Covington Independent Public Schools Comprehensive District Improvement Plan (CDIP) 2022-2023

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.

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:
 - O For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - O 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.

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.).		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

Goal 1 (State your proficiency goal.):

By 2024, the district will increase the reading percentage of proficient/distinguished students from 50% to 58% (elementary); from 35% to 44% (middle), and from 18% to 30% (HS- 10th).

By 2024, the district will increase the math percentage of proficient/distinguished students from 39% to 47% (elementary); from 23% to 33% (middle), and from 10% to 30% (HS- 10th).

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Curriculum and Instruction: Collaboratively develop, implement, monitor and quality control our district wide curriculum that ensures all students have equitable access to a common curriculum and instruction which is aligned to the KAS, is culturally	Provide a systematic process where experienced teacher leaders and other district leaders <u>collaboratively</u> implement a system of quality <u>control</u> to improve the rigor, alignment, cultural relevance and accessibility of our Districtwide Curriculum one Unit at a time. <u>Unit Planning</u> : District leadership will provide High-Quality	Our district curriculum quality control team will meet on a monthly basis to quality control each unit one unit at a time. (We will use teacher survey data taken after each unit to assist in this QC process) District leadership will provide training at the school level as requested or as needed by leadership at each school on each component of Explicit Direct Instruction for Unit Planning. Modeling of effective practices	Professional Learning Community Rubrics – High Performing Teams, Clarifying What Students Must Learn and Turning Data Into Information completed once per year by each school's leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads) Analysis of curriculum products completed	District leadership will evaluate the implementation and progress of the plan- on-going. Timelines will be monitored and adjusted each month based on progress of all schools. Timelines will be adjusted through our leadership professional learning each month. District leadership will conduct interviews (Principal- State of Our School' Presentations) with school leadership throughout the year. Principals will present their progress in all areas specified in	Title 1 Funds District General Funds School based general funds School Improvement Funds - LEA
responsive, free from bias, accessible to all students and inclusive of cultural diversity. By 2023, the district will increase the percentage of proficient and distinguished students in reading from 50% to 54% (elementary);	Professional Learning at the district level to school administrators, coaches and teacher leaders. The team will continue to train all teams in the Explicit Direct Instruction Model (EDI). Teams will be trained how to plan units from our Unit Planning Organizers. Provide training around formative	will also be provided to administrators and teachers. District leadership will provide assistance, modeling and guidance to schools when giving teachers feedback on unit plans and formative assessment throughout the process at the school level. Focus Visit collaboration throughout the	 by each team with district assistance: Unit Plans Formative Assessments Common Embedded Assessments IMPACT Survey Results Safe and Civil Schools Survey Results 	this plan. District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit. STAR CBM data will be monitored by the district through regular RTI meetings at the school level and benchmark assessments 3 times per year.	Support ESSER II and III Funds
from 35% to 39% (middle); and from 18% to 25% (HS-10th). By 2023, the district will increase the percentage of proficient and	assessment to monitor student learning and providing ongoing feedback that can be used by students and teachers to improve teaching and learning.	year with each schools' leadership team, including teachers. Teams will use the Learner Engagement, Rigor and Relevance Rubrics from the International Center for Leadership in Education.	Progress with reports: District Wide Common Unit Assessments, STAR, STAR CBM, Transcend, KPREP and ACT Percentage of teachers of color is more aligned to our student populations (30%	Transcend benchmark data will be analyzed and monitored at the school level for 3 benchmarks yearly Monitor hiring and teacher retention at least quarterly each year. Include reasons why teachers	
distinguished students in math from 39% to 43% (elementary); from 23% to 27% (middle); and from 12% to 20% (HS- 10th).	Intentionally recruit, support and retain a more diverse high quality staff for our students. Increase the percentage of teachers of color in Covington. Provide guidance and training to schools on the Characteristics of and High-Quality Instructional Resources in order to provide schools resources which are engaging, accessible and inclusive of cultural	Provide training to schools on the Characteristics of High-Quality Professional Learning and High-Quality Instructional Resources (HQIR) using KDE resources and training. Focus will be placed on using materials which are free from bias and culturally responsive. The district will use a more versatile hiring system to increase our reach nationally and abroad, we will attend recruitment fairs and	African-American, 20% Hispanic) Teacher retention data per School Report Card District Focus Visits- 2 to 4 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education and CHAMPS walkthrough behavioral data. Goal setting by	may leave the district. Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks Focus visit data will provide progress monitoring data from visit to visit in each school- schools will set goals and actions between each visit. Follow up visits to schools will be used to monitor goal areas set by schools. Team will focus on these areas.	

