

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
 -

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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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.

Updated May 2022

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2025 PCS will increase the percent of students scoring proficient/distinguished in Reading for Elementary from 28% (2022) to 58%, MS from 27% (2022) to 57%, and HS from 32% (2022) to 52%. By 2025 PCS will increase the percent of student scoring proficient/distinguished in Math for Elementary from 18% (2022) to 40.5%, MS from 25% (2022) to 47.5%, and HS from 20% (2022) to 42.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading Elem: Increase the percentage of students scoring P/D on KSA from 28% to 38%. MS: Increase the percentage of students scoring P/D on KSA from 27% to 37%. HS: Increase the percentage of student scoring P/D on KSA from 32% to 42%.	KCWP 1: Design and Deploy Standards: A district english language arts curriculum team will work through the Model Curriculum Framework process to evaluate and revise the reading and writing curriculum. This includes reviewing a selecting a high quality instructional resource at the elementary school level. Curriculum Specialist to support K-12 team with curriculum framework processes and to ensure new staff training.	<ul style="list-style-type: none"> Complete Phases 1-4 of the Model Curriculum Framework Consumer Guide CCE & PCMS (Pilot Schools) participate in coaching sessions with Achievement Network PL for 2023 to support teachers with revised curriculum Consider this position during the tentative budget process. 	<ul style="list-style-type: none"> Completing Phases 1-4 of the process Curriculum work complete HQIR choice made K-12 PL planned for 2023 	<ul style="list-style-type: none"> Checkpoints for each phase completed following timeline S. Linn and District Math Leadership Team 	ESSER
	KCWP2 Design & Deliver Instruction PCS will continue our partnership with PEBC in establishing “how” classroom instruction should look K-12 with the workshop model and utilizing thinking strategies.	<ul style="list-style-type: none"> Math & Writing PD Continued support for planning and implementing model lessons with in-person and virtual support with consultants In-person lesson demonstrations for multiple content workshops. 	<ul style="list-style-type: none"> PLC agendas with workshop lessons supporting student agency, equity, and understanding Classroom observations (formal/informal) with walk-through tool 	<ul style="list-style-type: none"> Monthly PLC agendas submitted to S. Linn from each school with evidence of model Tier 1 lesson planning Chek-ins with consultants on needs and planning with teachers and principals Monthly LPLC learning walks Lab-host classroom experience, Spring 2023 	Title II-Part A \$55,000 ESSER \$15,000
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	<ul style="list-style-type: none"> Establish a MTSS team to review and revise the MTSS handbook. The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning. 	<ul style="list-style-type: none"> MTSS stakeholder team meets every 6-weeks with deliverables. Handbook is revised for 23-24 implementation A system for data collection is developed and 	<ul style="list-style-type: none"> MTSS meeting minutes shared in Weekly Communication. Handbook revisions shared and feedback requested. Data collection tool is piloted with members of the committee. S. Linn and MTSS stakeholder 	\$0 If a data collection tool that costs money then funding will be considered at that time.

