

[Allen County School District - 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

Updated June 2023

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

Reading proficiency within all grade levels is a priority for improvement. ACPC has 38% of students proficient and distinguished with an academic index of 57.0. ACIC has 37% of students proficient and distinguished with an academic index of 55. JEBMS has 43% of students proficient and distinguished with an academic index of 60.4. ACSHS has 42% of students proficient or distinguished with an academic index of 55.6. Specifically, our students with disabilities demonstrated significantly less proficiency levels than those listed above. A focus area will be on reading districtwide, and specifically targeting our students with IEPs.

Math proficiency within all grade levels is a priority for improvement. ACPC has 28% of students proficient and distinguished with an academic index of 47.5. ACIC has 26% of students proficient and distinguished with an academic index of 43.7. JEBMS has 46% of students proficient and distinguished with an academic index of 64.3. ACSHS has 29% of students proficient or distinguished with an academic index of 46.9. Specifically, our students with disabilities demonstrated significantly less proficiency levels than those listed above. A focus area will be on mathematics districtwide, and specifically targeting our students with IEPs.

Additionally, our students scored below the state average in science, social studies and combined writing. These will be areas of growth for all grade levels.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Teacher Clarity will be a focus for all grade levels districtwide. A strong emphasis on refining learning intentions and success criteria will be a priority, deepening teacher understanding of standards. The use of protocols during PLCs to help teachers calibrate proficiency levels and utilize strong and weak work will also be a process throughout the district. Coaches throughout the district will assist teachers with designing standards-based units and including evidence-based practices. Additionally, the goals above will also assist our district toward a long-term goal of developing conditions for authentic learning experiences for our students through a strong standards alignment alongside our Profile of a Patriot competencies.

Indicator	Status	Change
State Assessment Results in reading and mathematics	ACPC: 52.3 Low ACIC: 49.4 Low JEBMS: 62.4 Medium ACSHS: 51.3 Low	ACPC: -0.6 Maintain ACIC: -2.8 Decline JEBMS: -0.8 Maintain ACSHS: -9.3 Decline
State Assessment Results in science, social studies and writing	ACIC: 45.1 Low JEBMS: 54.2 Medium ACSHS: 49.2 Medium	ACIC: -1.6 Maintain JEBMS: 1.4 Increase ACSHS: 5.4 Increase
English Learner Progress	Not Applicable	Not Applicable
Quality of School Climate and Safety	ACPC: 77.3 High ACIC: 72.9 Low JEBMS: 66.5 Medium ACSHS: 59.3 Medium	ACPC: 1.1 Increase ACIC: -1.8 Maintain JEBMS: -2.9 Decline ACSHS: 0.3 Increase
Postsecondary Readiness (high schools and districts only)	113.3 Very High	8.9 Increase
Graduation Rate (high schools and districts only)	94 Medium	0.3 Increase

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

1: State Assessment Results in Reading and Mathematics

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 30 percentage points by May 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>The percentage of students scoring proficient and distinguished in Reading will increase by 10 percentage points by May of 2024.</p> <p>Reading: ACPC 38% to 48% ACIC 37% to 47% JEBMS 43% to 53% ACSHS 42% to 52%</p> <p>3-Year Outlook: ACPC 38% to 68% ACIC 37% to 67% JEBMS 43% to 73% ACSHS 42% to 72%</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Learning intentions and success criteria from the standard are visibly posted within each lesson. Teachers are using learning intentions and success criteria throughout their lesson to build clarity for students, providing examples of strong and weak work.</p>	<p>Lesson plans, unit plans, observation data, student interview data</p>	<p>Daily School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO</p>	<p>N/A</p>
		<p>Teachers will work in horizontal and vertical teams to ensure that the Curriculum has a continuity through all grade levels and standards-aligned tasks. Teachers will meet in PLCs to create and update standards-based unit plans throughout the year with a variety of evidence-based strategies and using high-quality instructional resources, aligned to the standard.</p>	<p>Unit plans, classroom observations</p>	<p>Weekly Monitored by principals, observations from School and District Learning Walks, unit plans, PLC minutes and supported by Instructional Coaches, Instructional Supervisor and CAO</p>	<p>N/A</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers and administrators will receive training in Reading/ELA using high quality instructional resources. ACPC/ACIC: How to teach reading (LETRS, 95% Heggerty, phonics, phonemic awareness, etc.) JEBMS/ACSHS: Teaching reading across disciplines</p>	<p>Attendance records, unit and lesson plans</p>	<p>Ongoing Daily observations by principals and coaches; School and District Learning Walks, coaching data, and observation data from Instructional Supervisor and CAO</p>	<p>Title funds, IAL funds, ESSER funds</p>

