

Comprehensive District Improvement Plan (CDIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. Six Sigma, Shipley, Baldrige, etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

1: State Assessment Results in reading and mathematics

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 60% in reading and 100% in math by 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: The percentage of students scoring proficient and distinguished in Reading will increase by 10% in the 2022-2023 school year.</p> <p>Reading: ACPC 39% to 44.85% ACIC 37% to 44% JEBMS 48% to 56% ACSHS 50% to 58%</p> <p>5-Year Outlook: ACPC 32% to 51.2% ACIC 38% to 61% JEBMS 47.5% to 76% ACSHS 50% to 80%</p>	KCWP 1: Design and Deploy Standards	The CAO, school principals and instructional coaches will lead the work on core instruction (Tier I) that includes: Training, standards deep-dive, and deconstructing standards, including identifying the rigor of each standard.	Participation data, observation data, FastBridge data, MVPA data, and implementation data	Ongoing: PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals	ESSER funds for coaches, IAL for FastBridge
		Ongoing work during the summer and throughout the year will take place with teachers on standards, vertical alignment, and unit planning.	Lesson plan data, lesson study data, observation data	Monthly: Principals will monitor lesson plans to ensure standards and unit plans are being utilized and provide feedback; instructional coaches will support teachers through co-planning, facilitating professional learning, and provide feedback	ESSER (teacher time in summer)
		Coaches and CAO will work with principals to ensure curriculum resources are evidence-based and aligned to the intent of the standards.	Adoption and implementation of curriculum resources and highly effective practices	Principals will monitor in walk-throughs and lesson plans. Guided planning with the instructional coach will ensure fidelity of implementation.	Section 6 funds, title funds, ESSER funds
	KCWP 2: Design and Deliver Instruction	Teachers will have training in Reading/ELA <ul style="list-style-type: none"> ACPC/ACIC: How to teach reading (LETRS, phonics, phonemic awareness, etc.) JEBMS/ACSHS: teaching reading across disciplines 	At least 50% of teachers will be trained by. Sign-in sheets will serve as evidence of attendance.	Daily observations by principals and coaches; walk-thru data, coaching data, and observation data from instructional supervisor and CAO	Title funds, IAL funds, ESSER funds
		Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms. (Blending boards, LETRS training, 95% Phonics, Kagan Engagement Strategies, Desmos, Math in Practice, Structured Literacy, and PBL)	Teaching strategies data, FastBridge data, Google survey data, KSA data	Monthly: Principal walk-throughs, district implementation and impact checks	Title funds, RLI funds IAL funds
	KCWP3: Design and Deliver	An asynchronous or synchronous assessment literacy training will be developed for the internal PD site for all teachers. Training will	Professional learning sign in and evaluation/survey, implementation data	Daily: Principals/APs will look for evidence in walk-throughs and reviews of lesson plans of grade-level standards and rigorous instruction;	Title funds, ESSER funds

	Assessment Literacy	include alignment between standards and assessments, backward design, and identification of rigor of assessment items. Instructional coaches will provide ongoing support to teachers to ensure alignment and clarity.	from instructional coaches.	Instructional coaches and principal observation data, common formative assessment/PLC data	
	KCWP 5: Design, Align and Deliver Support	<p>We will provide personalized learning options for teachers that will be available synchronously or asynchronously about high-impact, evidence-based strategies through:</p> <ul style="list-style-type: none"> • Book studies • External PDs • Learning Labs • Visits to successful schools <p>Asynchronous PD will be available on the internal PD site.</p>	<p>The CAO, Instructional Supervisor, and coaches will be responsible. Timeline includes:</p> <p>Summer 2021 – Online platform with multiple choices available.</p> <p>2022 - 2024 - Teachers report, lead, and share learning with others in PLCs and staff meetings.</p> <p>2024 – 2027 Choices will be competency-based and teachers can earn badges upon successful completion.</p>	Ongoing: Number of participants in District-mandated PD, number of participants in School-mandated PD, and number of participants taking electives throughout the year. Reflection of learning and observation data	Title funds, ESSER funds
	KCWP 4: Review, Analyze and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC meeting observation data, PLC continuum/rubric	Weekly: Principals and instructional coaches observe and provide feedback; CAO/Instructional Supervisor will occasionally attend PLC meetings and provide feedback	\$0
		Training will be provided to new instructional coaches and principals in order to help facilitate effective PLC/Data Teams and then will gradually release responsibility to teacher-led PLCs.	Attendance at training, reflections, observation data	Superintendent/CAO/Instructional Supervisor, and/or Coaches will monitor effective PLC implementation	\$0