Updated May 2022

<p>Goal 1 (State your reading and math goal.):</p> <p>By 2025 PCS will increase the percent of students scoring proficient/distinguished in Reading for Elementary from 28% (2022) to 58%, MS from 27% (2022) to 57%, and HS from 32% (2022) to 52%.</p> <p>By 2025 PCS will increase the percent of student scoring proficient/distinguished in Math for Elementary from 18% (2022) to 40.5%, MS from 25% (2022) to 47.5%, and HS from 20% (2022) to 42.5%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Communicate and provide training on any changes related to the handbook for 2023. 	<ul style="list-style-type: none"> piloted with stakeholder groups. 		
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>Reading Interventionist ESS Services</p>	<ul style="list-style-type: none"> Reading interventionist in grades K-5 and 6-8 are focused on students impacted by COVID learning loss. This includes pull out and push in with reading groups. Implementing Reading Groups following the Jan Richardson Model- <i>The Next Step Forward in Guided Reading</i> schoolwide. K-12 ESS Daytime Waiver 	<ul style="list-style-type: none"> MAP Reading Fluency screener and Progress Monitoring Interventionist data tracking and assessments 	<ul style="list-style-type: none"> Principals & Interventionist reviewing data at least once every 6-weeks 	<p>ESSER- Interventionist salaries and PD</p> <p>ESS</p>
<p>Objective 2 Math</p> <p>Elem: Increase the percentage of students scoring P/D on KSA from 18% to 25.5%.</p> <p>MS: Increase the percentage of students scoring P/D on KSA from 25% to 32.5%.</p> <p>HS: Increase the percentage of students scoring P/D on KSA from 21% to 28.5%.</p>	<p>KCWP 1: Design and Deploy Standards:</p> <p>A district math curriculum team will work through the Model Curriculum Framework process to evaluate and revise the math curriculum. This includes reviewing and selecting a high quality instructional resource at each level (elementary, middle school, and high school). Powell County will be part of the KDE pilot for the consumer guide.</p> <p>Curriculum Specialist to support K-12 team with curriculum framework processes and to ensure new staff training.</p>	<ul style="list-style-type: none"> Complete Phases 1-4 of the Model Curriculum Framework Consumer Guide CCE & PCMS (Pilot Schools) participate in coaching sessions with Achievement Network PL for 2023 to support teachers with revised curriculum Consider the position during the tentative budget process 	<ul style="list-style-type: none"> Completing Phases 1-4 of the process Curriculum work complete HQIR choice made K-12 PL planned for 2023 	<ul style="list-style-type: none"> Checkpoints for each phase completed S. Linn and District Math Leadership Team 	ESSER
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based</p>	<ul style="list-style-type: none"> Establish a MTSS team to review and revise the MTSS handbook. The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time 	<ul style="list-style-type: none"> MTSS stakeholder team meets every 6-weeks with deliverables. Handbook is revised for 23-24 implementation 	<ul style="list-style-type: none"> MTSS meeting minutes shared in Weekly Communication. Handbook revisions shared and feedback requested. Data collection tool is piloted with members of the committee. S. Linn and MTSS stakeholder 	<p>\$0</p> <p>If a data collection tool that costs money then funding will be considered at that time.</p>

Updated May 2022

Goal 1 (State your reading and math goal.): By 2025 PCS will increase the percent of students scoring proficient/distinguished in Reading for Elementary from 28% (2022) to 58%, MS from 27% (2022) to 57%, and HS from 32% (2022) to 52%. By 2025 PCS will increase the percent of student scoring proficient/distinguished in Math for Elementary from 18% (2022) to 40.5%, MS from 25% (2022) to 47.5%, and HS from 20% (2022) to 42.5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	interventions.	decisions to support student learning. <ul style="list-style-type: none">Communicate and provide training on any changes related to the handbook for 2023.	<ul style="list-style-type: none">A system for data collection is developed and piloted with stakeholder groups.		
	KCWP2 Design & Deliver Instruction PCS will continue our partnership with PEBC in establishing “how” classroom instruction should look K-12 with the workshop model and utilizing thinking strategies.	<ul style="list-style-type: none">Math & Writing PDContinued support for planning and implementing model lessons with in-person and virtual support with consultantsIn-person lesson demonstrations for multiple content workshops.	<ul style="list-style-type: none">PLC agendas with workshop lessons supporting student agency, equity, and understandingClassroom observations (formal/informal) with walk-through tool	<ul style="list-style-type: none">Monthly PLC agendas submitted to S. Linn from each school with evidence of model Tier 1 lesson planningChek-ins with consultants on needs and planning with teachers and principalsMonthly LPLC learning walksLab-host classroom experience, Spring 2023	Title II-Part A \$55,000 ESSER \$15,000
	KCWP 5: Design, Align and Deliver Support Math Interventionist ESS Services	<ul style="list-style-type: none">Math interventionist in grades K-5 and HS are focused on students impacted by COVID learning loss. This includes pull out and push in with reading groups.Math Recovery intervention strategies are utilized.ESS Daytime Waiver	<ul style="list-style-type: none">Math Recovery progress monitoringIntervenist data tracking and assessments	<ul style="list-style-type: none">Principals & Intervenioist reviewing data at least once every 6-weeks	ESSER- Interventionist salaries and PD ESS