Objective	diversity and the perspectives of their communities. Conduct Focus Visits at each school 2-4 times per year to observe instructional practices and give feedback to schools for improvement.	we will collaboratively partner with neighboring universities to provide opportunities in order for our district to increase the percentage of teachers of color. The district will provide all teachers with access to a series of equity speakers throughout the year which will support their understanding of equity in curriculum and instruction for our students. Activities	each school following Focus Visits by the district Measure of Success	Progress Monitoring	Funding
Objective 2: Multi-Tiered Systems of Support (MTSS): Schools with district collaboration will develop highly coordinated Response To Intervention (RTI) Programs and Student Support Systems in their schools to address students who are at risk academically and to eliminate opportunity gaps in student achievement. By 2023, the district will increase the percentage of proficient and distinguished students in reading from 50% to 52% (elementary); from 35% to 37%(middle); and from 18% to 20% (high). By 2023, the district will increase the percentage of proficient and distinguished students in math from 39% to 41% (elementary); from 23% to 25%(middle); and from 12% to 17% (high).	Develop a systematic process where all students who are in need are required to receive researched based interventions (both academic and behavioral) on a daily basis. Systematic process where students will receive tier 2 instruction as identified by the teacher after tier 1 instruction has been implemented. (Instruction will take place in same classroom as tier 1 instruction) Develop a systematic process where these students will be monitored on a timely basis in areas of concern. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support. Implement Lexia Core 5 or Lexia Power Up for grades 6-12 as a tier 2 or 3 intervention for targeted students.	Provide the training, time and resources needed for teams of teachers to develop a systematic Response to Intervention System or Positive Behavior Intervention Supports for students who are identified. Each school will conduct Response to Intervention team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress. Each school will use research based interventions in reading, math and behavior with students who qualify for additional tiers of instruction and behavior intervention. Provide specialized professional development, one on one coaching and guidance to 9th District for their new Direct Instruction program. (EBP) Provide on-line tutoring services for students to utilize either in school or at home. These services are on demand and can be utilized by students at any time of the day. (EBP)	Each school's RTI monitoring data. Professional Learning Community Rubrics – Providing Students With Systematic Interventions and Extensions – once per year-completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads) Intervention in program data progress monitoring STAR CBM Progress Monitoring Data Progress monitoring in Lexia Core 5, Lexia Power up, and Reading Plus Behavioral Progress Monitoring Data IMPACT Survey Results Safe and Civil Schools Survey Results	STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis. Decrease in intensive students measured by each benchmark assessment (3 times per year)- STAR CBM District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit Decrease in percentage of novice students on benchmark assessments and KPREP Decrease in behavioral incidences in each schools. Other behavioral tracking mechanisms per school Safe and Civil Schools Survey progress monitoring results	Title 1 Funds District General Funds School based general funds School Improvement Funds - LEA Support ESSER II and III Funds

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

By 2024, increase proficiency in Social Studies from 53% percent proficient and distinguished to 61% percent for elementary

By 2024, increase proficiency in Science from 30% percent proficient and distinguished to 40% percent for elementary, 9% to 20% for Middle School and 14% to 27% for High School. By 2024, increase proficiency in On-Demand Writing from 51% percent proficient and distinguished to 43% percent for elementary, 6% to 40% for Middle School and 37% to 50% for High School.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Curriculum and Instruction: Collaboratively develop, implement, monitor and quality control our district wide curriculum that ensures all students have equitable access to a common curriculum and instruction which is aligned to the KAS, is culturally responsive, free from bias, accessible to all students and inclusive of cultural diversity. By 2023, increase proficiency in Social Studies from 53% percent proficient and distinguished to 61% percent for elementary By 2023, increase proficiency in Science from 30% percent proficient and distinguished to 40% percent for elementary, 9% to 20% for Middle School and 14% to 27% for High School. By 2023, increase proficiency in On-Demand Writing from 51% percent proficient and distinguished to 43% percent for elementary, 6% to 40% for Middle School and 37% to 50% for High School.	Provide a systematic process where experienced teacher leaders and other district leaders collaboratively implement a system of quality control to improve the rigor, alignment, cultural relevance and accessibility of our districtwide curriculum one unit at a time. Unit Planning: District leadership will provide High-Quality Professional Learning at the district level to school administrators, coaches and teacher leaders. The team will train all teams in the Explicit Direct Instruction Model (EDI). Teams will be trained how to plan units from our Unit Planning Organizers. Provide training around formative assessment to monitor student learning and providing ongoing feedback that can be used by students and teachers to improve teaching and learning. Provide guidance and training to schools on the Characteristics of and High-Quality Instructional Resources in order to provide schools resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities. Conduct Focus Visits at each school 2-4 times per year to observe instructional practices and give feedback to schools for improvement.	Our district curriculum quality control team will meet on a monthly basis to quality control each unit one unit at a time. (We will use teacher survey data taken after each unit to assist in this QC process) District leadership will provide training at the school level as requested or as needed by leadership at each school on each component of Explicit Direct Instruction. District leadership will provide assistance and guidance to schools when giving teachers feedback on unit plans and formative assessment throughout the process at the school level. Focus Visit collaboration throughout the year with each schools' leadership team, including teachers. Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education. Provide training to schools on the Characteristics of High-Quality Professional Learning and High-Quality Instructional Resources using KDE resources and training. Focus will be placed on using materials which are free from bias and culturally responsive. The district will provide all teachers with access to a series of equity speakers throughout the year which will support their understanding of equity in curriculum and instruction for our students.	Professional Learning Community Rubrics - High Performing Teams, Clarifying What Students Must Learn and Turning Data Into Information completed once per year by each school's leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads) Analysis of curriculum products completed by each team with district assistance: • Unit Plans • Formative Assessments • Common Embedded Assessments IMPACT Survey Results Safe and Civil Schools Survey Results Progress with reports: District Wide Common Unit Assessments, STAR, STAR CBM, Transcend, KPREP and ACT Teacher retention data per School Report Card District Focus Visits- 2 to 4 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education and CHAMPS walkthrough behavioral data. Goal setting by each school following Focus Visits by the district	District leadership will evaluate the implementation and progress of the plan- ongoing. Timelines will be monitored and adjusted each month based on progress of all schools. Timelines will be adjusted through our leadership professional learning each month. District leadership will conduct interviews (Principal- State of Our School' Presentations) with school leadership throughout the year. Principals will present their progress in all areas specified in this plan. District common embedded assessment results will be monitored by each school and also at the district level for progress — per unit. Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks Focus visit data will provide progress monitoring data from visit to visit in each school- schools will set goals and actions between each visit. Follow up visits to schools will be used to monitor goal areas set by schools. Team will focus on these areas.	Title 1 Funds District General Funds School based general funds School Improvement Funds - LEA Support ESSER II and III Funds