<p>Objective 2: The percentage of students scoring proficient and distinguished in mathematics by 25% points, with targeted improvement of 6.5% points annually:</p> <p>ACPC 44.3% to 69.3%</p> <p>ACIC 52% to 77%</p> <p>JEBMS 49.9% to 74.9%</p> <p>ACSHS 30.1% to 55.1%</p>	KCWP 1: Design and Deploy Standards	<p>Various trainings for core instruction (Tier I) and Tier II instruction that includes: Standards, Standards for Mathematical Practices, Teaching Math Conceptually, and support will be provided by district coaches.</p>	<p>Participation data, observation data, implementation data</p>	<p>Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals</p>	<p>Title funds, Section 6</p>
		<p>School leaders, and instructional coaches will ensure curriculum (texts, tasks, etc.) are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans.</p>	<p>Walk-through data, lesson study data, observation data, co-planning data</p>	<p>Ongoing: Principals and instructional coaches will review lessons/tasks and provide feedback. District implementation and impact checks.</p>	<p>Section 6, Title funds, ESSER funds</p>
		<p>Math coaches will participate in training for Standards for Mathematical Practices and effective teaching practices with KCM</p>	<p>Attendance at training, implementation data with teachers</p>	<p>Instructional Supervisor/CAO and math coaches will monitor progress and implementation</p>	<p>MAF grant, ESSER funds</p>
	KCWP 2: Design and Deliver Instruction	<p>Coaches will work with teachers to train in teaching mathematics conceptually and Standards for Mathematical Practices</p>	<p>Attendance, reflections, classroom observations</p>	<p>Ongoing: Instructional coaches and principals will provide feedback during observations, PLCs, and planning</p>	<p>Section 6, Title funds, ESSER</p>
		<p>Teachers will learn new instructional strategies and PBL training to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.</p>	<p>Teaching strategies data, FastBridge data, Google survey data, KSA data</p>	<p>Weekly: Principal walk-throughs</p>	<p>MAF grant, Title funds, ESSER funds</p>
	KCWP3: Design and Deliver Assessment Literacy	<p>Teachers will participate in training on assessment literacy. Training will include alignment between standards, instruction, and assessments, backward design, and identification of rigor of assessment items. Instructional coaches will support teachers to ensure alignment and clarity of standards.</p>	<p>Professional learning survey and feedback forms, implementation Data from principals and instructional coaches.</p> <p>Learning labs</p>	<p>Daily: Instructional coaches and principal observation data, common formative assessment/PLC data</p>	<p>Title funds</p>
	KCWP 1: Design and Deploy Standards	<p>Representatives from each school will receive training on providing high-impact instruction to vulnerable populations, including behavior training, ECE, and EL students. They will share strategies with all teachers in PLC meetings.</p>	<p>Attendance at professional learning, reflections, and implementation of strategies.</p>	<p>Observation data, formative assessment data, FastBridge, and additional data (per identified group)</p>	<p>Title funds, ESSER funds</p>

