

# 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, Baldrige, etc.*). **Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
  - [KCWP 2: Design and Deliver Instruction](#)
  - [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
  - [KCWP 5: Design, Align and Deliver Support](#)
  - [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way. **Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. **Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

### Requirements for Building an Improvement Plan

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

### Explanations/Directions

<b>Goal:</b> 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. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	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 <b>measures</b> 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

<p>Goal 1 (State your proficiency goal.):</p> <p>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).</p> <p>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).</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> <i>Curriculum and Instruction:</i></p> <p>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.</p> <p>By 2023, the district will increase the percentage of proficient and distinguished students in reading from 50% to 54% (elementary); from 35% to 39% (middle); and from 18% to 25% (HS-10th).</p> <p>By 2023, the district will increase the percentage of proficient and distinguished students in math from 39% to 43% (elementary); from 23% to 27% (middle); and from 12% to 20% (HS- 10th).</p>	<p>Provide a systematic process where experienced teacher leaders and other district leaders <u>collaboratively implement a <b>system of quality control</b></u> to improve the rigor, alignment, cultural relevance and accessibility of our Districtwide Curriculum one Unit at a time.</p> <p><b>Unit Planning: District leadership will provide High-Quality Professional Learning</b> 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.</p> <p>Provide training around <b>formative assessment to monitor student learning and providing ongoing feedback</b> that can be used by students and teachers to improve teaching and learning.</p> <p>Intentionally recruit, support and retain a more diverse high quality staff for our students. Increase the percentage of teachers of color in Covington.</p> <p>Provide <b>guidance and training to schools on the Characteristics of and High-Quality Instructional Resources</b> in order to provide schools resources which are engaging, accessible and inclusive of cultural</p>	<p>Our district curriculum quality control team will meet on a monthly basis to quality control each unit one unit at a time. <i>(We will use teacher survey data taken after each unit to assist in this QC process)</i></p> <p>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 will also be provided to administrators and teachers.</p> <p>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.</p> <p>Focus Visit collaboration throughout the 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.</p> <p>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.</p> <p>The district will use a more versatile hiring system to increase our reach nationally and abroad, we will attend recruitment fairs and</p>	<p>Professional Learning Community Rubrics – <i>High Performing Teams, Clarifying What Students Must Learn and Turning Data Into Information</i> 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)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"><li>• Unit Plans</li><li>• Formative Assessments</li><li>• Common Embedded Assessments</li></ul> <p>IMPACT Survey Results</p> <p>Safe and Civil Schools Survey Results</p> <p>Progress with reports: District Wide Common Unit Assessments, STAR, STAR CBM, Transcend, KPREP and ACT</p> <p>Percentage of teachers of color is more aligned to our student populations (30% African-American, 20% Hispanic)</p> <p>Teacher retention data per School Report Card</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit.</p> <p>STAR CBM data will be monitored by the district through regular RTI meetings at the school level and benchmark assessments 3 times per year.</p> <p>Transcend benchmark data will be analyzed and monitored at the school level for 3 benchmarks yearly</p> <p>Monitor hiring and teacher retention at least quarterly each year. Include reasons why teachers may leave the district.</p> <p>Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks</p> <p>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.</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