3: Achievement Gap

Goal 3 (State your achievement gap goal.):

By 2024, the district will increase the reading percentage of proficient/distinguished special education students from 26% to 50% district wide. By 2024, the district will increase the math percentage of proficient/distinguished special education students from 17% to 40% district wide.

By 2024, the district will increase the reading percentage of proficient/distinguished *African American students* from 27% to 50% district wide. By 2024, the district will increase the math percentage of proficient/distinguished *African American students* from 37% to 55% district wide.

By 2024, the district will increase the reading percentage of proficient/distinguished *English Language Learner (ELL)* students from 30% to 50% district wide. By 2024, the district will increase the math percentage of proficient/distinguished *English Language Learner (ELL)* students from 15% to 35% district wide.

By 2024, the district will increase the reading percentage of proficient/distinguished *Hispanic or Latino* students from 18% to 35%. By 2024, the district will increase the math percentage of proficient/distinguished *Hispanic or Latino* students from 12% to 35% district wide.

Progress Monitoring Objective Strategy **Activities Measure of Success Funding** Professional Learning Community Rubrics Provide a systematic process Our district curriculum quality control District leadership will evaluate the implementation Title 1 Funds Objective 1 where experienced teacher team will meet on a monthly basis to - High Performing Teams, Clarifying What and progress of the plan- on-going. Timelines will Curriculum and Instruction: be monitored and adjusted each month based on leaders and other district quality control each unit one unit at a Students Must Learn and Turning Data Into District General Funds Collaboratively develop, leaders collaboratively time. (We will use teacher survey data *Information* completed once per year by progress of all schools. Timelines will be implement, monitor and quality implement a system of quality taken after each unit to assist in this each school's leadership team. Each adjusted through our leadership professional School based general funds control our district wide curriculum **control** to improve the rigor, leadership team will set goals based on learning each month. OC process) that ensures all students have rubric monitored by district personnel alignment, cultural relevance School Improvement Funds equitable access to a common and accessibility of our District leadership will provide training (School's leadership Team: Administration, District leadership will conduct interviews LEA Support curriculum and instruction which is districtwide curriculum one unit at the school level as requested or as Coaches, Teacher Leads) (Principal- State of Our School' Presentations) with aligned to the KAS, is culturally at a time. needed by leadership at each school on school leadership throughout the year. Principals responsive, free from bias, each component of Explicit Direct will present their progress in all areas specified in ESSER II and III Funds Analysis of curriculum products completed accessible to all students and by each team with district assistance: Instruction. this plan. **Unit Planning: District** inclusive of cultural diversity. leadership will provide High-**Quality Professional Learning** District leadership will provide Unit Plans Survey data will be targeted as needed and progress By 2023, the district will increase monitored for growth after action plans have been at the district level to school assistance and guidance to schools Formative Assessments the reading percentage of administrators, coaches and when giving teachers feedback on unit put in place Common Embedded Assessments proficient/distinguished special teacher leaders. The team will plans and formative assessment education students from 39% to train all teams in the Explicit throughout the process at the school **IMPACT Survey Results** District common embedded assessment results will 50% in ES, 11% to 25% in MS and Direct Instruction Model (EDI). level. be monitored by each school and also at the district 4% to 25% in HS. Decrease Safe and Civil Schools Survey Results Teams will be trained how to level for progress – per unit. Novice by 25% at all levels. plan units from our Unit Focus Visit collaboration throughout Planning Organizers. the year with each schools' leadership Progress with reports: District Wide Individual student's STAR CBM data will be By 2023, the district will increase team, including teachers. Teams will Common Unit Assessments, STAR, STAR monitored throughout the year by teachers and RTI the math percentage of use the Learner Engagement and Rigor CBM, Transcend, KPREP and ACT teams regularly Continue to provide proficient/distinguished special professional learning around Rubrics from the International Center - data broken down to highlight education students 29% to 50% in equitable and inclusive for Leadership in Education. achievement gap areas STAR CBM benchmark data will be monitored or ES. 4% to 25% in MS and 0% to educational opportunities for progress 3 times per year for each school and 20% in HS and decrease Novice by our students and staff. district as a whole 25% at all levels.

