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

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.

> 1.) **Elementary - All academic areas for elementary grades 3-5 have 30% or less scoring proficient/distinguished on KSA.**
> 2.) **Middle - All academic areas have less than 29% of students scoring proficient/distinguished on KSA. Science only had 5% of students scoring at that level.**
> 3.) **High - No tested area was above 23% for combined proficient/distinguished on KSA.**

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.

> 1.) **(K-8) NWEA MAP Assessment, PLC data- Formative & Summative from the classroom**
> 2.) **PLCs, Student Data Team Meetings, PBIS meetings (MTSS agendas/notes), data dashboard (in progress)**
> 3.) **Weekly PLC agendas and notes, Assignment Review Protocol, continued professional development, coaching sessions between principal/teacher, district and building walkthroughs**

Updated June 2023

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.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elementary - 46.6 Middle - 40.3 High - 34.0	Elementary - (+7.1) Middle - (-2.5) High - (-8.2)
State Assessment Results in science, social studies and writing	Elementary - 50.4 Middle - 36.7 High - 25.2	Elementary - (+7.4) Middle - (-9.3) High - (-7.8)
English Learner Progress		
Quality of School Climate and Safety	Elementary - 76.7 Middle - 61.0 High - 57.3	Elementary - (+0.4) Middle - (-2.9) High - (+2.1)
Postsecondary Readiness (high schools and districts only)	78.1	+1.3
Graduation Rate (high schools and districts only)	High - 90.3 District - 89	-0.7 -1.1

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
- By 2026 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 28% (2023) to 38%, Middle School from 28% (2023) to 38%, and High School from 23% (2023) to 33%.

- By 2026 Powell County Schools will increase the percentage of student scoring Proficient/Distinguished in Math for Elementary from 26.17% (2023) to 36.17%, Middle School from 17.11% (2022) to 27.11%, and High School from 13% (2023) to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Reading** **Elementary:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 28% to 31%. **Middle:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 28% to 31%. **High:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 23% to 26%.	**KCWP 1: Design and Deploy Standards** ● Curriculum Specialists to work with reading teachers to implement the new High Quality Instructional Resource. ● Training provided from Houghton Mifflin and curriculum specialist for teachers based on the new curriculum.	● Professional Learning provided for new reading series ● Implementation of new reading series.	● High Quality Instructional Resource implemented in classrooms with fidelity. ● Evidence of series usage in classrooms.	● Building Administrative walkthroughs ● District Administrative walkthroughs ● Data collected from walkthrough document ● NWEA MAP data ● Summative Assessment data	ESSER
	KCWP 2: Design & Deliver Instruction ● District and building leadership will participate in Professional Learning around tenets of high quality instruction and work together to create a district wide walk through	● Administrative Professional Learning centered around the foundations of effective classrooms. ● Curriculum specialists will provide grade level professional learning to aid teachers in understanding	● Series used in classrooms with fidelity. ● Students actively engaged in the classroom while using	● Building Administrative walkthroughs ● District Administrative walkthroughs ● Data collected from walkthrough document ● NWEA MAP data ● Summative Assessment data	ESSER

Goal 1 (State your reading and math goal.):
- By 2026 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 28% (2023) to 38%, Middle School from 28% (2023) to 38%, and High School from 23% (2023) to 33%.

- By 2026 Powell County Schools will increase the percentage of student scoring Proficient/Distinguished in Math for Elementary from 26.17% (2023) to 36.17%, Middle School from 17.11% (2022) to 27.11%, and High School from 13% (2023) to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	document. ● Teachers will participate in professional learning based around new reading series.	and implementing new reading series. ● Additional training and support provided by HMH(Houghton Mifflin Harcourt).	new reading series. ● NWEA MAP data ● Summative Assessment data		
	KCWP 5: Design, Align and Deliver Support District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level..	● Use of aimsWeb plus progress monitoring tool. ● Training centered around usage of aimsWeb plus for teachers and administration. ● Analyzation of Tiered Intervention Process to refine and retune structures to meet individual student needs ● Use of PBIS (Positive Behavioral Interventions & Supports)	● Aimsweb plus data entered showing timely progress monitoring is taking place. ● Students moving through the Tiered Interventions to either test out or move into the next phase to provide needed support. ● PBIS (Positive Behavioral Interventions &	● MTSS meeting minutes ● Building administrative meetings ● Principal meetings	ESS