	<p>diversity and the perspectives of their communities.</p> <p>Conduct Focus Visits at each school 2-4 times per year to observe instructional practices and give feedback to schools for improvement.</p>	<p>we will collaboratively partner with neighboring universities to provide opportunities in order for our district to increase the percentage of teachers of color.</p> <p>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.</p>	<p>each school following Focus Visits by the district</p>		
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 2:</b> <i>Multi-Tiered Systems of Support (MTSS):</i></p> <p>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.</p> <p>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).</p> <p>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).</p>	<p>Develop a systematic process where all students who are in need are required to <b>receive researched based interventions (both academic and behavioral)</b> on a daily basis.</p> <p>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)</p> <p>Develop a systematic process where these students <b>will be monitored</b> 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.</p> <p>Implement Lexia Core 5 or Lexia Power Up for grades 6-12 as a tier 2 or 3 intervention for targeted students.</p>	<p>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.</p> <p>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.</p> <p>Each school will use research based interventions in reading, math and behavior with students who qualify for additional tiers of instruction and behavior intervention.</p> <p>Provide specialized professional development, one on one coaching and guidance to 9<sup>th</sup> District for their new Direct Instruction program. (EBP)</p> <p>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)</p>	<p>Each school’s RTI monitoring data.</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – once per year-completed by school instructional leadership team (School’s leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Intervention in program data progress monitoring</p> <p>STAR CBM Progress Monitoring Data</p> <p>Progress monitoring in Lexia Core 5, Lexia Power up, and Reading Plus</p> <p>Behavioral Progress Monitoring Data</p> <p>IMPACT Survey Results</p> <p>Safe and Civil Schools Survey Results</p>	<p>STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- STAR CBM</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit</p> <p>Decrease in percentage of novice students on benchmark assessments and KPREP</p> <p>Decrease in behavioral incidences in each schools. Other behavioral tracking mechanisms per school</p> <p>Safe and Civil Schools Survey progress monitoring results</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

2: Separate Academic Indicator

<p>Goal 2 (State your separate academic indicator goal.):</p> <p>By 2024, increase proficiency in Social Studies from 53% percent proficient and distinguished to 61% percent for elementary</p> <p>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.</p> <p>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.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> <i>Curriculum and Instruction:</i></p> <p>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.</p> <p>By 2023, increase proficiency in Social Studies from 53% percent proficient and distinguished to 61% percent for elementary</p> <p>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.</p> <p>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.</p>	<p>Provide a systematic process where experienced teacher leaders and other district leaders <u>collaboratively implement a system of quality control</u> to improve the rigor, alignment, cultural relevance and accessibility of our districtwide curriculum one unit at a time.</p> <p><b><u>Unit Planning:</u></b> District leadership will provide <b>High-Quality Professional Learning</b> 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.</p> <p>Provide training around <b><u>formative assessment to monitor student learning and providing ongoing feedback</u></b> that can be used by students and teachers to improve teaching and learning.</p> <p>Provide <b>guidance and training to schools on the Characteristics of and High-Quality Instructional Resources</b> in order to provide schools resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities.</p> <p>Conduct Focus Visits at each school 2-4 times per year to observe instructional practices and give feedback to schools for improvement.</p>	<p>Our district curriculum quality control team will meet on a monthly basis to quality control each unit one unit at a time. <i>(We will use teacher survey data taken after each unit to assist in this QC process)</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Professional Learning Community Rubrics – <i>High Performing Teams, Clarifying What Students Must Learn and Turning Data Into Information</i> 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)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"> <li>Unit Plans</li> <li>Formative Assessments</li> <li>Common Embedded Assessments</li> </ul> <p>IMPACT Survey Results</p> <p>Safe and Civil Schools Survey Results</p> <p>Progress with reports: District Wide Common Unit Assessments, STAR, STAR CBM, Transcend, KPREP and ACT</p> <p>Teacher retention data per School Report Card</p> <p>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.</p> <p>Goal setting by each school following Focus Visits by the district</p>	<p>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.</p> <p>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.</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit.</p> <p>Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks</p> <p>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.</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