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 30 percentage points by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		District and School leaders will provide ongoing professional learning opportunities on a variety of evidence-based strategies and will be supported to implement and collaborate within professional learning communities. (ex. Feedback structures, KAGAN, PBL, Teacher Clarity, Fastbridge, Workshop Model, LETRS and more)	Unit plans, faculty meeting agendas, professional learning agendas, classroom observational data	Weekly Principal, CAO, Coaches, Instructional Supervisor School and District Learning Walk data, Faculty Meeting agendas	Title funds, RLI funds IAL funds
	Key Core Work Process 4: Review, Analyze, and Apply Data	Teachers will collaborate during PLCs to calibrate proficiency levels and assessments using student work samples, utilizing student work protocols and rubrics, identifying strong and weak work to use during instruction and to inform next instructional practices.	Calibration data, PLC minutes, observation data, student writing performance data	PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals	N/A
		Multiple assessments will be designed to provide meaningful feedback, analyzed to inform student needs and determine reading interventions for students in tier 1, 2 and 3.	MTSS intervention data, Assessment data	Weekly Monitored by principals, supported by CAO, Instructional Supervisor and coaches	Title funds, MAF, ESS, IAL
		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.	Walk-through data, lesson study data, observation data	Daily Principals and instructional coaches will review lessons/tasks and provide feedback. District implementation and impact checks.	N/A
Objective 2		Learning intentions and success criteria from the standard are visibly	Lesson plans, unit plans, observation	Daily	N/A

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 30 percentage points by May 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>The percentage of students scoring proficient and distinguished in Mathematics will increase by 20 percentage points by May of 2024.</p> <p>Mathematics: ACPC 28% to 48% ACIC 26% to 46% JEBMS 42% to 62% ACSHS 35% to 55%</p> <p>3-Year Outlook: ACPC 28% to 58% ACIC 26% to 56% JEBMS 42% to 77% ACSHS 35% to 65%</p>	KCWP 1: Design and Deploy Standards	<p>posted within each lesson. Teachers are using learning intentions and success criteria throughout their lesson to build clarity for students.</p>	<p>data, student interview data</p>	<p>School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO</p>	
		<p>Teachers will work in horizontal and vertical teams to ensure that the curriculum has a continuity through all grade levels. Teachers will meet in PLCs to create and update standards-based unit plans throughout the year with a variety of evidence-based strategies and using high-quality instructional resources, aligned the standard.</p>	<p>Unit plans, classroom observations, PLC minutes</p>	<p>Weekly Monitored by principals, School and District Learning Walks, Supported by Instructional Coaches, Instructional Supervisor and CAO</p>	<p>N/A</p>
	KCWP 2: Design and Deliver Instruction	<p>District and School leaders will provide ongoing professional learning opportunities on a variety of evidence-based strategies and will be supported to implement and collaborate within professional learning communities. (ex. Feedback structures, KAGAN, PBL, Teacher Clarity, Workshop Model, LETRS and more)</p>	<p>Unit plans, faculty meeting agendas, professional learning agendas</p>	<p>Weekly Principal, CAO, Coaches, Instructional Supervisor School and District Learning Walk data, Faculty Meeting agendas</p>	<p>Title funds, RLI funds IAL funds</p>
		<p>Teachers will focus on building a culture of mathematical sense-making and engagement, using evidence-based math practices.</p>	<p>Unit plans, Faculty Meeting Agendas, FastBridge data, KSA data</p>	<p>Weekly School and District Learning Walk data Supported by coaches</p>	<p>MAF funds, Title funds, RLI funds</p>

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 30 percentage points by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, and Apply Data	Assessment data will be analyzed to inform student needs and to determine mathematics interventions for students in tier 1, 2 and 3.	MTSS intervention data, Assessment data	Weekly Monitored by principals, supported by CAO, Instructional Supervisor and coaches	Title funds, RLI funds, MAF, ESS
		Teachers will collaborate during PLCs to calibrate proficiency levels and assessments using student work samples, utilizing student work protocols and rubrics, identifying strong and weak work to use during instruction and to inform next instructional practices.	Calibration data, PLC minutes, observation data, student writing performance data	PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals	N/A