Goal 1 (State your reading and math goal.):
- By 2026 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 28% (2023) to 38%, Middle School from 28% (2023) to 38%, and High School from 23% (2023) to 33%.

- By 2026 Powell County Schools will increase the percentage of student scoring Proficient/Distinguished in Math for Elementary from 26.17% (2023) to 36.17%, Middle School from 17.11% (2022) to 27.11%, and High School from 13% (2023) to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Supports) are in place in each school.		
Objective 2 Math **Elementary:** Increase the percentage of students scoring Proficient/Distinguished on KSA 26.17% to 29.17%. **Middle:** Increase the percentage of students scoring Proficient/Distinguished on KSA 26.17% to 29.17%. **High:** Increase the percentage of students scoring Proficient/Distinguished on KSA 26.17% to 29.17%.	**KCWP 1: Design and Deploy Standards** - Curriculum Specialists to work with reading teachers to implement the new High Quality Instructional Resource. - Training provided from McGraw Hill and curriculum specialist for teachers based on the new curriculum. - Math Pilot with KDE and the Achievement Network for targeted schools.	- Professional Learning provided for new math series by grade level. - Implementation of new math series. - Work with consultants from the Achievement Network to provide support with new math curriculum and implementation.	- High Quality Instructional Resource implemented in classrooms with fidelity. - Evidence of series usage in classrooms.	- Building Administrative walkthroughs - District Administrative walkthroughs - Data collected from walkthrough document	ESSER
	KCWP 2: Design & Deliver Instruction - District and building leadership will participate in Professional Learning	- Administrative Professional Learning centered around the foundations of effective classrooms.	- Series used in classrooms with fidelity.	- Building Administrative walkthroughs - District Administrative walkthroughs	ESSER

Goal 1 (State your reading and math goal.):
- By 2026 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 28% (2023) to 38%, Middle School from 28% (2023) to 38%, and High School from 23% (2023) to 33%.

- By 2026 Powell County Schools will increase the percentage of student scoring Proficient/Distinguished in Math for Elementary from 26.17% (2023) to 36.17%, Middle School from 17.11% (2022) to 27.11%, and High School from 13% (2023) to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	around tenets of high quality instruction and work together to create a district wide walk through document. ● Teachers will participate in professional learning based around new reading series.	● Curriculum specialists will provide grade level professional learning to aid teachers in understanding and implementing new reading series. ● Additional training and support provided by McGraw Hill.	● Students actively engaged in the classroom while using new math series.	● Data collected from walkthrough document	
	KCWP 5: Design, Align and Deliver Support ● District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level. ● Use of aimsWeb plus to align the intervention process between schools.	● Use of aimsWeb plus progress monitoring tool. ● Use of PBIS (Positive Behavioral Interventions & Supports) ● MTSS meeting structures and teams realigned with support from CKEC.	● Aimsweb plus data entered showing timely progress monitoring is taking place. ● Students moving through the Tiered Interventions to either test out or move into the next phase to provide	● MTSS meeting minutes ● District ● Principal meetings	ESS

Goal 1 (State your reading and math goal.):
- By 2026 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 28% (2023) to 38%, Middle School from 28% (2023) to 38%, and High School from 23% (2023) to 33%.

- By 2026 Powell County Schools will increase the percentage of student scoring Proficient/Distinguished in Math for Elementary from 26.17% (2023) to 36.17%, Middle School from 17.11% (2022) to 27.11%, and High School from 13% (2023) to 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			needed support. ● PBIS (Positive Behavioral Interventions & Supports) are in place in each school.		