3: Achievement Gap

<p>Goal 3 (State your achievement gap goal.):</p> <p>By 2024, the district will increase the reading percentage of proficient/distinguished <i>special education students</i> from 26% to 50% district wide. By 2024, the district will increase the math percentage of proficient/distinguished <i>special education students</i> from 17% to 40% district wide.</p> <p>By 2024, the district will increase the reading percentage of proficient/distinguished <i>African American students</i> from 27% to 50% district wide. By 2024, the district will increase the math percentage of proficient/distinguished <i>African American students</i> from 37% to 55% district wide.</p> <p>By 2024, the district will increase the reading percentage of proficient/distinguished <i>English Language Learner (ELL)</i> students from 30% to 50% district wide. By 2024, the district will increase the math percentage of proficient/distinguished <i>English Language Learner (ELL)</i> students from 15% to 35% district wide.</p> <p>By 2024, the district will increase the reading percentage of proficient/distinguished <i>Hispanic or Latino</i> students from 18% to 35%. By 2024, the district will increase the math percentage of proficient/distinguished <i>Hispanic or Latino</i> students from 12% to 35% district wide.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b></p> <p><i>Curriculum and Instruction:</i> 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.</p> <p>By 2023, the district will increase the reading percentage of proficient/distinguished <i>special education students</i> from 39% to 50% in ES, 11% to 25% in MS and 4% to 25% in HS. Decrease Novice by 25% at all levels.</p> <p>By 2023, the district will increase the math percentage of proficient/distinguished <i>special education students</i> 29% to 50% in ES, 4% to 25% in MS and 0% to 20% in HS and decrease Novice by 25% at all levels.</p>	<p>Provide a systematic process where experienced teacher leaders and other district leaders <u>collaboratively implement a system of quality control</u> to improve the rigor, alignment, cultural relevance and accessibility of our districtwide curriculum one unit at a time.</p> <p><b><u>Unit Planning:</u> District leadership will provide High-Quality Professional Learning</b> 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.</p> <p>Continue to provide professional learning around equitable and inclusive educational opportunities for our students and staff.</p>	<p>Our district curriculum quality control team will meet on a monthly basis to quality control each unit one unit at a time. <i>(We will use teacher survey data taken after each unit to assist in this QC process)</i></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Professional Learning Community Rubrics – <i>High Performing Teams, Clarifying What Students Must Learn and Turning Data Into Information</i> 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)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"><li>Unit Plans</li><li>Formative Assessments</li><li>Common Embedded Assessments</li></ul> <p>IMPACT Survey Results</p> <p>Safe and Civil Schools Survey Results</p> <p>Progress with reports: District Wide Common Unit Assessments, STAR, STAR CBM, Transcend, KPREP and ACT - data broken down to highlight achievement gap areas</p>	<p>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. <b>Timelines will be adjusted through our leadership professional learning each month.</b></p> <p>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.</p> <p>Survey data will be targeted as needed and progress monitored for growth after action plans have been put in place</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit.</p> <p>Individual student’s STAR CBM data will be monitored throughout the year by teachers and RTI teams regularly</p> <p>STAR CBM benchmark data will be monitored or progress 3 times per year for each school and district as a whole</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

<p>By 2023, the district will increase the reading percentage of proficient/distinguished <i>African American students</i> 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.</p> <p>By 2023, the district will increase the math percentage of proficient/distinguished <i>African American students</i> 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.</p> <p>By 2023, the district will increase the reading percentage of proficient/distinguished <i>ELL students</i> 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.</p> <p>By 2023, the district will increase the math percentage of proficient/distinguished <i>ELL students</i> 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.</p> <p>By 2023, the district will increase the reading percentage of proficient/distinguished <i>Economically Disadvantaged students</i> 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.</p> <p>By 2023, the district will increase the math percentage of proficient/distinguished <i>Economically Disadvantaged</i></p>	<p>Provide training around <b><u>formative assessment to monitor student learning and providing ongoing feedback</u></b> that can be used by students and teachers to improve teaching and learning.</p> <p>Provide <b>guidance and training to schools on the Characteristics of and High-Quality Instructional Resources</b> in order to provide schools resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities.</p>	<p>Provide training to schools on the Characteristics of High-Quality Professional Learning and High-Quality Instructional Resources using KDE resources and training.</p> <p>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.</p> <p>Provide specialized professional development, one on one coaching and guidance to 9<sup>th</sup> District for their new Direct Instruction program. (EBP)</p> <p>Schools (9<sup>th</sup> 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)</p>	<p>Teacher retention data per School Report Card</p> <p>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</p>	<p>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.</p>	
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<p><i>students</i> 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.</p> <p>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.</p> <p>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 6% to 25% in HS. Decrease Novice by 15% at the ES level, 15% at the MS level and 30% at the HS level.</p>					
<p><b>Objective 2</b> <i>Multi-Tiered Systems of Support (MTSS):</i></p> <p>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.</p> <p>(goals same as objective 1)</p>	<p>Develop a systematic process where all students who are in need are required to <b>receive researched based interventions (both academic and behavioral)</b> on a daily basis.</p> <p>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)</p> <p>Develop a systematic process where these students <b>will be monitored</b> 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</p>	<p>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.</p> <p>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.</p> <p>Each school will use research based interventions in reading, math and behavior with students who qualify for additional tiers of instruction and behavior intervention.</p> <p>Provide specialized professional development, one on one coaching and guidance to 9<sup>th</sup> District for their new Direct Instruction program. (EBP)</p>	<p>Each school’s RTI monitoring data.</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – once per year- completed by school instructional leadership team (School’s leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Intervention in program data progress monitoring</p> <p>STAR CBM Progress Monitoring Data</p> <p>Progress monitoring in Lexia Core 5, Lexia Power up, and Reading Plus- ALEKS in MS and 9<sup>th</sup> District only</p> <p>Behavioral Progress Monitoring Data</p> <p>IMPACT Survey Results</p> <p>Safe and Civil Schools Survey Results</p>	<p>STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- STAR CBM</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit</p> <p>Decrease in percentage of novice students on benchmark assessments and KPREP</p> <p>Decrease in behavioral incidences in each schools. Other behavioral tracking mechanisms per school</p> <p>Safe and Civil Schools Survey progress monitoring results</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

