

WOODFORD COUNTY PUBLIC SCHOOLS

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

2022

Proficiency and Growth

<p>Proficiency Goal: <i>By May of 2024, 80% of students in grades 3-11 will reach the Proficient or Distinguished level in both reading and math as measured by the Kentucky Summative Assessment.</i></p> <p>Growth Goal: <i>By May of 2024, 100% of students in grades 3-10 will meet established growth level as measured by Kentucky Summative Assessment.</i></p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Proficiency Objective 1: We will continue to grow in reading with the goal that in spring 2022 65% of students will be at benchmark (50%ile and above) in Reading as measured by NWEA MAP Reading Growth.</p> <p>Proficiency Objective 2: We will continue to grow in reading and math with the goal that in spring 2022 60% of students will be at benchmark (50%ile and above) Math as measured by NWEA MAP Math Growth.</p> <p>Growth Objective 1: By May of 2022, 60% of students in grades K-8 will meet or exceed their individual growth goal as measured by NWEA MAP Reading Growth.</p>	<p>Design and Deploy Standards</p> <p>Design and Deliver Instruction</p>	<p>PLCs will be used as an evidence-based process that ensures a focus on student learning and building a collaborative culture that is results driven. This practice will promote equity for all students. Analysis of classroom level data will drive teacher reflection of their instructional practices. Specific implementation activities include initial training on the PLC process as well as coaching training for those in leadership positions.</p>	<p>Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.</p> <p>Collaborative teams implement a guaranteed and viable curriculum, unit by unit.</p> <p>Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments.</p>	<p>Winter MAP Reading and Math</p> <p>PLC Rubric/Self-Assessment</p>	<p>Title II</p>

DRAFT: November 30, 2021

Growth Objective 2: By May of 2022, 65% of students in grades K-8 will meet or exceed their individual growth goal as measured by NWEA MAP Math Growth	Design and Deliver Assessment Literacy	Research and acquire an assessment bank/development tool for K-5 th (6-12 already in place).	Teacher teams develop common assessments based on the identified essential standards/skills and use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students.	District Benchmark Assessments	General Fund - Assessment Budget
	Design and Deliver Instruction	Student engagement strategies will be used to provide meaningful student involvement in classroom learning. The district will remain committed to providing Kagan training to all new teachers and others as needed. In addition, the district will explore other methods and strategies to incorporate creative problem solving opportunities for students.	Active learning environment: Learners' discussions/dialogues/ exchanges with each other and the teacher predominate Learners make connections from content to real-life experiences Learners are actively engaged in the learning activities. Learners collaborate with their peers to accomplish/ complete projects, activities, tasks and/or assignments	Effective Learning Environment Observation Tool (eleot)	General Fund - Curriculum & Instruction Budget Title II

			(from the Effective Learning Environment Observation Tool)		
	Design and Deploy Standards	<p>Review and revise math curriculum K-12 utilizing the following phases of the Model Curriculum Framework process:</p> <p>Phase 2: Planning and Professional Learning</p> <ul style="list-style-type: none">-Step 1: Create and Convene Curriculum Development Committee-Step 2: Analyze Research to Develop a Shared Understanding of Evidence-Based Practices-Step 3: Articulate a K-12 Program Philosophy <p>Phase 3: Developing the Curriculum</p> <ul style="list-style-type: none">-Step 1: Analyze the Kentucky Academic Standards in Specific Content Area-Step 2: Create Curriculum Document Template-Step 3: Organize and Sequence Course Standards-Step 4: Develop Grade-Level/Course Curriculum Supports-Step 5: Identify Instructional Resources and Professional Learning to Support Implementation	<p>Guaranteed and viable math curriculum K-12.</p> <p>Research-based math instruction and practices.</p> <p>High quality math instructional resources</p>	<p>Math Curriculum Maps and Supporting Documents</p> <p>Math Assessment data including MAP, CERT, and District Benchmarks</p>	Title II ESSER

