District Continuous Improvement Program 2020-21 School Year into 21-22 CODING SYSTEM: OT - ON TRACK S- SUPPORTS REQUIRED N/A -Not Attempted Yet 1. Proficiency Goal: The district will increase READING proficiency from 60% PD to 64% PD by May 2021. The district will increase MATH proficiency from 53% PD to 58% by May 2021.			-2021 \$						2 Scho			Indicators of Success/Intended Results/Impact & Audience	Primary Monitoring Reponsibility & Resources:
KCWP 1 Design & Deploy Standards	J	F	M	Α	M	J	Α	S	0	N	D	-District Standards Documents Feedback	PD Coordinator
Teacher Ambassadors continue to collect feedback on identified priority standards and pacing guides in order to collaborate on revisions (Title II)												-District Standards Documents Feedback	Title II
Teacher Ambassador program focused on PL around priority standards in order to clarify proficiency/mastery of priority standards. Refine to 10-12 per course. (Title II)												-Intended Result: Teachers will provide students with specific, direct and timely feedback on learning progression as they	PD Coordinator
Highly aligned instruction system: Work with school leadership teams in collaboration with LSS team to continue to develop and implement highly-aligned, research-based curriculum. All BCS educators will build foundational understanding of the priority standards, pacing, and proficiency scales through school level professional learning conversations with guidance and input from TAs, Coaches, Leadership. Expand to CTE and other elective courses.												-instructional coach agendas -principal agendas -surveys to BCS educators Intended Result: Equity for all students in BCS for a guaranteed, viable curriculum. Indicator of Success-transient students within the BCS system will return to the same pacing guide and instructional goals regardless of how many different schools they may attend in a school year.	LSS Assistant Superintendent
School Teams work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of: What do Ss need to know? How do we know if they have learned it? What do we do when they have not learned it? What do we do when they have learned it?												Intended Results: Teacher become interdependent teams of teachers using each other's strengths to plan and execute high levels of instruction for all types of learners. Teacher's professional learning will become a part of their working day as they learn to depend on and grow as a team of teachers dependent on one another.—master schedules to reflect job-embedded PL -instructional coach agendas and coaching cycle data	LSS Assistant Superintendent ES and MS/HS Director
Continue to develop and implement an equitable, accessible, highly aligned, research-based curriculum for all students. Specific work and research and plan development needs to be laser focused on doing this in a VIRTUAL/REMOTE learning environment.													
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KCWP 2: Design and Deliver Instruction	J	F	M	Α	M	J	Α	S	0	N	D	Indicators of Success/Intended	Primary
												Results/Impact & Audience	Monitorina
Teachers engage in professional learning around CIA	'											Indicator of Success: BCS has a developed	
(Curriculum/Instruction/Assessment) cyle, beginning with TA's in Summer												Balanced System of Assessment that provides	
2021 , in order to impact student achievement with particular focus on	'											a clear definition of the different types of	
	'											assessment used in classrooms, schools,	
assessment literacy practices with a focus on creating learning opportunities	'											districts, and state level. The system will	
that are RIGOROUS, RELEVANT, ACCESSIBLE, EQUITABLE and culturally	'											identify appropriate use of the student	
responsive for ALL learners.	'											evidence elicited from assessments, and	
	'											describe the purpose of different assessment	
	'											tools and strategies to parents and students	

2. Separate Academic Indicator: The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 44% PD to 46% (elementary), and 42% PD to 44.7% (middle) and 51.5% PD to 53.6% (high) by May 2021.		202	0-21 s	school year 2021-22 school year							r	Indicators of Success/Intended Results/Impact & Audience	Primary Monitoring Reponsibility & Resources:
KCWP 3: Design and Deliver Assessment Literacy	J	F	M	Α	M	J	Α	S	0	N	D		
Authentic Literacy Instruction- Teachers will ensure students are engaged in authentic literacy instruction through our continued work around FOCUS book. Students are engaged in READING/WRITING/DISCUSSION across all contents. Specific focus in HIGH SCHOOL LEVEL.												"Indicator of Success-Students are given daily opportunities to carefully read and reread texts for intellectual purposes—and with a pen in hand. Intended Results- Students Because will learn to focus their minds, isolate, prioritize, and ponder written information to suit specific purposes for reading. Students intellects will develop. They will learn to manage language and its meaning- the heart of a strong education."	
Students are engaged in literacy instruction that is INCLUSIVE to all learners													
across all content areas. KCWP 4: Review, Analyze, and Apply Data	J	F	М	Α	M	J	Α	S	0	N	D	Indicators of Success/Intended Results/Impact & Audience	Primary Monitoring
Using the 4DX (4 Disciplines of Execution) model, District will create a visual Data Dashboard (Quarterly Report and "Yellow" sheets) as a way to monitor and support schools. District will include equitable and accessible instructional strategies as LEAD measures. These will be analyzed quarterly using the 6 "Data Questions" from KDE. KCWP 5: Design, Align, and Deliver Support LSS works in partnership with school leadership teams to monitor & evaluate current implementation of programs based on ESSA standards as well as using district data to determine effectiveness, equity, accessibility, and an	J	F	M	A	M	J	Α	S	0	N	D	Indicators of Success/Intended Results/Impact & Audience	Primary Monitorina
inclusive learning environment. Focus on this includes VIRTUAL learning environment.													
3. Growth Goal: Increase the %PD in READING in ES from 55% to 60%, in MS from 64% to 68% in HS from 55% to 60% by May 2020. Increase the %PD in MATH in ES from 53% to 58%, in MS from 51% to 56%, in HS from 51% to 56% by May 2021.		202	0-21 s	chool	year		2	2021-2	2 scho	ol yea	r	Indicators of Success/Intended Results/Impact & Audience	Primary Monitoring Reponsibility & Resources:
KCWP 4: Review, Analyze, and Apply Data	J	F	M	Α	М	J	Α	S	0	N	D		
RTI 2.0 Taskforce of 6 pilot school "Treatment Teams" will meet regularly in the form of a PDSA team to provide feedback as we work to scale the work in 2020 and beyond to all elementary and middle schools.													
Work to build integrated systems that support the whole child including inclusive academic supports (teachers, coaches, teaching and learning team) working directly with student service supports, including counselors, pyschologisists, social workers.													
Seek feedback from RTI 2.0 team to make recommended proposed pacing guide/priority standards adjustments alongside Teacher Ambassadors													