	KCWP 2: Design and Deliver Instruction	We will provide interventions to students not mastering standards (Tier II and Tier III). Groups will change regularly, and students will be identified by standard and/or skills to ensure intentional and strategic support.	FastBridge data, common formative assessments, observation data, Tableau data, Early Warning Tool Data	Principals and school psychologists will monitor and provide ongoing support and feedback. CAP Teams will monitor behavior data and progress.	ESS funds, Title funds, ESSER funds
	KCWP 4: Review, Analyze and Apply Data	PLC/Data Teams will meet weekly to discuss standards, common assessments, data, evidence-based instructional strategies, and differentiation to meet the needs of all students.	PLC continuum, PLC observation data	Weekly: Principals and instructional coaches observe and provide feedback; Superintendent and CAO work with coaches and principals to troubleshoot PLC issues	\$0
		PLCs/Data Teams will analyze the current reality of their PLC/Data Teams and identify next steps in moving to more effective teams.	PLC meeting notes	Ongoing: Principals and instructional coaches will provide feedback	\$0
	KCWP 5: Design, Align and Deliver Support	We will provide personalized learning options for teachers that will be available synchronously, asynchronously, book studies, and courses.	Summer 2021 – Online platform with multiple choices available. 2022 – 2023 Teachers share their learning with others in PLCs and staff meetings. 2024 - Beyond Choices will be competency-based and teachers can earn badges upon successful completion.	Number of participants in District-mandated PD, number of participants in School-mandated PD, and number of participants taking electives throughout the year. Reflection of learning and observation data.	Title funds, Section 6 funds, ESSER funds

2: State Assessment Results in science, social studies and writing

Goal 2: An increase in elementary, middle, and high school proficiency will improve by 40 percentage points by 2027, with a targeted annual increase of 10% points as measured by state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in writing will increase by 10 percentage points annually: 2022-2023 ACPC N/A ACIC 33% to 43% JEBMS 42% to 52% ACSHS 33.5% to 43.5% 2023-2024 ACPC N/A ACIC 43% to 53% JEBMS 52% to 62% ACSHS 43.5% to 53.5% 2024-2025 ACPC N/A ACIC 53% to 63% JEBMS 62% to 72% ACSHS 53.5% to 63.5% 2025-2026 ACPC N/A ACIC 63% to 73% JEBMS 72% to 82% ACSHS 63.5% to 73.5%	KCWP 2: Design and Deliver Instruction	Support from ELA/Reading coaches for core instruction in writing that includes: Content/standards training, how to effectively teach writing with all grade levels, across all disciplines, and the development of writing rubrics.	Participation data, observation data, implementation data	PLCs monitored by principals.	Title funds, ESSER funds
		School leaders and a school committee will identify writing goals for each school. Over the next four years, all policies will be updated, and a writing plan that is aligned to standards, including writing across the content areas and writing rubrics will be created for all schools with input from teachers.	Completion and implementation of writing plan at each level.	Observations by school leaders and instructional coaches Writing plan with rubrics by the end of 2027	District funds (Possibly subs for teacher teams), Title funds
		Student work will be analyzed in PLCs/Data Teams (with a rubric) and teachers will provide effective feedback to move learning forward.	PLC/Data Team minutes will show progress is being made throughout the year	Ongoing: All teachers, instructional coaches, and school leaders will review data to monitor progress	\$0
Objective 2: The percentage of students scoring proficient and distinguished in social studies will increase by 10% points annually:	KCWP 1: Design and Deploy Standards	Social Studies teachers will participate in training on inquiry-based instruction aligned to Social Studies standards with Dr. Jana Kirchner. They will be provided time to begin planning and editing units with Dr. Kirchner's support.	Attendance at training and implementation of strategies.	Instructional supervisor and instructional coaches will schedule and participate in training to provide support and observe implementation in classrooms	Title funds, Section 6 funds, ESSER