	<p>to be moved to another level of support.</p> <p>Implement Lexia Core 5 or Lexia Power Up for grades 6-12 as a tier 2 or 3 intervention for targeted students.</p>	<p>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)</p> <p>Provide Lexia Core 5, Lexia Power up, Reading Plus and ALEKS (ALEKS Middle School Only and 9<sup>th</sup> District only) (EPB)</p>			
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4: Growth

<div>Goal 4 (State your growth goal.):</div> <div>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%.</div> <div>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%.</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div><b>Objective 1</b> <i>Curriculum and Instruction:</i></div> <div>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.</div> <div>By 2023, the district will increase the percentage of proficient and distinguished students in reading from 66% to 68% (elementary); from 55% to 57 % (middle).</div> <div>By 2023, the district will increase the percentage of proficient and distinguished students in math from 68% to 71% (elementary); from 52% to 54 % (middle).</div>	<div>Provide a systematic process where experienced teacher leaders and other district leaders <u>collaboratively implement a system of quality control</u> to improve the rigor, alignment, cultural relevance and accessibility of our districtwide curriculum one unit at a time.</div> <div><b>Unit Planning: District leadership will provide High-Quality Professional Learning</b> 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.</div> <div>Provide training around <u>formative assessment to monitor student learning and providing ongoing feedback</u> that can be used by students and teachers to improve teaching and learning.</div> <div>Provide <b>guidance and training to schools on the Characteristics of and High-Quality Instructional Resources</b> in order to provide schools resources which are engaging, accessible and inclusive of cultural diversity</div>	<div>Our district curriculum quality control team will meet on a monthly basis to quality control each unit one unit at a time. <i>(We will use teacher survey data taken after each unit to assist in this QC process)</i></div> <div>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.</div> <div>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.</div> <div>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.</div> <div>Provide training to schools on the Characteristics of High-Quality Professional Learning and High-Quality Instructional Resources using KDE resources and training.</div>	<div>Professional Learning Community Rubrics – <i>High Performing Teams, Clarifying What Students Must Learn and Turning Data Into Information</i> 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)</div> <div>Analysis of curriculum products completed by each team with district assistance:<ul style="list-style-type: none"><li>Unit Plans</li><li>Formative Assessments</li><li>Common Embedded Assessments</li></ul></div> <div>IMPACT Survey Results</div> <div>Safe and Civil Schools Survey Results</div> <div>Progress with reports: District Wide Common Unit Assessments, STAR, STAR CBM, Transcend, KPREP and ACT</div> <div>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</div>	<div>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. <b>Timelines will be adjusted through our leadership professional learning each month.</b></div> <div>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.</div> <div>Survey data will be targeted as needed and progress monitored for growth after action plans have been put in place</div> <div>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit.</div> <div>Individual student’s STAR CBM data will be monitored throughout the year by teachers and RTI teams regularly</div> <div>STAR CBM benchmark data will be monitored or progress 3 times per year for each school and district as a whole</div> <div>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.</div>	<div>Title 1 Funds</div> <div>District General Funds</div> <div>School based general funds</div> <div>School Improvement Funds - LEA Support</div> <div>ESSER II and III Funds</div>