By 2023, the district will increase the reading percentage of proficient/distinguished *African American students* from 40% to 50% in ES, 27% to 35% in MS and 11% to 25 % in HS. Decrease Novice by 20% at ES and MS Levels and by 30% at the HS level.

By 2023, the district will increase the math percentage of proficient/distinguished *African American students* from 47% to 50% in ES, 18% to 35% in MS and 2% to 30% in HS. Decrease Novice by 20% at ES and MS Levels and by 30% at the HS level.

By 2023, the district will increase the reading percentage of proficient/distinguished *ELL students* from 40 to 45% in ES, 4% to 20% in MS and 0% to 15% in HS. Decrease Novice by 15% at the ES levels, by 25% at the MS level.

By 2023, the district will increase the math percentage of proficient/distinguished *ELL students* from 20% to 30% in ES, 7% to 25% in MS and 0% to 15% in HS. Decrease Novice by 20% at the ES and MS levels and by 30% at the HS level.

By 2023, the district will increase the reading percentage of proficient/distinguished *Economically Disadvantaged students* from 31% to 45% district wide. (currently 47 ES, 32 MS and 14 HS) Decrease Novice by 15% at the ES level, 20% at the MS level and 35% at the HS level.

By 2023, the district will increase the math percentage of proficient/distinguished *Economically Disadvantaged* Provide training around
formative assessment to
monitor student learning and
providing ongoing feedback
that can be used by students and
teachers to improve teaching
and learning.

Provide guidance and training to schools on the Characteristics of and High-Quality Instructional Resources in order to provide schools resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities.

Provide training to schools on the Characteristics of High-Quality Professional Learning and High-Quality Instructional Resources using KDE resources and training.

The district will provide all teachers with access to a series of equity speakers throughout the year which will support their understanding of equity in curriculum and instruction for our students.

Provide specialized professional development, one on one coaching and guidance to 9th District for their new Direct Instruction program. (EBP)

Schools (9th District and Holmes Middle School) will develop NEW Teacher Induction programs. These programs will match new teachers up with veteran teachers to provide support throughout the year inside and outside the classroom. (EBP) Teacher retention data per School Report Card

District Focus Visits- 2 to 4 times per year at each school. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education and CHAMPS walkthrough behavioral data. Data will be collected at each focus visit

Focus visit data will provide progress monitoring data from visit to visit in each school- schools will set goals and actions between each visit. Follow up visits to schools will be used to monitor goal areas set by schools. Team will focus on these areas.

35% in ES, 3% to 20% in MS and 6% to 25% in HS. Decrease Novice by 15% at the ES level, 15% at the MS level and 30% at the HS level. Objective 2 Multi-Tiered Systems of Support (MTSS): Schools with district collaboration will develop highly coordinated Response To Intervention (RTI) Programs and Student Support Systems in their schools to address students who are at risk academically and to eliminate opportunity gaps in student achievement.	Develop a systematic process where all students who are in need are required to receive researched based interventions (both academic and behavioral) on a daily basis. Systematic process where students will receive tier 2 instruction as identified by the teacher after tier 1 instruction has been implemented. (Instruction will take place in same classroom as tier 1 instruction)	Provide the training, time and resources needed for teams of teachers to develop a systematic Response to Intervention System or Positive Behavior Intervention Supports for students who are identified. Each school will conduct Response to Intervention team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress. Each school will use research based interventions in reading, math and behavior with students who qualify for additional tiers of instruction and	Each school's RTI monitoring data. Professional Learning Community Rubrics — Providing Students With Systematic Interventions and Extensions — once per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads) Intervention in program data progress monitoring STAR CBM Progress Monitoring Data Progress monitoring in Lexia Core 5, Lexia Power up, and Reading Plus- ALEKS in MS and 9th District only	STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis. Decrease in intensive students measured by each benchmark assessment (3 times per year)- STAR CBM District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit Decrease in percentage of novice students on benchmark assessments and KPREP Decrease in behavioral incidences in each schools. Other behavioral tracking mechanisms per school	Title 1 Funds District General Funds School based general funds School Improvement Funds - LEA Support ESSER II and III Funds
students from 36% to 40% in ES, 19% to 25% in MS and 8% to 20% in HS. Decrease Novice by 20% at the MS level and HS level. By 2023, the district will increase the reading percentage of proficient/distinguished <i>Hispanic or Latino</i> students from 33% to 45% in ES, 16% to 25% in MS and 6% to 20% in HS. Decrease Novice by 15% at the ES level, 20% at the MS level and 35% at the HS level. By 2023, the district will increase the math percentage of proficient/distinguished <i>Hispanic or Latino</i> students from 28% to 35% in ES, 3% to 20% in MS and					

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to be moved to another level of	Provide on-line tutoring services for		
support.	students to utilize either in school or at		
	home. These services are on demand		
Implement Lexia Core 5 or	and can be utilized by students at any		
Lexia Power Up for grades 6-12	time of the day. (EBP)		
as a tier 2 or 3 intervention for	• • • • • • • • • • • • • • • • • • • •		
targeted students.	Provide Lexia Core 5, Lexia Power up,		
	Reading Plus and ALEKS (ALEKS		
	Middle School Only and 9 th District		
	only) (EPB)		

4: Growth

Goal 4 (State your growth goal.):

By 2024, increase the percentage of students making growth in reading in grades 4-5 from 66% to 74%, in grades 6-7 from 55% to 63%.