2: State Assessment Results in Science, Social Studies and Writing

Goal 1: Science proficiency will meet or exceed 60% (ACIC from 26%) (JEBMS from 19%) (ACSHS from 9%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 25%) (JEBMS from 32%) (ACSHS from 32%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 47%) (ACSHS from 45%) by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Science proficiency will increase by 15 percentage points by May of 2024.	KCWP 1: Design and Deploy Standards	All teachers will follow the NGSS Standards and visibly post learning intentions and success criteria within each lesson. Teachers are using learning intentions and success criteria throughout their lesson to build clarity for students.	Lesson plans, unit plans, observation data, student interview data	Daily School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A
Science: ACIC 26% to 41%		Teachers will work in horizontal and vertical teams to ensure that the curriculum has a continuity through all grade levels. Teachers will meet	Unit plans, classroom observations	Weekly Monitored by principals, observations from School and District Learning Walk data, unit plans, plc minutes	N/A

Goal 1: Science proficiency will meet or exceed 60% (ACIC from 26%) (JEBMS from 19%) (ACSHS from 9%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 25%) (JEBMS from 32%) (ACSHS from 32%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 47%) (ACSHS from 45%) by May 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
JEBMS 19% to 34% ACSHS 9% to 24% 3-Year Outlook: ACIC 26% to 60% JEBMS 19% to 60% ACSHS 9% to 60%		in PLCs to create and update standards-based unit plans throughout the year with a variety of evidence-based strategies and using high-quality instructional resources, aligned the standard.		Supported by coaches, Instructional Supervisor, CAO	
		Teachers will collaborate during PLCs to calibrate proficiency levels and assessments using student work samples, utilizing student work protocols and rubrics, identifying strong and weak work to use during instruction and to inform next instructional practices.	Calibration data, PLC minutes, observation data, student writing performance data	PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals	N/A
Objective 2 Social Studies proficiency will increase by 10 percentage points by May of 2024. Social Studies: ACIC 25% to 35% JEBMS 32% to 42% ACSHS 32 % to 42% 3-Year Outlook: ACIC 25% to 70%	KCWP 1: Design and Deploy Standards	All teachers will follow the Kentucky Academic Standards and visibly post learning intentions and success criteria within each lesson. Teachers are using learning intentions and success criteria throughout their lesson to build clarity for students, providing examples of strong and weak work.	Lesson plans, unit plans, observation data, student interview data	PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals	N/A
		Teachers will work in horizontal and vertical teams to ensure that the curriculum has a continuity through all grade levels. Teachers will meet in PLCs to create and update standards-based unit plans throughout the year with a variety	Unit plans, classroom observations	Weekly Monitored by principals, observations from School and District Learning Walk data, unit plans, plc minutes Supported by coaches, Instructional Supervisor, CAO	N/A

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Goal 1: Science proficiency will meet or exceed 60% (ACIC from 26%) (JEBMS from 19%) (ACSHS from 9%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 25%) (JEBMS from 32%) (ACSHS from 32%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 47%) (ACSHS from 45%) by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Daily lesson plans will include intentional writing opportunities for students to write every day in all disciplines.	Student outcomes in writing will increase, observation, assessment data	School admin will monitor and provide specific feedback on lesson plans; Coaches will support teachers who need additional support	N/A