Updated May 2022

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

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2025, PCS will increase the percentage of students scoring proficient/distinguished in Science for Elementary from 16% (2022) to 46%, MS from 12% (2022) to 42%, and HS from 4% to 34%.</p> <p>By 2025, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 26% (2022) to 50%, MS from 31% (2022) to 50%, and HS from 20% (2022) to 50%.</p> <p>By 2025, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing&Mechanics from 28% (2022) to 50%, MS from 31% (2022) to 50%, and HS from 44% (2022) to 60%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Science</p> <p>Elem: Increase the percentage of students scoring P/D on KSA from 16% to 26%.</p> <p>MS: Increase the percentage of students scoring P/D on KSA from 12% to 22%.</p> <p>HS: Increase the percentage of students scoring P/D on KSA from 4% to 14%.</p>	<p>KCWP 1: Design and Deploy Standards:</p> <p>Science teachers will attend professional learning connected to the revision of KSA Science standards.</p> <p>Curriculum Specialist to support K-12 team with curriculum framework processes and to ensure new staff training.</p>	<p>4 science teachers are attending the PIMSER Science Leadership Support Network to gain knowledge around the revised science standards in Kentucky.</p> <p>Consider the position during the tentative budget process</p>	<p>Early knowledge of changes in KSA standards to help in planning for 22-23.</p>	<ul style="list-style-type: none"> Follow up meetings to PIMSER sessions. Teachers sharing at their individual schools with principals. 	<ul style="list-style-type: none"> Title II-Part A
<p>Objective 2 Social Studies</p> <p>Elem: Increase the percentage of students scoring P/D on KSA from 26% to 36%.</p> <p>MS: Increase the percentage of students scoring P/D on KSA from 31% to 41%.</p> <p>HS: Increase the percentage of students scoring P/D on KSA from 20% to 30%.</p>	<p>KCWP2 Design & Deliver Instruction</p> <p>PCS will continue our partnership with PEBC in establishing “how” classroom instruction should look K-12 with the workshop model and utilizing thinking strategies.</p> <p>Social Studies KAS PD</p>	<ul style="list-style-type: none"> Math & Writing PD Continued support for planning and implementing model lessons with in-person and virtual support with consultants In-person lesson demonstrations for multiple content workshops. CKEC Social Studies Standards PD 	<ul style="list-style-type: none"> PLC agendas with workshop lessons supporting student agency, equity, and understanding Classroom observations (formal/informal) with walk-through tool 	<ul style="list-style-type: none"> Monthly PLC agendas submitted to S. Linn from each school with evidence of model Tier 1 lesson planning Chek-ins with consultants on needs and planning with teachers and principals Monthly LPLC learning walks Lab-host classroom experience, Spring 2023 	<p>Title II-Part A \$55,000</p> <p>ESSER \$15,000</p>
<p>Objective 3 Combined Writing</p> <p>Elem: Increase the percentage of students scoring P/D from 28% to 38%.</p> <p>MS: Increase the percentage of students scoring P/D from 31% to 41%.</p>	<p>KCWP 1: Design and Deploy Standards:</p> <p>A district english language arts curriculum team will work through the Model Curriculum Framework process to evaluate and revise the reading and writing curriculum. This includes reviewing a selecting a high quality instructional resource at the elementary school level.</p>	<ul style="list-style-type: none"> Complete Phases 1-4 of the Model Curriculum Framework Consumer Guide CCE & PCMS (Pilot Schools) participate in coaching sessions with Achievement Network PL for 2023 to support teachers with revised curriculum Consider the position during the tentative budget process 	<ul style="list-style-type: none"> Completing Phases 1-4 of the process Curriculum work complete HQIR choice made K-12 PL planned for 2023 	<ul style="list-style-type: none"> Checkpoints for each phase completed following timeline S. Linn and District Math Leadership Team 	<p>ESSER</p>