<p>2022-2023 ACPC N/A ACIC 29% to 39% JEBMS 31% to 41% ACSHS 31% to 41%</p> <p>2023-2024 ACPC N/A ACIC 39% to 49% JEBMS 41% to 51% ACSHS 41% to 51%</p> <p>2024-2025 ACPC N/A ACIC 49% to 59% JEBMS 51% to 61% ACSHS 51% to 61%</p> <p>2025-2026 ACPC N/A ACIC 59% to 69% JEBMS 61% to 71% ACSHS 61% to 71%</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Social Studies teachers will work with Dr. Jana Kirchner to identify high-quality, vetted resources and curriculum to use that are aligned to standards.</p>	<p>Purchase of evidence-based, aligned resources</p>	<p>Principals will work with teachers to determine priority of materials to be purchased and implementation in classrooms will be observable</p>	<p>Title funds, Section 6 funds, ESSER</p>
		<p>Instructional coaches will provide ongoing support to social studies teachers in each building. Co-planning, digging into standards, and co-teaching, as well as specific feedback on instruction and assessments will be provided.</p>			
<p>Objective 3: The percentage of students scoring proficient and distinguished in science will increase a minimum of 10 percentage points annually:</p> <p>2022-2023: ACPC N/A ACIC 19% to 29% JEBMS 19% to 29% ACSHS .09% to .099%</p> <p>2023-2024: ACPC N/A ACIC 29% to 39% JEBMS 29% to 39% ACSHS 1% to 10%</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Science teachers will participate in training on instruction aligned to science standards (STEM) with science experts (local, regional, or state).</p>	<p>Attendance at trainings, reflections, observation data</p>	<p>Principals and instructional coaches will observe new learning and implementation of strategies in classroom visits</p>	<p>ESSER</p>

2024-2026: ACPC N/A ACIC 39% to 49% JEBMS 39% to 49% ACSHS 10% to 20%					
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3: Achievement Gap

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

Goal 3: All vulnerable groups will increase proficiency by 80% in Reading, Math, and Writing by 2024, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students with IEPs will increase proficiency by 80% in 2024 in reading: Reading – 2022-2023 ACPC Reading: 29% to 52.2% ACIC Reading: 15% to 27% JEBMS Reading: 24% to 43.2% ACSHS Reading: 13.6% to 24.5%	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	Updated training on PLC/Data Teams will be provided to coaches and principals to ensure time is being used effectively.	The effectiveness of PLCs; Increased student outcomes	Principals will monitor the progress of PLCs/Data Teams and give feedback to teams for improvement	\$0
		MTSS will be implemented in all schools and principals will regularly communicate a culture of learning in each building that everyone is a learner (adults and students).	Data shows improvement in student outcomes	Principals, assistant principals, CAO, coaches, and school psychologists will monitor the implementation and success of Tier II and Tier III supports.	\$0
		Training on high-impact strategies for ECE and behavior will be provided in each school.	Attendance at training; sharing of ideas and strategies among staff at PLCs/Data Teams; Implementation of strategies in all classrooms	Principals, ECE district leadership, coaches, and school psychologists will observe strategies being implemented in classrooms.	ESSER funds
Objective 2: Students with IEPs will increase proficiency by 80% in 2024 in Math: Math – 2022-2023 ACPC Math: 19% to 28.5% ACIC Math: 13% to 19.5% JEBMS Math: 23% to 34.5% ACSHS Math: 9.5% to 14.25%	KCWP 2: Design and Deliver Instruction	Schools will provide tiered interventions through differentiation of instruction aligned to student needs (standards/skills).	Evidence of data-driven decision-making, interventions occurring; differentiation is occurring	School admin will monitor PLC/Data Team meetings will reflect data-driven decisions and differentiated instruction based on student needs.	\$0
		Daily lesson plans will identify specific instruction for vulnerable groups (ECE, EL, etc.).	Students receive differentiated and specific support based on needs	Principals and assistant principals will review and monitor lesson plans weekly to ensure differentiation is occurring for vulnerable groups.	\$0
		Coaches will work with teachers to co-plan, design engaging tasks, model effective instruction for both Tier I and Tier II supports. Training will be provided as needed in small groups.	Tier I and Tier II instruction will include engaging tasks and evidence-based strategies and resources	CAO will check progress during monthly coaching meetings; Principals will observe implementation during walk-throughs and evaluation meetings	\$0
Objective 3: Students with IEPs will increase proficiency by 80% in 2024 in writing:	KCWP 5: Design, Align and Deliver Support	School admin teams will work with teachers to create a writing policy that incorporate best practices in writing: writing about interests,	Writing policy completion that exhibits best practices	ELA coaches and instructional supervisor will review writing policies and provide feedback.	Title funds

