in math from 26.2 to 29.6 by 2019-2020 as measured by state required assessments. | KCWP 5: Design, Align, Deliver support process.  Develop and implement a system for RTI in order to ensure appropriate academic interventions are taking place to meet the needs of all students. | School RTI team will meet at least monthly in order to monitor development and implementation of RTI systems and analyze data related to RTI. Following these meetings, the instructional coach meets weekly with math and reading interventionist to plan next steps. | Improved success in common assessments, formative assessments and benchmarks. | Monthly analysis of classroom achievement data  Minimum of twice per year for initial screeners. |  | |
| Intentional focus on Tier 1 instruction in all content areas. | Department PLC meetings will be held a minimum of twice per month and will focus on questioning and engagement activities. | Improved observations in regard to questioning and discussion techniques as well as engaging activities in classrooms. | Minimum of twice per month |  | |
| PLC Meeting agenda and minutes | Documentation and artifacts to include unit plans, higher level questioning activities and engaging activities used in class. | Minimum of twice per month |  | |
| Walkthroughs/Observations will focus on providing feedback related to PGP goals selected by teachers | Documentation to include: evidence collected in walkthroughs, pre and post observation notes. | Monthly analysis of documentation |

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| **Horizon Goal:** |
| **180 Day Goal**: |

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| **In the first 30 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **First 30 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **In 60 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **60 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **In 90 days, we will know we are successful when:** | | | |
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| **90 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 120 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **120days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 150 days, we will know we are successful when:** | | | |
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| **150 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 180 days, we will know we are successful when:** | | | |
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| **180 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **Projected Next Steps:** |
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## 2: Separate Academic Indicator

| Elementary: Decrease the number of students scoring novice in writing from 42.2% to 20% by 2022-2023 as measured by state required academic assessments.  Middle: Increase proficiency from 40.8% to 65% in writing by 2022-2023 as measured by the state required academic assessment.  High: Increase proficiency in science from 29.2 to 45.3 and in writing from 35.8 to 50.4 by 2023-2024 as measured by state required academic assessments. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Elementary: Decrease the number of students scoring novice in writing from 42.2% to 34.8 by 2019-2020 as measured by state required academic assessments. | Develop a systematic approach for designing and delivering high quality school wide writing instructional program. (CKWP2) | Principal and Instructional coaches, Continuous Improvement Staff will collaborate to provide on-going professional learning support and resources. | Increase writing performance, practice On Demands writing | 30-60-90- Day planning Additional progress monitoring will be made by the team as needed. |  | |
| Middle: Increase proficiency from 40.8% to 48.9% in writing by 2019-2020 as measured by the state required academic assessment. | KCWP 2 : Design and Deliver Instruction  Sustain and enrich current process for high quality school wide instruction in writing in order to ensure that all students are developing as writers. | Instructional coach and English department chair will collaborate at least monthly to provide school wide professional learning and support for our school wide writing plan. They will plan for appropriate next steps. | 100% staff participation in professional growth opportunities.  Development and implementation of school wide wring plan. | Sign-in sheets for PD  Walkthrough tool for implementation  Administration check-in with English Department Lead and Instructional Coach | Striving Readers Grant | |
| High: Increase proficiency in science from 29.2 to 32.4 and in writing from 35.8 to 38.7 by 2019-2020 as measured by state required academic assessments. | KCWP 1: Design and Deploy Standards. Develop and implement a systematic approach for curriculum design and standard deployment in order to ensure that all students are being taught the standards at appropriate level of rigor with fidelity. | Principal or designee will meet weekly to review and monitor implementation of curriculum. Feedback and support will be provided digitally and/or face to face. | Curriculum documents will be up to date for each class | Principal or designee will monitor curriculum documents and provide feedback for each unit in each class. |  | |
| Teacher leaders are currently engaged in the Kentucky Writing Project throughout the year. These teachers will provide support to the staff in regards to: writing to learn, writing to demonstrate learning, and writing for publication. | Staff who have been trained will share with faculty and staff | Unit plans will include writing documentation and activities. | Striving Readers Grant | |

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| **Horizon Goal:** |
| **180 Day Goal**: |