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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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Students with disabilities will increase proficiency by 20 percentage points annually in Reading by May 2024</p> <p>ECE Reading ACPC 39% to 59% ACIC 16% to 36% JEBMS 11% to 31%</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>ECE teachers will be trained on co-teaching models and evidence based strategies for meeting the needs of students qualifying for special education services</p>	<p>Professional learning agendas, attendance roster</p>	<p>Weekly School and District Walkthroughs PLCs Principals, Chief Academic Officer, Director of Special Education</p>	N/A
		<p>PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Calibration protocols will be used to identify strong and weak work, developing high expectations of proficiency for all students. Instruction will be differentiated based on student data to inform next instructional steps.</p>	<p>Mastery View reports, common formative assessments, PLC/Data team minutes, observation data, Fastbridge Data</p>	<p>Weekly Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.</p>	N/A
<p>Objective 2</p> <p>Students with disabilities will increase proficiency by 15 percentage points annually in Math by May 2024</p> <p>ECE Math ACPC 25% to 40% ACIC 10% to 25% JEBMS 16% to 31%</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>ECE teachers will be trained on co-teaching models and evidence based strategies for meeting the needs of students qualifying for special education services).</p>	<p>Professional learning agendas, attendance roster</p>	<p>Weekly School and District Walkthroughs PLCs Principals, Chief Academic Officer, Director of Special Education</p>	N/A
		<p>Teachers will focus on building a culture of mathematical sense-making and engagement, using evidence-based math practices allowing students to make meaning of the math in a conceptual, abstract to concrete approach (manipulatives, graphic organizers, visuals, concept maps, etc).</p>	<p>Unit plans, Faculty Meeting Agendas, FastBridge data, KSA data</p>	<p>Weekly School and District Learning Walk data Supported by coaches</p>	MAF funds, Title funds, RLI funds

4: English Learner Progress

Goal 4: 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
<p>Objective 1</p> <p>100% of English Learners will demonstrate annual improvement toward their Composite scores by May 2024.</p> <p>Growth on ACCESS Composites</p> <p>ACPC: 100% to 100%</p> <p>ACIC: 88% to 100%</p> <p>JEBMS: 100% to 100%</p> <p>ACSHS: 80% to 100%</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>All teachers, coaches and administrators will be trained on Gold Standard PBL design. This allows our English Learners to engage in collaboration, and demonstrate speaking and listening skills from various English speakers daily.</p>	<p>PBL 101 attendance rosters and onboarding rosters</p>	<p>June 2024</p> <p>Principals will monitor lesson plans and classroom observations to ensure a focus on EL students</p>	<p>ARP ESSER</p>
		<p>A districtwide website with evidence-based strategies and best practices when serving English Learners will be created and shared as a resource to teachers and counselors, further ensuring their needs are understood and met in the classroom and wraparound services.</p>	<p>Website Creation</p>	<p>Fall 2023</p> <p>Instructional Supervisor</p> <p>Coaches and Counselors will support teachers in understanding and implementing best practices</p>	<p>N/A</p>
		<p>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.</p>	<p>Unit and lesson plans</p>	<p>Weekly</p> <p>Principals will monitor lesson and unit plans.</p> <p>Coaches will support teachers in understanding and implementing best practices</p>	<p>N/A</p>
		<p>EL instructors and teachers will ensure students are receiving instruction based on their individual service plans and collaborate with classroom teachers.</p>	<p>Lesson plans note instructional focus or differentiation for EL students</p>	<p>Principals will monitor lesson plans to ensure a focus on EL students</p> <p>Counselors will create program service plans to meet the needs of our EL students</p>	<p>N/A</p>

5: Quality of School Climate and Safety

Goal 5: All schools will meet or exceed (ACPC 78.4) (ACIC 71.1) (JEBMS 63.6) (ACSHS 59.6) a Quality of School Climate and Safety Survey indicator score of 85% by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Quality of School Climate and Safety will meet or exceed 80% by May 2024.</p> <p>Quality of School Climate and Safety: ACPC 78.4 to 80% ACIC 71.1% to 80% JEBMS 63.6% to 80% ACSHS 59.6% to 80%</p> <p>3-Year Outlook: ACPC 78.4% to 85% ACIC 71.1% to 85% JEBMS 63.6% to 85% ACSHS 59.6% to 85%</p>	<p>KCWP 6: Establish a Learning Culture and Environment</p>	<p>Expectations will be made clear in all classrooms and common areas. Consequences will be consistent and proper behavior choices will be Recognized to ensure students know what success means.</p>	<p>Visible Expectations and Observations of implementation</p>	<p>Daily Principals Teachers</p>	<p>N/A</p>
		<p>School leadership teams will review Quality of School Climate and Safety data and determine next steps and priorities.</p>	<p>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</p>	<p>Monthly Principals will communicate regularly about the work happening in ACS; Superintendent will monitor with principals at their weekly meetings.</p>	<p>ESSER, Title funds</p>
		<p>Schools will collect staff and student voice/input on big decisions on how to improve moving forward.</p>	<p>Principals will regularly collect and review staff and student voice data to drive ongoing improvement.</p>	<p>Monthly Improvement will be monitored by school leadership teams.</p>	<p>N/A</p>
		<p>Staff have an opportunity to engage in personalized professional learning.</p>	<p>Staff have at least one opportunity to participate in personalized professional learning opportunity each year.</p>	<p>Monthly Principals will monitor the number of opportunities given to staff and the number of staff participating in personalized professional learning.</p>	<p>ESSER, Title funds</p>
	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>SEL Screeners (Fastbridge) will be used to identify student needs and</p>	<p>Screener data</p>	<p>BiWeekly Principals, Teachers and CAP teams will monitor behavior data</p>	<p>ESSER, Title funds</p>