<p><b>Objective 2</b> <i>Multi-Tiered Systems of Support (MTSS):</i></p> <p>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.</p> <p>By 2023, the district will increase the percentage of proficient and distinguished students in reading from 66% to 68% (elementary); from 55% to 57% (middle).</p> <p>By 2023, the district will increase the percentage of proficient and distinguished students in math from 68% to 71% (elementary); from 52% to 54% (middle).</p>	<p>Develop a systematic process where all students who are in need are required to <b>receive researched based interventions (both academic and behavioral)</b> on a daily basis.</p> <p>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)</p> <p>Develop a systematic process where these students <b>will be monitored</b> 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.</p> <p>Implement Lexia Core 5 or Lexia Power Up for grades 6-12 as a tier 2 or 3 intervention for targeted students.</p>	<p>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.</p> <p>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.</p> <p>Each school will use research based interventions in reading, math and behavior with students who qualify for additional tiers of instruction and behavior intervention.</p> <p>Provide specialized professional development, one on one coaching and guidance to 9<sup>th</sup> District for their new Direct Instruction program. (EBP)</p> <p>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)</p> <p>Provide Lexia Core 5, Lexia Power up, Reading Plus and ALEKS (ALEKS Middle School Only and 9<sup>th</sup> District only) (EPB)</p>	<p>Each school’s RTI monitoring data.</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – once per year- completed by school instructional leadership team (School’s leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Intervention in program data progress monitoring</p> <p>STAR CBM Progress Monitoring Data</p> <p>Progress monitoring in Lexia Core 5, Lexia Power up, Reading Plus and ALEKS (Middle School Only and 9<sup>th</sup> District only)</p> <p>Behavioral Progress Monitoring Data</p> <p>IMPACT Survey Results</p> <p>Safe and Civil Schools Survey Results</p>	<p>STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- STAR CBM</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit</p> <p>Decrease in percentage of novice students on benchmark assessments and KPREP</p> <p>Decrease in behavioral incidences in each schools. Other behavioral tracking mechanisms per school</p> <p>Safe and Civil Schools Survey progress monitoring results</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>
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5: Transition Readiness