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| **In the first 30 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **First 30 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **90 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **Projected Next Steps:** |
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## 3: Achievement Gap

| Elementary: Increase percentage of students in the consolidated student group scoring proficiency in reading from 38.7% to 70% and in math from 31.3% to 70% by 2022-2023 as measured by the state required academic assessment.  Middle: Increase proficiency of students with disabilities from 15.8% to 30% in reading and 8.8% to 25% in math by 2022-2023 as measured by the state required assessment.  High: Increase proficiency in students with disabilities in reading from 0% to 22.7% and in math from 0% to 22.7% by 2023-2024 as measured by state required academic assessments. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Elementary: Increase percentage of students in the consolidated student group scoring proficiency in reading from 38.7% to 49.1 and in math from 31.3% to 44.2% by 2019-2020 as measured by the state required academic assessment. | Implement and sustain learning culture environment systems in order to ensure an optimal and safe learning environment and reduce barriers to learning. (KCWP 6) | All staff will collaborate to implement procedures and expectations as outline in the PBIS initiative. Students will be rewarded monthly through the Blue Store. | Decrease the number of office referrals. | The Blue Crew meets at least bimonthly to ensure that PBIS systems are being utilized to fidelity and plan appropriate next steps. Use 30-60-90 day planning. |  | |
| Middle: Increase proficiency of students with disabilities from 15.8% to 20.5% in reading and 8.8% to 14.2% in math by 2019-2020 as measured by the state required assessment. | KCWP 2 : Design and Deliver Instruction  Refine and implement a full co-teach model in order to ensure appropriate support for students with disabilities. | Content teachers and collaborating teachers work together to plan and implement instruction that is appropriate for all students. Collaborating teachers meet with content area PLCs for further collaboration and vertical alignment. | Unit Plan review through PLCs that provide accommodations for all students, as well as a variety of co-teach models being utilized in classrooms | PLC agenda and minutes  Walkthrough tool  Unit Plan Review by Leadership Team  Assessment Data Review |  | |
| KCWP 5 : Design, Align, and Deliver support processes  Monitor the implementation of systematic supports to ensure that the co-teaching model is effective. | Leadership team will meet quarterly to evaluate the effectiveness of the master schedule and staffing allocations for special education support. The team will review MAP data, common assessment data, as well as mastery connect to evaluate effectiveness. | SPED support staff is engaged and meeting the needs of all of our students.  Data review shows standards acquisition for our SPED students at a rate comparable to our regular education students. | Walkthrough Tool  Leadership Team Meetings (agendas, minutes, etc.)  Assessment Data |
| High: Increase proficiency among students with disabilities in reading from 0% to 4.5% and in math from 0% to 4.5% by 2019-2020 as measured by state required academic assessments. | KCWP 6: Establish learning culture and environment. Establish systems for creating and supporting a learning community in which all students have optimal opportunity for academic success. | Provide support to focus group of students through ESS reading and math support. | Students in the group will be monitored for progress in regular classes and achievement on CERT | Progress will be monitored a minimum of twice per month in regards to grades. CERT will be monitored no less than twice per year. |  | |
| Provide support to students with behavior problems by utilizing behavior support staff check and connect. | Students in the group will be monitored for progress in regular classes, reduction in behavior referrals, and reduction in absences/tardies | Progress will be monitored a minimum of twice per month in regards to grades, attendance/tardies, and behavior referrals. CERT will be monitored no less than twice per year. |  | |
| Implement evidenced based co-teaching strategies (e.g. station teaching) for classes with students with IEP’s. | Students in the group will be monitored for progress in regular classes and achievement on CERT | Progress will be monitored a minimum of twice per month in regards to grades. CERT will be monitored no less than twice per year. |  | |
| Develop a model to maximize effectiveness of Learning Strategies classes | Students in the group will be monitored for progress in regular classes and achievement on CERT | Progress will be monitored a minimum of twice per month in regards to grades. CERT will be monitored no less than twice per year. |  | |
| Visit a hub school (Pulaski County) to observe systems in place that may be implemented at DHS | Students in the group will be monitored for progress in regular classes and achievement on CERT | Progress will be monitored a minimum of twice per month in regards to grades. CERT will be monitored no less than twice per year. |  | |

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| **Fully Implemented** | **Partially Implemented** | **Not Implemented** |

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| **Horizon Goal:** |
| **180 Day Goal**: |

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| **In the first 30 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **First 30 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **In 90 days, we will know we are successful when:** | | | |
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| **If we are not successful, we will:** | | | |
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| **Projected Next Steps:** |
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## 4: Growth