Writing 2022-2023 ACPC Writing: N/A ACIC Writing: 6% to 10.8% JEBMS Writing: 30.6% to 55.1% ACSHS Writing: 7.4% to 13.32.%	KCWP 6: Establishing Learning Culture and Environment	authentic audience, reading/writing connection			
		All leaders and teachers will be trained in PBL so teachers have opportunities to implement projects across curriculum, intentionally embedding writing	Completed PBL projects that provide students opportunities to write about the process and the impact of the project	School admin teams will ensure students are writing for authentic purposes and audiences	PBL Partnership Contract
		Schools will create writing goals and monitor progress toward those goals	Goal development and progress made	Principals and coaches will monitor goals and progress toward goals	\$0
		Daily lesson plans will include writing objectives and intentional opportunities for students to write every day.	Student outcomes in writing will increase	School admin will monitor lesson plans; Coaches will support teachers who need additional support	\$0

4: English Learner Progress

Goal 4 (State your English learner goal.): By 2027, 100% of English Learners at all levels will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 English Learners will demonstrate annual improvement of 15% points toward their composite scores: 2022-2023 school year: Growth on ACCESS Composites ACPC: 50% to 60% ACIC: 71% to 85.2% JEBMS: 100% to 100% ACSHS: 33% to 40%	KCWP 2: Design and Deliver Instruction	All teachers trained on Kagan structures along with instructional coaches supported the implementation. Kagan structures encourage community building and equitable content instruction through student conversations and 100% engagement.	Attendance at meetings, implementation of strategies in classroom instruction	District and school leadership will monitor service plans for each student to ensure strategies are identified	\$0, Title funds
	KCWP 5: Design, Align and Deliver Support	The instructional supervisor will provide ongoing support and resources to EL instructors in each school	Resources are purchased based on needs of our EL students	District admin will ensure all resources are ordered as needed	ESSER funds
	KCWP 5: Design, Align and Deliver Support	Ongoing modeling through school and districtwide professional learning sessions and onboarding new teachers will provide continuous support.	Professional learning sign-in sheets and new teacher attendance.	Instructional supervisor will ensure trainings are provided annually.	Title, ESSER funds
	KCWP 2: Design and Deliver Instruction	All schools are designing and delivering instruction around the Profile of a Patriot competencies to build character and strengthen students' overall social and emotional skills.	Teachers and staff provide input on training; Annual ACCESS training sign in sheets	Instructional supervisor will provide annual ACCESS training; ensure student service plans reflect implementation of new learning and updated guidance from KDE	\$0
	KCWP 2: Design and Deliver Instruction	EL instructors and teachers will ensure students are receiving instruction based on their individual service plans.	Lesson plans note instructional focus or differentiation for EL students	Principals will monitor lesson plans to ensure a focus on EL students	\$0
	KCWP 5: Design, Align and Deliver Support	All schools have structured time in the student schedule to focus on SEL skills. This work encourages	SEL schedule	Principals will ensure SEL time in schedules and materials are available to all teachers who have EL students	ESSER funds

Goal 4 (State your English learner goal.): By 2027, 100% of English Learners at all levels will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		conversation and collaboration among peers that builds language acquisition while also encouraging a sense of belonging for all.			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Quality of School Climate and Safety will increase by 16% of the 2021-2022 score at all levels (elementary, middle and high) by the end of the 2026-2027 school year with a 3% increase annually according to the state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Survey and perception results will improve by 3% each year the survey is given: 2023-2024: ACPC 76.2% to 78.5% ACIC 74.7% to 76.9% JEBMS 69.4% to 71.5% ACSHS 59% to 60.8%	KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Each school will intentionally focus on creating a learning culture and environment for all staff and students.	Increase staff retention and satisfaction across all schools	Superintendent will monitor with principals at their weekly meetings	ESSER, Title funds
		School leadership teams will review Quality of School Climate and Safety data and determine next steps and priorities.	Staff satisfaction will increase; Staff will have a clear understanding of what it means to be a teacher in ACS; Staff can articulate clear connections between the work happening in the district	Principals will communicate regularly about the work happening in ACS; Superintendent will monitor with principals at their weekly meetings.	ESSER, Title funds
		Schools will collect staff and student voice/input on big decisions on how to improve moving forward.	Principals will regularly collect and review staff and student voice data to drive ongoing improvement.	Improvement will be monitored by school leadership teams.	ESSER, Title funds
		Staff have an opportunity to engage in personalized professional learning.	Staff have at least one opportunity to participate in personalized professional learning opportunity each year.	Principals will monitor the number of opportunities given to staff and the number of staff participating in personalized professional learning.	ESSER, Title funds