Updated May 2022

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By 2025, PCS will increase the percentage of students scoring proficient/distinguished in Science for Elemenetary from 16% (2022) to 46%, MS from 12% (2022) to 42%, and HS from 4% to 34%.</p> <p>By 2025, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 26% (2022) to 50%, MS from 31% (2022) to 50%, and HS from 20% (2022) to 50%.</p> <p>By 2025, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing&Mechanics from 28% (2022) to 50%, MS from 31% (2022) to 50%, and HS from 44% (2022) to 60%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
HS: Increase the percentage of students scoring P/D from 44% to 54%.	Curriculum Specialist to support K-12 team with curriculum framework processes and to ensure new staff training.				
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	<ul style="list-style-type: none"> Establish a MTSS team to review and revise the MTSS handbook. The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning. Communicate and provide training on any changes related to the handbook for 2023. 	<ul style="list-style-type: none"> MTSS stakeholder team meets every 6-weeks with deliverables. Handbook is revised for 23-24 implementation A system for data collection is developed and piloted with stakeholder groups. 	<ul style="list-style-type: none"> MTSS meeting minutes shared in Weekly Communication. Handbook revisions shared and feedback requested. Data collection tool is piloted with members of the committee. S. Linn and MTSS stakeholder 	\$0 If a data collection tool that costs money then funding will be considered at that time.
	KCWP2 Design & Deliver Instruction PCS will continue our partnership with PEBC in establishing “how” classroom instruction should look K-12 with the workshop model and utilizing thinking strategies.	<ul style="list-style-type: none"> Math & Writing PD Continued support for planning and implementing model lessons with in-person and virtual support with consultants In-person lesson demonstrations for multiple content workshops. 	<ul style="list-style-type: none"> PLC agendas with workshop lessons supporting student agency, equity, and understanding Classroom observations (formal/informal) with walk-through tool 	<ul style="list-style-type: none"> Monthly PLC agendas submitted to S. Linn from each school with evidence of model Tier 1 lesson planning Chek-ins with consultants on needs and planning with teachers and principals Monthly LPLC learning walks Lab-host classroom experience, Spring 2023 	Title II-Part A \$55,000 ESSER \$15,000