Goal 5: All schools will meet or exceed (ACPC 78.4) (ACIC 71.1) (JEBMS 63.6) (ACSHS 59.6) a Quality of School Climate and Safety Survey indicator score of 85% by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		determine interventions with CAP Teams and behavior specialists.			
	KCWP 5: Design, Align and Deliver Support	Wraparound services will be provided for students in all schools, including mental health therapists, etc.	Mental Health Data, CAP Team data and agendas	BiWeekly Principal, Project Prevent Director, Counselors, CAO	

6: Postsecondary Readiness

Goal 6: The Allen County Schools System will meet or exceed the Postsecondary indicator of 115 by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The Allen County Schools System will meet or exceed the Postsecondary indicator of 113 by May 2024.	KCWP 4: Review, Analyze and Apply Data	The CAP Teams at the high school will use a tracking system to monitor the data for transition readiness and identify support for each student to achieve postsecondary transition readiness. This supports student achievement within industry certifications, ACT readiness, mentoring, cooperative learning outside of the school and work ethics.	Data Tracking Tool developed by CCR Coach; Data shared with school and district instructional departments monthly with a focus on increasing transition readiness.	Monthly District and school instructional leaders will review data and provide feedback for improvement.	N/A
		KCWP 2: Design and Deliver Instruction	OneGoal coaching sessions will continue to analyze postsecondary data to better design and deliver advisory for each student.	Advisory lessons, Advisory Tracker data, Lessons aligned with postsecondary goals	Monthly OneGoal leadership team
	Creation and schedule of pathways aligned to student ILPs. Ongoing collaborations with community members and businesses throughout all grades to focus on career exploration.		Increased number of career ready students.	ILPs, student interest data	N/A

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Goal 6: The Allen County Schools System will meet or exceed the Postsecondary indicator of 115 by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Design and Implement 1:1 Pathway Guidance sessions with counselors and students to ensure equitable scheduling for each student	Pathway plans, Student schedules, Planning session attendance roster	Yearly Counseling notes, student schedules, session attendance records, student attendance Counselors and School Leadership Team	N/A
		Designing and delivering instruction at all grade levels aligned with the Profile of a Patriot competencies to ensure students receive explicit instruction and feedback on skills, knowledge and dispositions needed for postsecondary success.	PBL units, lesson plans, unit plans	Weekly Principals, Coaches, CAO, Instructional Supervisor and School and District Leadership Teams	N/A

7: Graduation Rate

Goal 7: The Allen County School System will meet or exceed the Graduation Rate of 96% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Short-term Goal</p> <p>Allen County Schools will meet or exceed a graduation rate of 94.5% by May 2024.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Review school wide Transition Readiness tracking sheet to identify areas of celebration and concerns for individual students and school wide needs toward graduation requirements.</p>	<p>All students are on showing success toward Postsecondary Readiness</p> <p>Percentage of students graduating remains or exceeds the current rate</p>	<p>ACS Transition Readiness Data Sheet</p> <p>Postsecondary planning sessions minutes</p>	N/A
		<p>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.</p>	<p>Ongoing review of data, increased support to students at-risk of dropping out, increased mental health support for students identified at-risk.</p>	<p>Increased numbers of students being supported in SEL, food securities, mental health counseling, and home environments.</p>	FRYSC funds, Donations
		<p>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.</p>	<p>CAP meeting minutes identifying student needs and plans</p>	<p>Credit Recovery data of attendance and completion</p> <p>Increased support documented for potential dropouts and shared monthly with school and district instructional teams.</p>	N/A
	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Design and Implement 1:1 Pathway Guidance sessions with counselors and students to ensure equitable scheduling for each student</p>	<p>Pathway plans</p> <p>Student schedules</p>	<p>Counseling notes, student schedules, session attendance records, student attendance</p>	N/A