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

Goal 2 (State your science, social studies, and writing goal.):
- By 2026, PCS will increase the percentage of students scoring Proficient/Distinguished in Science for Elementary from 26% (2023) to 36%, MS from 5% (2023) to 25%, and HS will increase by 30% overall.
- By 2026, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 26% (2023) to 36%, MS from 19% (2023) to 29%, and HS from 15% (2023) to 25%.
- By 2026, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics for Elementary from 24% (2023) to 34%, MS from 21% (2023) to 31%, and HS from 13% (2023) to 23%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Science** **Elementary:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 26% to 29%. **Middle:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 5% to 15%. **High:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 15% by 2024.	**KCWP 1: Design and Deploy Standards**: • Curriculum Specialist to support the K-12 team with curriculum framework processes and to ensure new staff training.	• Examination of curriculum needs and curriculum currently being used for science. • Curriculum selection for schools that are without a HQIR. • Professional learning opportunities utilized through CKEC.	• Standards usage in classrooms with congruency found between learning targets, lessons and learning activities.	• Building Administrative walkthroughs • District Administrative walkthroughs • Data collected from walkthrough document	Title II-Part A
Objective 2 **Social Studies** **Elementary:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 26% to 29%.	**KCWP2 Design & Deliver Instruction** • Teacher and administrative team will work through the Model Curriculum Framework to select a	• Team of teachers and administrators will analyze curriculum samples to select a HQIR for Social Studies.	• HQIR selection completed • Professional Learning around	• District, Building administration and teacher leadership teams • Checkpoints for each phase of HQIR selection	ESSER

Goal 2 (State your science, social studies, and writing goal.):
- By 2026, PCS will increase the percentage of students scoring Proficient/Distinguished in Science for Elementary from 26% (2023) to 36%, MS from 5% (2023) to 25%, and HS will increase by 30% overall.
- By 2026, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 26% (2023) to 36%, MS from 19% (2023) to 29%, and HS from 15% (2023) to 25%.
- By 2026, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics for Elementary from 24% (2023) to 34%, MS from 21% (2023) to 31%, and HS from 13% (2023) to 23%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Middle: Increase the percentage of students scoring Proficient/Distinguished on KSA from 19% to 22%. **High:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 15% to 18%.	High Quality Social Studies Resource.	• CKEC Social Studies Documents training.	curriculum planned for 2024.		
Objective 3 **Combined Writing** **Elementary:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 24% to 27%. **Middle:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 21% to 24%. **High:** Increase the percentage of students	**KCWP 1: Design and Deploy Standards** • Curriculum Specialist to support the K-12 team with curriculum framework processes and to ensure new staff training. **KCWP 5: Design, Align and Deliver Support** • District and building administration will work with CKEC (Central Kentucky Educational	• Examination of curriculum needs and curriculum currently being used. • Professional Learning based on new series and needs of teachers. • Use of aimsWeb plus progress monitoring tool. • Use of PBIS (Positive Behavioral Interventions & Supports)	• High Quality Instructional Resource implemented in classrooms with fidelity. • Evidence of series usage in classrooms.	• Building Administrative walkthroughs • District Administrative walkthroughs • Data collected from walkthrough document	ESSER TItle II-Part A

Goal 2 (State your science, social studies, and writing goal.):
- By 2026, PCS will increase the percentage of students scoring Proficient/Distinguished in Science for Elementary from 26% (2023) to 36%, MS from 5% (2023) to 25%, and HS will increase by 30% overall.
- By 2026, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 26% (2023) to 36%, MS from 19% (2023) to 29%, and HS from 15% (2023) to 25%.
- By 2026, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics for Elementary from 24% (2023) to 34%, MS from 21% (2023) to 31%, and HS from 13% (2023) to 23%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
scoring Proficient/Distinguished on KSA from 13% to 16%.	Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.	● MTSS meeting structures and teams realigned with support from CKEC.			