Updated May 2022

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading Elem students with an IEP: decrease the percentage of students scoring Novice on KSA from 46% to 40% MS students with an IEP: decrease the percentage of students scoring Novice on KSA from 65% to 55% HS students with an IEP: decrease the percentage of students scoring Novice on KSA from 86% to 76%.	KCWP 1: Design and Deploy Standards: A district english language arts curriculum team will work through the Model Curriculum Framework process to evaluate and revise the reading and writing curriculum. This includes reviewing a selecting a high quality instructional resource at the elementary school level.	<ul style="list-style-type: none"> Complete Phases 1-4 of the Model Curriculum Framework Consumer Guide CCE & PCMS (Pilot Schools) participate in coaching sessions with Achievement Network PL for 2023 to support teachers with revised curriculum 	<ul style="list-style-type: none"> Completing Phases 1-4 of the process Curriculum work complete HQIR choice made K-12 PL planned for 2023 	<ul style="list-style-type: none"> Checkpoints for each phase completed following timeline S. Linn and District Math Leadership Team 	ESSER
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	<ul style="list-style-type: none"> Establish a MTSS team to review and revise the MTSS handbook. The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning. Communicate and provide training on any changes related to the handbook for 2023. 	<ul style="list-style-type: none"> MTSS stakeholder team meets every 6-weeks with deliverables. Handbook is revised for 23-24 implementation A system for data collection is developed and piloted with stakeholder groups. 	<ul style="list-style-type: none"> MTSS meeting minutes shared in Weekly Communication. Handbook revisions shared and feedback requested. Data collection tool is piloted with members of the committee. S. Linn and MTSS stakeholder 	\$0 If a data collection tool that costs money then funding will be considered at that time.
	KCWP2 Design & Deliver Instruction PCS will continue our partnership with PEBC in establishing “how” classroom instruction should look K-12 with the workshop model and utilizing thinking strategies.	<ul style="list-style-type: none"> Math & Writing PD Continued support for planning and implementing model lessons with in-person and virtual support with consultants In-person lesson demonstrations for multiple content workshops. 	<ul style="list-style-type: none"> PLC agendas with workshop lessons supporting student agency, equity, and understanding Classroom observations 	<ul style="list-style-type: none"> Monthly PLC agendas submitted to S. Linn from each school with evidence of model Tier 1 lesson planning Chek-ins with consultants on needs and planning with teachers and principals Monthly LPLC learning walks Lab-host classroom experience, Spring 2023 	Title II-Part A \$55,000 ESSER \$15,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			(formal/informal) with walk-through tool		
	KCWP 5: Design, Align and Deliver Support Reading Interventionist ESS Services	<ul style="list-style-type: none"> Reading interventionist in grades K-5 and 6-8 are focused on students impacted by COVID learning loss. This includes pull out and push in with reading groups. Implementing Reading Groups following the Jan Richardson Model- <i>The Next Step Forward in Guided Reading</i> schoolwide. ESS Daytime Waiver 	<ul style="list-style-type: none"> MAP Reading Fluency screener and Progress Monitoring Interventionist data tracking and assessments 	<ul style="list-style-type: none"> Principals & Interventionist reviewing data at least once every 6-weeks 	ESSER- Interventionist salaries and PD ESS
Objective 2 Math Elem students with an IEP: decrease the percentage of students scoring Novice on KSA from 61% to 50% MS students with an IEP: decrease the percentage of students scoring Novice on KSA from 63% to 50% HS students with an IEP: decrease the percentage of students scoring Novice on KSA from 73% to 63%.	KCWP 1: Design and Deploy Standards: A district math curriculum team will work through the Model Curriculum Framework process to evaluate and revise the math curriculum. This includes reviewing and selecting a high quality instructional resource at each level (elementary, middle school, and high school). Powell County will be part of the KDE pilot for the consumer guide.	<ul style="list-style-type: none"> Complete Phases 1-4 of the Model Curriculum Framework Consumer Guide CCE & PCMS (Pilot Schools) participate in coaching sessions with Achievement Network PL for 2023 to support teachers with revised curriculum 	<ul style="list-style-type: none"> Completing Phases 1-4 of the process Curriculum work complete HQIR choice made K-12 PL planned for 2023 	<ul style="list-style-type: none"> Checkpoints for each phase completed S. Linn and District Math Leadership Team 	ESSER
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	<ul style="list-style-type: none"> Establish a MTSS team to review and revise the MTSS handbook. The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time 	<ul style="list-style-type: none"> MTSS stakeholder team meets every 6-weeks with deliverables. Handbook is revised for 23-24 	<ul style="list-style-type: none"> MTSS meeting minutes shared in Weekly Communication. Handbook revisions shared and feedback requested. Data collection tool is piloted with members of the committee. S. Linn and MTSS stakeholder 	\$0 If a data collection tool that costs money then funding will be considered at that time.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		decisions to support student learning. <ul style="list-style-type: none">Communicate and provide training on any changes related to the handbook for 2023.	implementation <ul style="list-style-type: none">A system for data collection is developed and piloted with stakeholder groups.			
	KCWP2 Design & Deliver Instruction PCS will continue our partnership with PEBC in establishing “how” classroom instruction should look K-12 with the workshop model and utilizing thinking strategies.	<ul style="list-style-type: none">Math & Writing PDContinued support for planning and implementing model lessons with in-person and virtual support with consultantsIn-person lesson demonstrations for multiple content workshops.	<ul style="list-style-type: none">PLC agendas with workshop lessons supporting student agency, equity, and understandingClassroom observations (formal/informal) with walk-through tool	<ul style="list-style-type: none">Monthly PLC agendas submitted to S. Linn from each school with evidence of model Tier 1 lesson planningChek-ins with consultants on needs and planning with teachers and principalsMonthly LPLC learning walksLab-host classroom experience, Spring 2023	Title II-Part A \$55,000 ESSER \$15,000	
	KCWP 5: Design, Align and Deliver Support Math Interventionist ESS Services	<ul style="list-style-type: none">Math interventionist in grades K-5 and HS are focused on students impacted by COVID learning loss. This includes pull out and push in with reading groups.Math Recovery intervention strategies are utilized.ESS Daytime Waiver	<ul style="list-style-type: none">Math Recovery progress monitoringInterventionist data tracking and assessments	<ul style="list-style-type: none">Principals & Interventionist reviewing data at least once every 6-weeks	ESSER- Interventionist salaries and PD ESS	