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Goal 7: The Allen County School System will meet or exceed the Graduation Rate of 96% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Build pathway and corresponding course awareness for all stakeholders by creating a visual or graphic of our offerings.	Pathway visual developed for teachers, parents and students 7-12	Postsecondary planning meetings identifying changes needed as courses shift Advisory sessions, guidance sessions, scheduling meetings	N/A

8: TSI Specific

Goal 8: Students with disabilities will demonstrate an increase in reading and math proficiency by 40% points in the Allen County Intermediate Center by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students with disabilities will demonstrate an increase in reading proficiency by 15% points by May 2024.	<u>KCWP 4: Review, Analyze and Apply Data</u>	School and District Leadership teams will analyze data to determine resource inequities within subgroup and develop a plan to build teachers and leader capacity, using evidence based practices to address inequities and close the achievement gap.	Agenda, Plan established	Weekly Principal and school leadership team CAO, Instructional Supervisor, Coaches	Section 6, Title funds, ESSER funds
ACIC Reading (IEPs) 2023: 16% to 31%	<u>KCWP 2: Design and Deliver Instruction</u>	ECE teachers will be trained on co-teaching models and evidence based strategies for meeting the needs of students qualifying for special education services, including visiting a model school for co-teaching.	Professional learning agendas, attendance roster	Weekly School and District Walkthroughs PLCs Principals, Chief Academic Officer, Director of Special Education	N/A
		PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Calibration protocols will be used to identify strong and weak work, developing high expectations of proficiency for all students. Instruction will be differentiated based on student data to inform next instructional steps for this identified subgroup, and all students.	Mastery View reports, common formative assessments, PLC/Data team minutes, observation data	Weekly Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.	N/A

Goal 8: Students with disabilities will demonstrate an increase in reading and math proficiency by 40% points in the Allen County Intermediate Center by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<u>KCWP 6: Establish Learning Environment and Culture</u>	Principal will participate in KDE turnaround training for leadership to develop school wide implementation plan for improvement, addressing the identified inequities for the subgroup.	January 2024 attendance record, school plans developed	Monthly Principal and leadership team will model implementation of plans	ESSER
Objective 2 Students with disabilities will demonstrate an increase in mathematics proficiency by 15% points by May 2024.	<u>KCWP 4: Review, Analyze and Apply Data</u>	School and District Leadership teams will analyze data to determine resource inequities within subgroup and develop a plan to build teachers and leader capacity, using evidence based practices to address inequities and close the achievement gap.	Agenda, Plan established	Weekly Principal and school leadership team CAO, Instructional Supervisor, Coaches	Section 6, Title funds, ESSER funds
ACIC Math (IEPs) 2023: 10% to 25%	<u>KCWP 2: Design and Deliver Instruction</u>	ECE teachers will be trained on co-teaching models and evidence based strategies for meeting the needs of students qualifying for special education services	Professional learning agendas, attendance roster	Weekly School and District Walkthroughs PLCs Principals, Chief Academic Officer, Director of Special Education	N/A
	<u>KCWP 2: Design and Deliver Instruction</u>	Teachers will focus on building a culture of mathematical sense-making and engagement, using evidence-based math practices.	Unit plans, Faculty Meeting Agendas, FastBridge data, KSA data	Weekly School and District Learning Walk data Supported by coaches	MAF funds, Title funds, RLI funds
	<u>KCWP 6: Establish Learning Environment and Culture</u>	Principal will participate in KDE turnaround training for leadership to develop schoolwide implementation plan for improvement, addressing the	January 2024 attendance record, school plans developed	Monthly Principal and leadership team will model implementation of plans	ESSER

Goal 8: Students with disabilities will demonstrate an increase in reading and math proficiency by 40% points in the Allen County Intermediate Center by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		identified inequities for the subgroup.			
	KCWP 4: Review, Analyze and Apply Data	PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Calibration protocols will be used to identify strong and weak work, developing high expectations of proficiency for all students. Instruction will be differentiated based on student data to inform next instructional steps for this identified subgroup, and all students.	Mastery View reports, common formative assessments, PLC/Data team minutes, observation data	Weekly Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.	N/A

Updated June 2023