By 2024, increase the percentage of students making growth in math in grades 4-5 from 68% to 76%, in grades 6-7 from 52% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Curriculum and Instruction:	Provide a systematic process	Our district curriculum quality	Professional Learning Community Rubrics – <i>High</i>	District leadership will evaluate the implementation and	Title 1 Funds
Callahanationalan dan dan dan	where experienced teacher leaders and other district	control team will meet on a	Performing Teams, Clarifying What Students Must Learn	progress of the plan- on-going. Timelines will be monitored	District General
Collaboratively develop, implement, monitor and quality	leaders collaboratively	monthly basis to quality control each unit one unit at a time. (We	and Turning Data Into Information completed once per year by each school's leadership team. Each leadership	and adjusted each month based on progress of all schools. Timelines will be adjusted through our leadership	Funds
control our district wide	implement a system of quality	will use teacher survey data taken	team will set goals based on rubric monitored by district	professional learning each month.	rulius
curriculum that ensures all students	control to improve the rigor,	after each unit to assist in this QC	personnel (School's leadership Team: Administration,	professional fear ming each month.	School based
have equitable access to a	alignment, cultural relevance	process)	Coaches, Teacher Leads)	District leadership will conduct interviews (Principal- State	general funds
common curriculum and	and accessibility of our	process)	Country Louis,	of Our School' Presentations) with school leadership	general rands
instruction which is aligned to the	districtwide curriculum one	District leadership will provide	Analysis of curriculum products completed by each team	throughout the year. Principals will present their progress in	School
KAS, is culturally responsive, free	unit at a time.	training at the school level as	with district assistance:	all areas specified in this plan.	Improvement
from bias, accessible to all students		requested or as needed by			Funds - LEA
and inclusive of cultural diversity.	Unit Planning: District	leadership at each school on each	Unit Plans	Survey data will be targeted as needed and progress	Support
	leadership will provide High-	component of Explicit Direct	Formative Assessments	monitored for growth after action plans have been put in	
	Quality Professional	Instruction.	Common Embedded Assessments	place	
	Learning at the district level to		D.D. CT.C.		ESSER II and III
D 2022 1 11 11 11 11 11 11 11 11 11 11 11 11	school administrators, coaches	District leadership will provide	IMPACT Survey Results	District common embedded assessment results will be	Funds
By 2023, the district will increase	and teacher leaders. The team	assistance and guidance to schools		monitored by each school and also at the district level for	
the percentage of proficient and distinguished students in reading	will train all teams in the Explicit Direct Instruction	when giving teachers feedback on unit plans and formative	Safe and Civil Schools Survey Results	progress – per unit.	
from 66% to 68% (elementary);	Model (EDI). Teams will be	assessment throughout the process	Progress with reports: District Wide Common Unit	Individual student's STAR CBM data will be monitored	
from 55% to 57 % (middle).	trained how to plan units from	at the school level.	Assessments, STAR, STAR CBM, Transcend, KPREP	throughout the year by teachers and RTI teams regularly	
110111 33 70 to 37 70 (Initialic).	our Unit Planning Organizers.	at the sensor level.	and ACT	amoughout the year by teachers and RTT teams regularly	
By 2023, the district will increase	our chief running Organizers.	Focus Visit collaboration		STAR CBM benchmark data will be monitored or progress	
the percentage of proficient and	Provide training around	throughout the year with each	District Focus Visits- 2 to 4 times per year at each school.	3 times per year for each school and district as a whole	
distinguished students in math	formative assessment to	schools' leadership team, including	Learner Engagement and Rigor Rubrics from the		
from 68% to 71% (elementary);	monitor student learning and	teachers. Teams will use the	International Center for Leadership in Education and	Focus visit data will provide progress monitoring data from	
from 52% to 54 % (middle).	providing ongoing feedback	Learner Engagement and Rigor	CHAMPS walkthrough behavioral data. Data will be	visit to visit in each school- schools will set goals and	
	that can be used by students	Rubrics from the International	collected at each focus visit	actions between each visit. Follow up visits to schools will	
	and teachers to improve	Center for Leadership in		be used to monitor goal areas set by schools. Team will	
	teaching and learning.	Education.		focus on these areas.	
	Provide guidance and	Provide training to schools on the			
	training to schools on the	Characteristics of High-Quality			
	Characteristics of and High-	Professional Learning and High-			
	Quality Instructional	Quality Instructional Resources			
	Resources in order to provide	using KDE resources and training.			
	schools resources which are				
	engaging, accessible and				
	inclusive of cultural diversity				