Goal 4 (State your English learner goal.): By 2025, EL students will progress at least 2 levels on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EL students will progress 0.5 level on the ACCSS assessment.	KCWP 5: Design, Align and Deliver Support EL & Migrant Assistant	<ul style="list-style-type: none">EL assitant is trained through KDE for working with EL students.Evaluate English learning support programs to improve student acquisition of the English language.	<ul style="list-style-type: none">EL assistant trainedACCESS assessment	<ul style="list-style-type: none">EL Coordinator meeting monthly with the EL assistant regarding progressProgram review completed and selected	
	KCWP 5: Design, Align and Deliver Support Reading Interventionist	<ul style="list-style-type: none">Reading interventionist in grades K-5 and 6-8 are focused on students impacted by COVID learning loss. This includes pull out and push in with reading groups.Implementing Reading Groups following the Jan Richardson Model- <i>The Next Step Forward in Guided Reading</i> schoolwide.	<ul style="list-style-type: none">MAP Reading Fluency screener and Progress MonitoringIntervenist data tracking and assessments	<ul style="list-style-type: none">Principals & Intervenioist reviewing data at least once every 6-weeks	ESSER- Interventionist salaries and PD
	KCWP2 Design & Deliver Instruction PCS will continue our partnership with PEBC in establishing “how” classroom instruction should look K-12 with the workshop model and utilizing thinking strategies.	<ul style="list-style-type: none">Math & Writing PDContinued support for planning and implementing model lessons with in-person and virtual support with consultantsIn-person lesson demonstrations for multiple content workshops.	<ul style="list-style-type: none">PLC agendas with workshop lessons supporting student agency, equity, and understandingClassroom observations (formal/informal) with walk-through tool	<ul style="list-style-type: none">Monthly PLC agendas submitted to S. Linn from each school with evidence of model Tier 1 lesson planningChek-ins with consultants on needs and planning with teachers and principalsMonthly LPLC learning walksLab-host classroom experience, Spring 2023	Title II-Part A \$55,000 ESSER \$15,000

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, PCS will increase the Climate Index for Elementary from 79.1 (2022) to 84, MS from 68.2 (2022) to 78.2, and HS from 57.9 (2022) to 67.9. By 2025, PCS will increase the Safety Index for Elementary from 73.5 (2022) to 78.5, MS from 59.5 (2022) to 69.5, and HS from 52.4 (2022) to 62.4.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Climate Index Elem: Increase the index from 79.1 to 80. MS: Increase the index from 68.2 to 71. HS: Increase the index from 57.9 to 60.	KCWP 5: Design, Align and Deliver Support Establish a early warning tool committee at each school as part of the MTSS team to provide support and planning around students at-risk based on the early-warnig tool factors.	<ul style="list-style-type: none">Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact.Additional follow-up meetings based on the needs of the group to continue and monitor how to utilize the tool and the impact of interventions.	<ul style="list-style-type: none">Improve student indicators in the early warning tool.Graduation RateClimate & Safety IndexBehavior data	<ul style="list-style-type: none">School level teams and principals monitoring watch lists with school level dataS. Linn & M. Robinson	\$0
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions. Itinerant Counselor position with CCE and PCMS to support SEL needs of students.	<ul style="list-style-type: none">Establish a MTSS team to review and revise the MTSS handbook.The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning.Communicate and provide training on any changes related to the handbook for 2023.Job description to BOE and hiring for Spring 2023	<ul style="list-style-type: none">MTSS stakeholder team meets every 6-weeks with deliverables.Handbook is revised for 23-24 implementationA system for data collection is developed and piloted with stakeholder groups.	<ul style="list-style-type: none">MTSS meeting minutes shared in Weekly Communication.Handbook revisions shared and feedback requested.Data collection tool is piloted with members of the committee.S. Linn and MTSS stakeholder	\$0 If a data collection tool that costs money then funding will be considered at that time.
Objective 2 Safety Index Elem: Increase the index from 73.5 to 75. MS: Increase the index from 59.5 to 62. HS: Increase the index from 52.4 to 55.	KCWP 5: Design, Align and Deliver Support Establish a early warning tool committee at each school as part of the MTSS team to provide support and planning around students at-risk based on the early-warnig tool factors.	<ul style="list-style-type: none">Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact.Additional follow-up meetings based on the needs of the group to continue and monitor how to utilize the tool and the impact of interventions.	<ul style="list-style-type: none">Improve student indicators in the early warning tool.Graduation RateClimate & Safety IndexBehavior data	<ul style="list-style-type: none">School level teams and principals monitoring watch lists with school level dataS. Linn & M. Robinson	\$0