Separate Academic Indicator

Separate Academic Indicator Goal: By May of 2024, 80% of students in grades 4-11 will reach the Proficient or Distinguished level in science, social studies, and writing as measured by the assigned Kentucky Summative Assessment as follows: Grades 4, 7, 11 in Science; Grades 5 and 8 in Social Studies; Grades 5, 8, 11 in Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science Objective: By May of 2022, 50% of students in grades 4, 7, and 11 will reach the Proficient or Distinguished level on the KSA in Science.	Design and Deploy Standards	Develop a comprehensive plan to incorporate STE(A)M education in WCPS.	A cohesive and sustainable STE(A)M infrastructure that provides students with experiences and opportunities to actively engage in math and science.	STE(A)M Action Plan	General Fund - STEM Budget
Social Studies Objective: By May of 2022, 50% of students in grades 5 and 8 will reach the Proficient or Distinguished level on the KSA in Social Studies.	Design and Deliver Instruction	The district will continue a commitment to providing 6 Traits Writing training to new ELA teachers through a partnership with Smekens Education.	Writing instruction not only teaches students how to express their own ideas but to further their ability to understand what others have written and analyze the reason and structure others have used in writing. Students receive explicit modeling from teachers, are provided authentic exemplar examples, and have frequent and adequate practice time in writing to retell events (narrative), explain and analyze information (expository), and argue a position (argumentative).	Professional Development Common Writing Assessments	Title II
Writing Objective: By May of 2022, 65% of students in grades 5, 8, and 11 will reach the Proficient or Distinguished level on the KSA in Writing.					

		(Repeat) Student engagement strategies will be used to provide meaningful student involvement in classroom learning. The district will remain committed to providing Kagan training to all new teachers and others as needed. In addition, the district will explore other methods and strategies to incorporate creative problem solving opportunities for students.	Active learning environment: Learners' discussions/dialogues/ exchanges with each other and the teacher predominate Learners make connections from content to real-life experiences Learners are actively engaged in the learning activities. Learners collaborate with their peers to accomplish/ complete projects, activities, tasks and/or assignments (from the Effective Learning Environment Observation Tool)	Effective Learning Environment Observation Tool (eleot)	General Fund - Curriculum & Instruction Budget Title II

Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Reading Objective: By spring of 2022, 65% of gap students will be at benchmark (50%ile and above) in Reading as measured by NWEA MAP Reading Growth.</p> <p>Math Objective: By spring of 2022, 60% of gap students will be at benchmark (50%ile and above) in Math as measured by NWEA MAP Math Growth.</p>	Design, Align, and Deliver Support Processes	Multi-Tiered Systems of Support will be used as an evidence-based framework to give universal, supplemental and targeted support to all students. Implementation activities include continued training on “Strategic Planning for MTSS Implementation in Woodford County”, stipends for staff to attend training on effective intervention strategies and effective ways to monitor progress. A MTSS district coordinator will continue to lead MTSS at all schools and provide support and training as needed.	MTSS Goals: Improve student achievement. Provide supports to ALL students before a critical deficit exists. Act proactively rather than reactively. Make data-based decisions. Provide early interventions to struggling students. Implement effective communication for all stakeholders. Provide support to teachers through resources and training.	Self-Assessment of MTSS (SAM) Process	Title II Title IV
	Design, Align, and Deliver Support Processes Review, Analyze, and Apply Data Design and Deliver Instruction	The district will develop and deliver summer school programming to support academic and social/emotional needs of identified students.	Focused programming on closing gaps for students behind as well as programming focused on providing social and emotional support for students	Formative Assessments Fall 2022 Reading/Math MAP	ESSER

Postsecondary Readiness and Graduation Rate

Postsecondary Readiness Goal: By May of 2024, 100% of graduating seniors will meet postsecondary readiness benchmarks.					
Graduation Rate Goal: By May of 2024, the 4-year graduation rate will be 98%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Postsecondary Readiness Objective: By May of 2022, 98% of graduating seniors will meet postsecondary readiness benchmarks. Graduation Rate Objective: By May of 2022, 97% of graduating seniors will meet postsecondary readiness benchmarks.	Design, Align, Deliver Support Processes	Develop a more cohesive, vertically aligned Individual Learning Plan process 6-12. Implementation activities include the research and acquisition of an ILP platform.	Students have opportunities and experiences to: -Explore careers -Finding careers that match their skills and interests -Creating education plans -Establishing personal goals and revisiting these as they progress through school	Individual Learning Plans (6-12)	General Fund - Curriculum & Instruction Budget Title IV ESSER