Use of CASE assessment as common tool for PLC work district-wide. Teachers come together to understand what students know and don't know and develop common approaches and plans on how to improve student achievement on standards and enduring skills and use targeted assessment to ensure student achievement (RTI 2.0 expanded) KCWP 2: Design & Deliver Instruction	J	F	M	Α	M	J	Α	S	0	N	D	Indicators of Success/Intended Results	Primary
Intense focus on Primary grades PreK-2 Literacy/Numeracy Development: Support teachers with specific professional development, curriculum resources, vocabulary & phonics support to ensure that all teachers have a thorough understanding of early numeracy skills and "learn to read" processes of phonemes, phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing 4. Achievement Gap Goal: Increase the proficiency rates for all		202	0-21 s	chool	vear		2	2021-22	2 scho	ol vea		Indicators of Success/Intended Results	Primary
students in the Gap group in Reading elementary schools from 41% to 46%, middle schools from 48% to 53%, and high school from 32% to 37% by May 2020. Increase proficiency rates for all students in the Gap group in Math elementary schools from 27% to 32%, middle schools from 37% to 42%, and high schools from 29% to 34% by May 2021.										,			Monitoring Reponsibility:
KCWP 5: Design, Align, & Administer Support	J	F	М	Α	M	J	Α	S	0	N	D		
Provide consistent professional learning & PLC opportunities for SpEd teachers and collaborative teachers and SpEd staff in order to build teacher efficacy Improve monitoring systems to ensure teachers are calibrated with understanding of how to build language proficiency with English language													
learners. Continue to provide quality professional learning for all teachers centered around developing proficiency (CIA cycles) and increase trainings on SIOP strategies for all teachers working with EL students.													
5. Transition Readiness: Increase the transition indicator from 70.4 to 72 by 2021.	2020-21 school year							2021-2	2 scho	ol yea	r	Indicators of Success/Intended Results	Primary Monitoring Reponsibility:
KCWP 2: Design & Deliver Instruction	J	F	М	Α	M	J	A	S	0	N	D		
LSS will develop and monitor a SHARED drive as a repositiory for Learning Modules specific to targeted audiences that can be used to support schools on an "as-needed" basis. HS- use of Canvas to expand course modules developed by TA's.		•											
KCWP 6: Establish Learning Culture/Environment	J	F	М	Α	M	J	Α	S	0	N	D	Indicators of Success/Intended Results	Primary
Develop a continuum of Comprehensive Mental Health Services provided thru a multi-tiered system of inclusive supports utilizing school employed & school district community mental health partnerships to support students, families, and the school community. Student Services in partnershp with Hope 4 Boone County Mental Health Task Force will continue & complete its strategic planning process to: Optimize school district mental health professionals; school counselors, school													Monitoring
psychologists, FRYSC coordinators, social workers and school nurses.													

to have access to academic/pathway planning.													
Academic Planner tool (Infinite Campus) for students, teachers, and parents													
Training and supports for counselors, CCR coaches, and teachers using the													
usage.													
Use of Canvas tool and ILP tool in grades 6-12 will continue to expand in													
learning opportunities for ALL students.													
committee will work to develop curriculum and embed social emotional													
In partnership with schools, student services, LSS, and SEL Taskforce													
KCWP 6: Establish Learning Culture/Environment	J	F	M	Α	M	J	Α	S	0	N	D		
Graduation Rate.													керопзівініў:
to 95 by 2021, as measured by the combined 4 and 5 year Cohort													Monitoring Reponsibility:
6. Graduation Goal: Increase the Graduation Indicator from 94.5		2020	-21 sc	chool	year		2	021-22	2 scho	ol yeaı	r	Indicators of Success/Intended Results	Primary
and behavioral difficulties.													
mental/behavioral health services and supports that address their emotional													
well-being of children, youth and young adults, as well as specific													
programs and services that support mental health, emotional and behavioral													
Focus on targeted prevention (including authentic SEL) and intervention													
difficulties.													
their wellness, identify and respond to early warning signs of mental health													
community members to respond appropriately to young people, support													
Provide additional Youth Mental Health First Aid Training to employees and													
other.													
restorative practices, annual mental health summit, Sources of Strength and													
Care leading to Trauma Informed Schools, Culturally Responsive schools,													
Partner with LSS to provide a variety of training to include Trauma informed													
interconnected systems framework.													
education and promotion through intensive intervention Align and integrate school mental health and PBIS ensuring an		_											
Ensure a full array of programs, services and strategies – mental health													
Focus on equitable service and resources for all students													
Schools.													
Build on current programs, services, and strategies used in the Boone County													
community health /mental health organizations.													
Increase the number and variety of partnerships between schools and													