<p>Goal 5 (State your transition readiness goal.):</p> <p>By 2024, increase the percentage of students who are transition ready from 62.3% to 80.3% (high).</p> <p>By 2024, increase the percentage of students who are kindergarten ready to from 40% .to 55%.</p> <p>By 2024, increase the transition readiness of 5<sup>th</sup> grade and 8<sup>th</sup> grade students in areas of reading and math- see objectives below.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> <i>Curriculum and Instruction:</i></p> <p>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.</p> <p>By 2023, increase the percentage of students who are transition ready from 62.3% to 71.3% (high).</p> <p>By 2023, increase the percentage of <b>Pre K students</b> from 40% to 55%.</p> <p>By 2023, increase the percentage of <b>5<sup>th</sup> grade students</b> benchmarking on STAR CBM from 40% to 55%.</p> <p>By 2023, increase the percentage of <b>5<sup>th</sup> grade students</b> meeting the proficient level on KPREP from 54% to 60% in reading and 51% to 60% in math.</p> <p>By 2023, increase the percentage of <b>6<sup>th</sup> grade students</b> benchmarking on STAR CBM from 40% to 55%.</p> <p>By 2023, increase the percentage of <b>8<sup>th</sup> grade students</b> meeting the proficient</p>	<p>Provide a systematic process where experienced teacher leaders and other district leaders <u>collaboratively implement a system of quality control</u> to improve the rigor, alignment, cultural relevance and accessibility of our districtwide curriculum one unit at a time.</p> <p><b><u>Unit Planning:</u> District leadership will provide High-Quality Professional Learning</b> 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.</p> <p>Provide training around <b><u>formative assessment to monitor student learning and providing ongoing feedback</u></b> that can be used by students and teachers to improve teaching and learning.</p> <p>Provide <b>guidance and training to schools on the Characteristics of and High-Quality Instructional Resources</b> in order to provide schools resources which are engaging, accessible and inclusive of cultural diversity and the perspectives of their communities.</p> <p>Provide a systematic process where all teachers in our preschool will collaboratively develop a coherent and rigorous curriculum.</p>	<p>Our district curriculum quality control team will meet on a monthly basis to quality control each unit one unit at a time. <i>(We will use teacher survey data taken after each unit to assist in this QC process)</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Provide schools training in high effect size teaching strategies each year.</p> <p>Provide training to schools on the Characteristics of High-Quality Professional Learning and High-Quality Instructional Resources using KDE resources and training.</p> <p>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.</p>	<p>Professional Learning Community Rubrics – <i>High Performing Teams, Clarifying What Students Must Learn and Turning Data Into Information</i> 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)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"><li>Unit Plans</li><li>Formative Assessments</li><li>Common Embedded Assessments</li></ul> <p>IMPACT Survey Results</p> <p>Safe and Civil Schools Survey Results</p> <p>Progress with reports: District Wide Common Unit Assessments, STAR, STAR CBM, Transcend, KPREP and ACT</p> <p>District Focus Visits- 2 to 4 times per year at each school.</p>	<p>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. <b>Timelines will be adjusted through our leadership professional learning each month.</b></p> <p>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.</p> <p>Survey data will be targeted as needed and progress monitored for growth after action plans have been put in place</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit.</p> <p>Individual student’s STAR CBM data will be monitored throughout the year by teachers and RTI teams regularly</p> <p>STAR CBM benchmark data will be monitored or progress 3 times per year for each school and district as a whole</p> <p>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.</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

<p>level on KPREP from 36% to 50% in reading and 24% to 40% in math.</p>	<p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Early Childhood Standards.</p> <p>Implement exit criteria for all Pre K students coming to Kindergarten</p>	<p>Lesson Plan Design: District leadership will provide training at the school level as requested by leadership at each school</p> <p>Enact communication protocols for parents/guardians and community members as it relates to kindergarten readiness.</p> <p>Provide specialized professional development, one on one coaching and guidance to 9<sup>th</sup> District for their new Direct Instruction program. (EBP)</p> <p>Schools (9<sup>th</sup> 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)</p>	<p>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</p> <p>Kindergarten Brigance Readiness Numbers</p> <p>Exit Criteria Assessments</p>		
<p><b>Objective 2</b> <i>Multi-Tiered Systems of Support (MTSS):</i></p> <p>By 2023, increase the percentage of students who are transition ready from 62.3% to 71.3% (high).</p> <p>By 2023, increase the percentage of <b>Pre K students</b> from 40% to 55%.</p> <p>By 2023, increase the percentage of <b>5<sup>th</sup> grade students</b> benchmarking on STAR CBM from 40% to 55%.</p> <p>By 2023, increase the percentage of <b>5<sup>th</sup> grade students</b> meeting the proficient level on KPREP from 54% to 60% in reading and 51% to 60% in math.</p> <p>By 2023, increase the percentage of <b>6<sup>th</sup> grade students</b> benchmarking on STAR CBM from 40% to 55%.</p>	<p>Develop a systematic process where all students who are in need are required to <b>receive researched based interventions (both academic and behavioral)</b> on a daily basis.</p> <p>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)</p> <p>Develop a systematic process where these students <b>will be monitored</b> 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.</p> <p>Implement Lexia Core 5 or Lexia Power Up for grades 6-12 as a tier 2 or 3 intervention for targeted students.</p>	<p>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.</p> <p>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.</p> <p>Each school will use research based interventions in reading, math and behavior with students who qualify for additional tiers of instruction and behavior intervention.</p> <p>Provide specialized professional development, one on one coaching and guidance to 9<sup>th</sup> District for their new Direct Instruction program. (EBP)</p> <p>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)</p>	<p>Each school’s RTI monitoring data.</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – once per year-completed by school instructional leadership team (School’s leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Intervention in program data progress monitoring</p> <p>STAR CBM Progress Monitoring Data</p> <p>Progress monitoring in Lexia Core 5, Lexia Power up, and Reading Plus</p> <p>Behavioral Progress Monitoring Data</p> <p>IMPACT Survey Results</p>	<p>STAR CBM progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- STAR CBM</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit</p> <p>Decrease in percentage of novice students on benchmark assessments and KPREP</p> <p>Decrease in behavioral incidences in each schools. Other behavioral tracking mechanisms per school</p> <p>Safe and Civil Schools Survey progress monitoring results</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