6: Postsecondary Readiness

Goal 5: Allen County Scottsville High School will increase post-secondary readiness from 95.5% to 98% by the end of the 2027 school year according to the state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: ACSHS will increase post-secondary readiness 5% each year.	KCWP 4: Review, Analyze and Apply Data	The CCR Counselor at the high school will use a tracking system to monitor the transition readiness and identify support for each student to achieve transition readiness	Principal will review the data Tracking Tool developed by CCR Counselor; Data shared with school and district instructional departments monthly during PLCs and CAP Team meetings with a focus on increasing post-secondary readiness.	School and district leaders will review data and provide feedback	\$0
		Apply for United Way grant funds to increase opportunities for students to become post-secondary ready	School leaders and CCR Counselor will write and implement a successful grant based on criteria provided by United Way	The CCR Counselor will ensure all aspects of the grant are being implemented with fidelity	United Way Grant funding
	KCWP 5: Design, Align and Deliver Support	Specific strategies for improvement will be mapped out annually by the CCR Counselor	Principals review post-secondary plan and help monitor progress	Quarterly review of plan will be shared with principals and counselors to ensure progress is on track and goals are being met.	\$0
		CCR Counselor and school leadership expands student pathways in comparison to needs assessment, student voice, and community input	Increased number of career ready students.	Pathways increase and align to student and community interests	\$0
		Develop and utilize community partners to develop dual credit scholarships for students identified as economically disadvantaged.	Increased number of students participating in dual credit courses.	Community partnership data, meeting minutes, and number of students participating in dual credit courses	\$0
		The high school will provide professional learning aligned to CTE improvement goals.	Increase in industry certifications, students scoring at or above benchmark, scores on CTE-approved dual credit courses, and the number of students in apprenticeships and/or exceptional work experience.	Reports, meeting minutes, needs assessment, CTE reports and data	CTE funds

		The CCR Counselor and school leaders will develop opportunities for job shadowing, internships, externships, and leadership development with community partners	Student data, meeting agendas, stakeholder participation, and student showcases or exhibition nights.	ILPs, student interest surveys, CCR tracking data, number of opportunities provided to students. Monthly review by school and district instructional leaders	\$0
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7: Graduation Rate

Goal 6: Allen County Schools will increase the percentage of students graduating from 93.7% to 98.7% by 2027, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students graduating one percentage point annually: 2022-2023: 93.7% to 94.6% 2023-2024: 94.6% to 95.5% 2024-2025: 95.5% to 96.4% 2025-2026: 96.4% to 97.3% 2026-2027: 97.3% to 98.27%	KCWP 2: Design and Deliver Instruction	All CAP Teams including CCR Counselor, will review data (Early Warning Tool, CCR data, % students failing) monthly to identify all students who are potential dropouts and to identify strategies for targeted assistance.	CAP Team meeting minutes identify potential dropouts and targeted assistance: Assignment of one caring adult, academic tutoring, support for home and family, etc.	Increased support documented for potential dropouts and shared monthly with school and district instructional teams.	\$0
	KCWP 5: Design, Align and Deliver Support	Train all staff in middle school and high school on restorative practices – asynchronously or synchronously	Attendance at training, reduced number of suspensions and expulsions, improved behavior plans that include restorative practices.	School psychologists will review of behavior data, suspension data, and expulsion data and provide feedback for improvement to school teams.	Title funds, ESSER funds
	KCWP 4: Review, Analyze and Apply Data	Train all staff (Elementary, Middle, and High School) on Trauma Informed Care in order to better support at-risk students through a TIC lens.	Attendance at trainings, improved classroom and school level behavior interventions	School and district behavior plans, interventions, and approaches are through a TIC lens.	Title funds
	KCWP 5: Design, Align and Deliver Support	FRYSC staff will review Early Warning Tool data and follow-up with students and families as a trusted mentor – safe place, social emotional learning, food securities, mental health counseling, etc.	Ongoing review of data, increased support to students at-risk of dropping out, increased mental health support for students identified at-risk.	Increased numbers of students being supported in SEL, food securities, mental health counseling, and home environments.	FRYSC funds, Donations
	KCWP 6: Establishing Learning Culture and Environment				