Objective 2 Multi-Tiered Systems of Support (MTSS): Schools with district collaboration will develop highly coordinated Response To Intervention (RTI) Programs and Student Support	Develop a systematic process where all students who are in need are required to receive researched based interventions (both academic and behavioral) on a daily basis. Systematic process where students will receive tier 2	Provide the training, time and resources needed for teams of teachers to develop a systematic Response to Intervention System or Positive Behavior Intervention Supports for students who are identified. Each school will conduct Response to Intervention team meetings	Each school's RTI monitoring data. Professional Learning Community Rubrics – Providing Students With Systematic Interventions and Extensions – once per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads) Intervention in program data progress monitoring	STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis. Decrease in intensive students measured by each benchmark assessment (3 times per year)- STAR CBM District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit	Title 1 Funds District General Funds School based general funds School Improvement
Systems in their schools to address students who are at risk academically and to eliminate	instruction as identified by the teacher after tier 1 instruction has been implemented. (Instruction will take place in	every 6-8 weeks to monitor each student's progress and make changes according to their progress.	STAR CBM Progress Monitoring Data Progress monitoring in Lexia Core 5, Lexia Power up, Reading Plus and ALEKS (Middle School Only and 9th	Decrease in percentage of novice students on benchmark assessments and KPREP	Funds - LEA Support
opportunity gaps in student achievement.	same classroom as tier 1 instruction)	Each school will use research based interventions in reading,	District only) Behavioral Progress Monitoring Data	Decrease in behavioral incidences in each schools. Other behavioral tracking mechanisms per school	ESSER II and III Funds
By 2023, the district will increase the percentage of proficient and distinguished students in reading from 66% to 68% (elementary);	Develop a systematic process where these students will be monitored on a timely basis in areas of concern. This	math and behavior with students who qualify for additional tiers of instruction and behavior intervention.	IMPACT Survey Results Safe and Civil Schools Survey Results	Safe and Civil Schools Survey progress monitoring results	
from 55% to 57% (middle). By 2023, the district will increase	monitoring will determine if the current level of support is not sufficient and if he or she	Provide specialized professional development, one on one coaching	Sale and Civil Schools Survey Results		
the percentage of proficient and distinguished students in math from 68% to 71% (elementary); from 52% to 54% (middle).	needs to be moved to another level of support. Implement Lexia Core 5 or	and guidance to 9 th District for their new Direct Instruction program. (EBP)			
from 32% to 34% (middle).	Lexia Power Up for grades 6- 12 as a tier 2 or 3 intervention for targeted students.	Provide on-line tutoring services for students to utilize either in school or at home. These services are on demand and can be utilized by students at any time of the day. (EBP)			
		Provide Lexia Core 5, Lexia Power up, Reading Plus and ALEKS (ALEKS Middle School Only and 9th District only) (EPB)			

5: Transition Readiness

Goal 5 (State your transition readiness goal.):

By 2024, increase the percentage of students who are transition ready from 62.3% to 80.3% (high).

By 2024, increase the percentage of students who are kindergarten ready to from 40% to 55%.