| Elementary: Decrease percentage of students in the consolidated student group scoring below proficiency in reading from 49.2% to 30% and in math from 56% to 30% by 2022-2023 as measured by the state required academic assessment.  Middle: Decrease combined novice and apprentice from 43.9% to 20% in reading and from 59% to 25% in math by 2022-2023 as measured by the state required academic assessments. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Elementary: Increase percentage of students in the consolidated student group scoring below proficiency in reading from 49.2% to 42.8% and in math from 56% to 47.4% by 2019-2020 as measured by the state required academic assessment. | Develop a systematic approach for the design and deployment of standards in order to ensure all students are being taught the standards at appropriate levels of rigor with fidelity. (KCWP 1) | Principal, Instructional Coach and grade level team will meet weekly in PLC’s. The team ensures alignment between standards, learning targets and formative assessments. | Measured by MAP and the State assessment. | Principal will monitor progress through PLC minutes and provide feedback and next steps as needed. The 30-60-90 day plan will be used for monitoring. | None needed | |
| Middle: Decrease combined novice and apprentice from 43.9% to 35.9% in reading and from 59% to 47.7% in math by 2019-2020 as measured by the state required academic assessments. | KCWP 4 : Review, Analyze, and Apply Data  Sustain our current process for reviewing, analyzing, and applying data in order to focus on reduction of novice and apprentice. | At least monthly, as part of the PLC process, content teams will disaggregate and analyze data by performance level. Teachers will use individual student data to create plans for intervention and/or enrichment. | Steady decline of novice/apprentice performance over time. | PLC agenda and minutes  MAP and Common Assessment Data |  | |
| KCWP 6 : Establish learning culture and environment  Implement a school wide system for positive behavior supports and intervention in order to ensure an optimal and safe learning environment while also reducing barriers to learning. | The TOPS team will meet quarterly to review behavior data and make revisions/refinements as needed to our school wide behavior protocols. | Reduce out of school suspension events and days suspended.  Weekly review of behavior data by the leadership team | Weekly Infinite Campus behavior reports  Review of Tableau behavior data  Minutes and Agendas for TOPS team meetings |  | |
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| **Fully Implemented** | **Partially Implemented** | **Not Implemented** |

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| **Horizon Goal:** |
| **180 Day Goal**: |

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| **In the first 30 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **First 30 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 60 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **60 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **The measures/evidence we will use are:** | | | |
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| **90 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **In 120 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **120days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 150 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **150 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 180 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **180 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **Projected Next Steps:** |
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## 5: Transition Readiness

| Increase overall transition readiness from 62.4% to 100% by 2023-2024 as measured by state required academic assessments. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Increase overall transition readiness from 62.4% to 69.9% by 2019-2020 as measured by state required academic assessments. | KCWP 4: Review, Analyze, Apply Data Results. Implementing systems for examining and interpreting transition readiness data in order to ensure individual preparedness for life after high school. | DHS will monitor and analyze student assessment data in regard to standardized test and CERT data. | Students meeting benchmark on state recognized assessments such as ACT, KYOTE or other measure. | School administrators and staff will review student achievement data a minimum of twice per semester to assist in monitoring of student success. |  | |
| DHS will monitor and analyze student assessment data in regard to standardized test associated with CTE pathway completion. | Students meeting benchmarks on recognized industrial certifications or other CTE assessments will increase. | School administrators and staff will review student achievement data a minimum of twice per semester to assist in monitoring o student success. |  | |

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| **Fully Implemented** | **Partially Implemented** | **Not Implemented** |

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| **Horizon Goal:** |
| **180 Day Goal**: |

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| **In the first 30 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **First 30 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 60 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **60 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 90 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **90 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 120 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **120days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 150 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **150 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 180 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **180 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **Projected Next Steps:** |
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## 6: Graduation Rate

| Increase overall graduation rate from 93.6% to 100% by 2023-2024 as measured by state 4 and 5 year cohort. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Increase overall graduation rate from 93.6% to 94.9% by 2019-2020 as measured by state 4 and 5 year cohort. | KCWP 5: Design, Align, Deliver support process.  Develop and implement a system for monitoring and support for student on time graduation. | Student support will be provided through advisory in planning and preparation for the future. | Student completion of ILP’s, student participation and support for academic achievement. | Student progress will be monitored a minimum of twice per semester in regards to ILP completion, passing grades, attendance, tardies and behavior referrals and transcript audits a minimum of twice per semester. |  | |
| A list of focus students will be developed for students at each grade level (9-12). | Reduction in the number of students on the list. | Students on the list will be reviewed and monitored a minimum of four times per semester with interventions provided. |  | |

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| **Fully Implemented** | **Partially Implemented** | **Not Implemented** |

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| **Horizon Goal:** |
| **180 Day Goal**: |

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| **In the first 30 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **First 30 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 60 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **60 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **In 90 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **90 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **120days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 150 days, we will know we are successful when:** | | | |
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| **150 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **In 180 days, we will know we are successful when:** | | | |
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| **180 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **Projected Next Steps:** |
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## 7: Other (Optional)

| Goal 7 (State your separate goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 |  |  |  |  |  | |
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| **Fully Implemented** | **Partially Implemented** | **Not Implemented** |

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| **Horizon Goal:** |
| **180 Day Goal**: |

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| **In the first 30 days, we will know we are successful when:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **First 30 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **60 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **The measures/evidence we will use are:** | | | |
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| **90 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **The measures/evidence we will use are:** | | | |
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| **120days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **150 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **The measures/evidence we will use are:** | | | |
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| **180 days action strategies:** | **Who is responsible (team leader(s)?** | **Deadline?** | **What is the plan for communication?** |
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| **If we are not successful, we will:** | | | |
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| **Projected Next Steps:** |
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## 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:** |
| **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. |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

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