		Utilize FastBridge data (Reading, Math, SEL) to provide targeted Tier II and Tier III supports to all students	FastBridge data, MTSS implementation, Early Warning Data	Monthly review of data by school leaders, school psychologists, and interventionists	ESSER funds
		Invite students who are at-risk of dropping out to participate in 21 st Century Grant tutoring and practical living skills.	Increased number of at-risk students being served by 21 Century Grant.	Monthly review of data by 21 st Century team.	21 Century Grant funding

8: Other (Optional)

Goal 8 (State your other goal.): Students receiving discipline referrals will decrease by 20% at all levels (elementary, middle and high) with targeted social and emotional support within all grade levels by 2024 as determined by the school report card and annual behavioral data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students receiving discipline referrals will decrease by 20% at all levels (elementary, middle and high) with targeted social and emotional support within all grade levels by the end of the 2022-2023 school year as determined by the school report card and annual behavioral data.	KCWP 2: Design and Deliver Instruction	Train all staff in middle school and high school on restorative practices – asynchronously or synchronously	Sign in sheets and reflections completed by staff	At least 50% of staff at middle and high school are trained in restorative practices by 2024	ESSER, Title, FRYSC funds
		Train all staff (Elementary, Middle, and High School) on Trauma Informed Care in order to better support at-risk students through a TIC lens.	Sign in sheets and reflections completed by staff; Implementation of TIC practices in schools	Principals will monitor progress in school policies and procedures including discipline matrices.	ESSER, FRYSC, Title funds
		Staff will be trained by KY ABRI (Kentucky Academic & Behavior Response to Intervention) on strategies to decrease undesirable student behaviors.	A team from each building will complete the training and share with other staff.	Principals and leadership teams, including counselors will incorporate strategies in the day-to-day happenings in each school; Policies will be revised to ensure strategies are embedded	ESSER, FRYSC, Title funds
Objective 2 Students with Behavior Incidents Goal by end of 2022-2023 ACPC: 63 to 50 ACIC: 120 to 96	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Schools will review and update their discipline policies through restorative practice and trauma-informed lenses.	Updated discipline policies and practices will reflect restorative practices and TIC lenses and will be shared with all staff.	Superintendent and DOSE will work with principals to monitor completion.	ESSER, ECE, Title, FRYSC funds

Goal 8 (State your other goal.): Students receiving discipline referrals will decrease by 20% at all levels (elementary, middle and high) with targeted social and emotional support within all grade levels by 2024 as determined by the school report card and annual behavioral data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
JEBMS: 88 to 70 ACSHS: 177 to 142	KCWP 6: Establishing Learning Culture and Environment	Schools will collaborate to develop a discipline matrix that will be implemented consistently in each building so students are clear on the expectations and consequences regardless of the classroom or teacher they have.	Completed discipline matrix completed and shared with all staff to ensure consistent discipline across the school.	Principals will ensure teachers and leaders implement the discipline matrix with fidelity.	\$0 – unless schools need outside support

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p>Consider: Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p>Response: The Superintendent, CAO, Instructional Supervisor, and district coaches (ELA and Math) will meet monthly with TSI school leaders to discuss plans and progress monitoring. The district admin team will also support the purchase of materials, resources, and training for TSI schools as part of their ongoing continuous improvement.</p>