By 2024, increase the transition readiness of 5th grade and 8th grade students in areas of reading and math- see objectives below.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:	B :1		D C : 11 :	Division 1 to 11 to 11 to 12 t	W.1 1 P. 1
Curriculum and Instruction:	Provide a systematic process where	Our district curriculum quality control team will	Professional Learning Community Rubrics – <i>High</i>	District leadership will evaluate the implementation	Title 1 Funds
	experienced teacher leaders and other district leaders collaboratively	meet on a monthly basis to quality control each unit one unit at a time. (We will use teacher	Performing Teams, Clarifying	and progress of the plan- on-going. Timelines will be monitored and adjusted each month based on	District General Funds
Collaboratively develop, implement,	implement a system of quality control	survey data taken after each unit to assist in this	What Students Must Learn and	progress of all schools. Timelines will be adjusted	District General Funds
monitor and quality control our district	to improve the rigor, alignment, cultural	QC process)	Turning Data Into Information	through our leadership professional learning	School based general funds
wide curriculum that ensures all	relevance and accessibility of our	ge process)	completed once per year by	each month.	Senoor sused general rands
students have equitable access to a	districtwide curriculum one unit at a	District leadership will provide training at the	each school's leadership team.		School Improvement Funds
common curriculum and instruction	time.	school level as requested or as needed by	Each leadership team will set	District leadership will conduct interviews	- LEA Support
which is aligned to the KAS, is		leadership at each school on each component of	goals based on rubric	(Principal- State of Our School' Presentations) with	• •
culturally responsive, free from bias,	<u>Unit Planning</u> : District leadership	Explicit Direct Instruction.	monitored by district personnel	school leadership throughout the year. Principals	
accessible to all students and inclusive	will provide High-Quality		(School's leadership Team:	will present their progress in all areas specified in	ESSER II and III Funds
of cultural diversity.	Professional Learning at the district	District leadership will provide assistance and	Administration, Coaches,	this plan.	
	level to school administrators, coaches	guidance to schools when giving teachers	Teacher Leads)		
By 2023, increase the percentage of	and teacher leaders. The team will train	feedback on unit plans and formative assessment		Survey data will be targeted as needed and progress	
students who are transition ready from	all teams in the Explicit Direct	throughout the process at the school level.	Analysis of curriculum	monitored for growth after action plans have been	
62.3% to 71.3% (high).	Instruction Model (EDI). Teams will be trained how to plan units from our	Focus Visit collaboration throughout the year	products completed by each team with district assistance:	put in place	
	Unit Planning Organizers.	with each schools' leadership team, including	team with district assistance.	District common embedded assessment results will	
By 2023, increase the percentage of Pre	One Framming Organizers.	teachers. Teams will use the Learner	Unit Plans	be monitored by each school and also at the district	
K students from 40% to 55%.	Provide training around formative	Engagement and Rigor Rubrics from the	Formative	level for progress – per unit.	
_	assessment to monitor student learning	International Center for Leadership in	Assessments	to the first	
By 2023, increase the percentage of 5 th	and providing ongoing feedback that	Education.	Common Embedded	Individual student's STAR CBM data will be	
grade students benchmarking on	can be used by students and teachers to		Assessments	monitored throughout the year by teachers and RTI	
STAR CBM from 40% to 55%.	improve teaching and learning.	Provide schools training in high effect size	1 15505511101105	teams regularly	
By 2023, increase the percentage of 5 th		teaching strategies each year.	IMPACT Survey Results		
grade students meeting the proficient	Provide guidance and training to			STAR CBM benchmark data will be monitored or	
level on KPREP from 54% to 60% in	schools on the Characteristics of and	Provide training to schools on the	Safe and Civil Schools Survey	progress 3 times per year for each school and	
reading and 51% to 60% in math.	High-Quality Instructional Resources in order to provide schools resources	Characteristics of High-Quality Professional	Results	district as a whole	
6	which are engaging, accessible and	Learning and High-Quality Instructional Resources using KDE resources and training.	D ::1	Focus visit data will provide progress monitoring	
By 2023, increase the percentage of 6 th	inclusive of cultural diversity and the	Resources using RDE resources and training.	Progress with reports: District Wide Common Unit	data from visit to visit in each school- schools will	
grade students benchmarking on	perspectives of their communities.	The district will provide all teachers with access	Assessments, STAR, STAR	set goals and actions between each visit. Follow up	
STAR CBM from 40% to 55%.	perspectives of their communities.	to a series of equity speakers throughout the year	CBM, Transcend, KPREP and	visits to schools will be used to monitor goal areas	
	Provide a systematic process where all	which will support their understanding of equity	ACT	set by schools. Team will focus on these areas.	
By 2023, increase the percentage of 8 th	teachers in our preschool will	in curriculum and instruction for our students.			
grade students meeting the proficient	collaboratively develop a coherent and		District Focus Visits- 2 to 4		
	rigorous curriculum.		times per year at each school.		

Objective 2 Multi-Tiered Systems of Support	Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Early Childhood Standards. Implement exit criteria for all Pre K students coming to Kindergarten Develop a systematic process where all students who are in need are required to receive researched based.	provide training at the school level as requested by leadership at each school Enact communication protocols for parents/guardians and community members as it relates to kindergarten readiness. Provide specialized professional development, one on one coaching and guidance to 9th District for their new Direct Instruction program. (EBP) Schools (9th District and Holmes Middle School) will develop NEW Teacher Induction programs. These programs will match new teachers up with veteran teachers to provide support throughout the year inside and outside the classroom. (EBP) Provide the training, time and resources needed for teams of teachers to develop a systematic Response to Intervention System or Positive	Rubrics from the International Center for Leadership in Education and CHAMPS walkthrough behavioral data. Data will be collected at each focus visit Kindergarten Brigance Readiness Numbers Exit Criteria Assessments Each school's RTI monitoring data.	STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis	Title 1 Funds District General Funds
MTSS): By 2023, increase the percentage of students who are transition ready from 62.3% to 71.3% (high). By 2023, increase the percentage of Pre K students from 40% to 55%. By 2023, increase the percentage of 5th grade students benchmarking on STAR CBM from 40% to 55%. By 2023, increase the percentage of 5th grade students meeting the proficient level on KPREP from 54% to 60% in reading and 51% to 60% in math. By 2023, increase the percentage of 6th grade students benchmarking on STAR CBM from 40% to 55%.	receive researched based interventions (both academic and behavioral) on a daily basis. Systematic process where students will receive tier 2 instruction as identified by the teacher after tier 1 instruction has been implemented. (Instruction will take place in same classroom as tier 1 instruction) Develop a systematic process where these students will be monitored on a timely basis in areas of concern. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support. Implement Lexia Core 5 or Lexia Power Up for grades 6-12 as a tier 2 or 3 intervention for targeted students.	Response to Intervention System or Positive Behavior Intervention Supports for students who are identified. Each school will conduct Response to Intervention team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress. Each school will use research based interventions in reading, math and behavior with students who qualify for additional tiers of instruction and behavior intervention. Provide specialized professional development, one on one coaching and guidance to 9th District for their new Direct Instruction program. (EBP) Provide on-line tutoring services for students to utilize either in school or at home. These services are on demand and can be utilized by students at any time of the day. (EBP)	Professional Learning Community Rubrics – Providing Students With Systematic Interventions and Extensions – once per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads) Intervention in program data progress monitoring STAR CBM Progress Monitoring Data Progress monitoring in Lexia Core 5, Lexia Power up, and Reading Plus Behavioral Progress Monitoring Data IMPACT Survey Results	intensive students will be given on a weekly basis. Decrease in intensive students measured by each benchmark assessment (3 times per year)- STAR CBM District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit Decrease in percentage of novice students on benchmark assessments and KPREP Decrease in behavioral incidences in each schools. Other behavioral tracking mechanisms per school Safe and Civil Schools Survey progress monitoring results	School based general funds School Improvement Funds - LEA Support ESSER II and III Funds