By 2023, increase the percentage of <b>8<sup>th</sup> grade students</b> meeting the proficient level on KPREP from 36% to 50% in reading and 24% to 40% in math.			Safe and Civil Schools Survey Results		
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6: Graduation Rate

<p>Goal 6 (State your graduation rate goal.):</p> <p>Increase the adjusted 4-year cohort graduation rate from 78.4% to 82.2% by 2024.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the adjusted 4-year cohort graduation rate from 78.4% to 79.2% by 2023.</p>	<p>Provide a systematic process where experienced teacher leaders and other district leaders <u>collaboratively implement a <b>system of quality control</b></u> to improve the rigor, alignment, cultural relevance and accessibility of our Districtwide Curriculum one Unit at a time.</p> <p><b><u>Unit Planning:</u></b> District leadership will provide <b>High-Quality Professional Learning</b> 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.</p> <p>Provide training around <b><u>formative assessment</u></b> to monitor student learning and <b><u>providing ongoing feedback</u></b> that can be used by students and teachers to improve teaching and learning.</p> <p>Provide <b>guidance and training to schools on the Characteristics of and High-Quality Instructional Resources</b> in order to provide schools resources which are engaging, accessible and</p>	<p>Our district curriculum quality control team will meet on a monthly basis to quality control each unit one unit at a time. <i>(We will use teacher survey data taken after each unit to assist in this QC process)</i></p> <p>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 will also be provided to administrators and teachers.</p> <p>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.</p> <p>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.</p> <p>Provide each school with HQIR in all content areas which support our district curriculum, are aligned to KAS and are inclusive of the cultural diversity and perspectives of our community.</p>	<p>Professional Learning Community Rubrics – <i>High Performing Teams, Clarifying What Students Must Learn and Turning Data Into Information</i> 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)</p> <p>Analysis of curriculum products completed by each team with district assistance:</p> <ul style="list-style-type: none"> <li>Unit Plans</li> <li>Formative Assessments</li> <li>Common Embedded Assessments</li> </ul> <p>IMPACT Survey Results</p> <p>Safe and Civil Schools Survey Results</p> <p>Progress with reports of district wide common assessments-</p>	<p>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.</p> <p>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.</p> <p>District common embedded assessment results will be monitored by each school and also at the district level for progress – per unit.</p> <p>Schools will develop a system to monitor ongoing mastery of standards- i.e. flashbacks</p> <p>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.</p>	<p>Title 1 Funds</p> <p>District General Funds</p> <p>School based general funds</p> <p>School Improvement Funds - LEA Support</p> <p>ESSER II and III Funds</p>

	<p>inclusive of cultural diversity and the perspectives of their communities.</p> <p>Conduct Focus Visits at each school 2-4 times per year to observe instructional practices and give feedback to schools for improvement.</p>	<p>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.</p>	<p>STAR, Transcend, KPREP and ACT</p> <p>Teacher retention data per School Report Card</p> <p>District Focus Visits- 2 to 4 times per year at each</p>		
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