Goal 6 (State your postsecondary goal.): By 2025, PCS will increase the postsecondary readiness rate from 75.8 (2022) to 85.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the rate from 75.8 to 78.	KCWP 6: Establishing Learning Culture and Environment Increase student enrollment in internship and co-op courses	Develop work based learning manual with focus on internships and co-op opportunities	Increase student enrollment in internship and co-op courses	Cole Wills and Tiffany Anderson	CTE
		Increase communication and collaboration with local businesses to expand internship and co-op partnerships	Increase student enrollment in internship and co-op courses	Cole Wills and Tiffany Anderson	CTE
	Increase student enrollment in career and technical education pathways	Review/Add/Remove career and technical education pathways based on student interest to increase enrollment	Increase student enrollment in CTE Pathways	Cole Wills and Tiffany Anderson	CTE
		Collaborate with Estill ATC to increase student interest in enrollment	Increased student enrollment in ATC pathways	Tiffany Anderson and Stacy Linn	NA
	Increase student enrollment in dual credit courses	Collaborate with MCTC to review/add/remove dual credit courses based on student need and interest	Increase student enrollment in dual credit courses	Tiffany Anderson and Stacy Linn	NA

Goal 7 (State your graduation rate goal.): By 2025, PCS will increase the 4-year graduation rate from 86.2% (2022) to 92.4%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students graduating in 4-years from 86.2% to 87.2%.	KCWP 5: Design, Align and Deliver Support Establish a early warning tool committee at each school as part of the MTSS team to provide support and planning around students at-risk based on the early-warnig tool factors.	<ul style="list-style-type: none">Initial Early Warning tool training for school level teams and planning for schoolwide plans of impact.Additional follow-up meetings based on the needs of the group to continue and monitor how to utilize the tool and the impact of interventions.	<ul style="list-style-type: none">Improve student indicators in the early warning tool.Graduation RateClimate & Safety IndexBehavior data	<ul style="list-style-type: none">School level teams and principals monitoring watch lists with school level dataS. Linn & M. Robinson	\$0
	KCWP 5: Design, Align and Deliver Support The district has a MTSS handbook and plan in place, but additional streamlining and edits must be made to better ensure students are receiving research/evidence based interventions.	<ul style="list-style-type: none">Establish a MTSS team to review and revise the MTSS handbook.The MTSS team will review data tools that can be utilized to better track interventions, progress monitoring, and student data to make more time decisions to support student learning.Communicate and provide training on any changes related to the handbook for 2023.	<ul style="list-style-type: none">MTSS stakeholder team meets every 6-weeks with deliverables.Handbook is revised for 23-24 implementationA system for data collection is developed and piloted with stakeholder groups.	<ul style="list-style-type: none">MTSS meeting minutes shared in Weekly Communication.Handbook revisions shared and feedback requested.Data collection tool is piloted with members of the committee.S. Linn and MTSS stakeholder	\$0 If a data collection tool that costs money then funding will be considered at that time.
	KCWP 4: Review, analyze, Apply Data Results: The district provides additional support for alternative learning environments to support alternative pathways to graduation based on student data.	<ul style="list-style-type: none">Edmentum is utilized as a credit recovery program to assist students in earning credits and decrease the potential of dropouts.An additional credit recovery teacher is supplemented at the high school to provide credit recovery the entire day due to	<ul style="list-style-type: none">Credits earnedDecrease in students dropping outIncrease graduation rateDecrease in behavior events	<ul style="list-style-type: none">PCA & PCHS principals, counselorsEarly Warning ToolTableau (behavior)	General Fund Title V- drop out prevention staff Title IV& V-Dean of students salary

Updated May 2022

Goal 7 (State your graduation rate goal.): By 2025, PCS will increase the 4-year graduation rate from 86.2% (2022) to 92.4%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<div>the number of student failures due to COVID learning loss.</div> <ul style="list-style-type: none">• The Powell County Academy is an alternative school for at risk middle and high school students. The PCA will have a graduation track program requiring the minimum state requirement of 22 credits as well as support at risk students to improve academic skill so they may get on track for re-entry into the regular middle and high school programs.• Connect Academy @ PCHS• Drop-Out prevention staff member (part-time)• Dean of Students- full time administrator focused on students supporting PBIS and behavior			<div>ESSER - credit recovery staff salary</div> <div>ESS - Edmentum</div>

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated May 2022

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:</p> <ul style="list-style-type: none">• Stacy Linn (Supervisor of Instruction) and Michelle Jones (Director of Special Education) will meet in December with TSI admin teams after reviewing the plan to discuss and provide any additional feedback.• A CSIP check-in will occur before and after LPLC meetings (the first Thursday of each month) with TSI school admin teams.• Schools will present their plans to the BOE meeting in January, 2023 for approval.