By 2023, increase the percentage of		Safe and Civil Schools Survey	
8 th grade students meeting the		Results	
proficient level on KPREP from			
36% to 50% in reading and 24% to			
40% in math.			

6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Increase the adjusted 4-year cohort graduation rate from 78.4% to 82.2% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	g,				
Sojetive 1	Provide a systematic process where	Our district curriculum quality control team will	Professional Learning	District leadership will evaluate the implementation	Title 1 Funds
Improved the adjusted 4 years ashout	experienced teacher leaders and other	meet on a monthly basis to quality control each	Community Rubrics – <i>High</i>	and progress of the plan- on-going. Timelines will	
Increase the adjusted 4-year cohort	district leaders collaboratively	unit one unit at a time. (We will use teacher	Performing Teams, Clarifying	be monitored and adjusted each month based on	District General Funds
graduation rate from 78.4% to	implement a system of quality control	survey data taken after each unit to assist in this	What Students Must Learn and	progress of all schools. Timelines will be adjusted	
79.2% by 2023.	to improve the rigor, alignment, cultural	QC process)	Turning Data Into Information	through our leadership professional learning each	School based general funds
	relevance and accessibility of our		completed once per year by	month.	
	Districtwide Curriculum one Unit at a	District leadership will provide training at the	each school's leadership team.		School Improvement Funds
	time.	school level as requested or as needed by	Each leadership team will set	District leadership will conduct interviews	- LEA Support
		leadership at each school on each component of	goals based on rubric	(Principal- State of Our School' Presentations) with	
	<u>Unit Planning</u> : District leadership	Explicit Direct Instruction for Unit Planning.	monitored by district personnel	school leadership throughout the year. Principals	
	will provide High-Quality	Modeling of effective practices will also be	(School's leadership Team:	will present their progress in all areas specified in	ESSER II and III Funds
	Professional Learning at the district	provided to administrators and teachers.	Administration, Coaches,	this plan.	
	level to school administrators, coaches		Teacher Leads)		
	and teacher leaders. The team will train	District leadership will provide assistance,		District common embedded assessment results will	
	all teams in the Explicit Direct	modeling and guidance to schools when giving	Analysis of curriculum	be monitored by each school and also at the district	
	Instruction Model (EDI). Teams will	teachers feedback on unit plans and formative	products completed by each	level for progress – per unit.	
	be trained how to plan units from our	assessment throughout the process at the school	team with district assistance:		
	Unit Planning Organizers.	level.		Schools will develop a system to monitor ongoing	
			 Unit Plans 	mastery of standards- i.e. flashbacks	
	Provide training around formative	Provide training to schools on the	 Formative 		
	assessment to monitor student learning	Characteristics of High-Quality Professional	Assessments	Focus visit data will provide progress monitoring	
	and providing ongoing feedback that	Learning and High-Quality Instructional	 Common Embedded 	data from visit to visit in each school- schools will	
	can be used by students and teachers to	Resources (HQIR) using KDE resources and	Assessments	set goals and actions between each visit. Follow up	
	improve teaching and learning.	training. Focus will be placed on using		visits to schools will be used to monitor goal areas	
		materials which are free from bias and culturally	IMPACT Survey Results	set by schools. Team will focus on these areas.	
	Provide guidance and training to	responsive.			
	schools on the Characteristics of and		Safe and Civil Schools Survey		
	High-Quality Instructional Resources	Provide each school with HQIR in all content	Results		
	in order to provide schools resources	areas which support our district curriculum, are			
	which are engaging, accessible and	aligned to KAS and are inclusive of the cultural	Progress with reports of district		
		diversity and perspectives of our community.	wide common assessments-		

inclusive of cultural diversity and the		STAR, Transcend, KPREP and	
perspectives of their communities.	The district will provide all teachers with access	ACT	
	to a series of equity speakers throughout the year		
Conduct Focus Visits at each school 2-4	which will support their understanding of equity	Teacher retention data per	
times per year to observe instructional	in curriculum and instruction for our students.	School Report Card	
practices and give feedback to schools			
for improvement.		District Focus Visits- 2 to 4	
		times per year at each	