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** **Elementary students with an IEP:** decrease the percentage of students scoring Novice on KSA from 48% to 42% **Middle School students with an IEP:** decrease the percentage of students scoring Novice on KSA from by 10%. **High School students with an IEP:** decrease the percentage of students scoring Novice on KSA from by 10%.	**KCWP 1: Design and Deploy Standards:** ● Curriculum specialists will support implementation of the new reading curriculum. **KCWP 2: Design & Deliver Instruction** ● Curriculum specialist and building admin will support implementation of the new reading curriculum through specialized professional learning opportunities. **KCWP 4:Review, Analyze and Apply Data Results** ● KSA results from previous year analyzed for growth potential. ● NWEA MAP assessment will be given three times per school year.	● Reading curriculum specialists will design and implement professional learning around the new reading curriculum. ● Learning experiences for students with IEP individualized to meet their specific needs. ● KSA (Kentucky Summative Assessment) test scores from previous school year analyzed for areas of growth. ● NWEA MAP assessment data will be analyzed following each administration and students will be identified	● Implementation of new curriculum with fidelity ● Multiple opportunities for students to engage with grade level appropriate work. ● NWEA MAP data ● Summative Assessment data	● Building Administrative walkthroughs ● District Administrative walkthroughs ● Data collected from walkthrough document	ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		who need additional support in the tested area. ● Provide alternative learning environments to support pathways to graduation based on student data. (Powell County Academy, Virtual Learning Academy, Connect Academy, Dean of Students at PCHS and Drop-out prevention staff member)			
	KCWP 5: Design, Align and Deliver Support ● Reading Interventionist ● Extend School Services (ESS)	● Reading interventionists in grades K-5 and 6-8. This includes pull out and push in with reading groups. ● Professional Learning designed to support the new reading curriculum. ● ESS Daytime Waiver			
Objective 2 **Math** **Elementary students with an IEP:** decrease the percentage of students scoring Novice by 10%	**KCWP 1: Design and Deploy Standards**: ● Curriculum specialists will support implementation of	● Math curriculum specialists will design and implement professional learning around the new math curriculum.	● Implementation of new curriculum with fidelity	● Building Administrative walkthroughs ● District Administrative walkthroughs	ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Middle School students with an IEP: decrease the percentage of students scoring Novice on KSA by 10%. **High School students with an IEP:** decrease the percentage of students scoring Novice on KSA from 50% to 43%.	the new math curriculum. **KCWP2 Design & Deliver Instruction** ● Curriculum specialist and building admin will support implementation of new math curriculum through specialized professional learning opportunities	● Learning experiences for students with IEP individualized to meet their specific needs. ● NWEA MAP assessment data will be analyzed following each administration and students will be identified who need additional support in the tested area.	● Multiple opportunities for students to engage with grade level appropriate work	● Data collected from walkthrough document	
	KCWP 4:Review, Analyze and Apply Data Results ● KSA results from previous year analyzed for growth potential. ● NWEA MAP assessment will be given three times per school year.	● KSA (Kentucky Summative Assessment) test scores from previous school year analyzed for areas of growth. ● NWEA MAP assessment data will be analyzed following each administration and students will be identified who need additional support in the tested area. ● Provide alternative learning environments to support pathways to graduation based on student data. (Powell County Academy, Virtual Learning Academy, Connect Academy, Dean of	● MAP Reading Fluency screener and Progress Monitoring ● Interventionist data tracking and assessments using aimsweb Plus	● Principals & Interventionist reviewing data at least once every 6-weeks	ESSER-Interventionist salaries and PD ESS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students at PCHS and Drop-out prevention staff member)			
	KCWP 5: Design, Align and Deliver Support ● Math Interventionist ● Extend School Services (ESS)	● Math interventionists in grades K-5 and 6-8. This includes pull out and push in with math groups. ● Professional Learning designed to support the new math curriculum. ● ESS Daytime Waiver			

4: English Learner Progress

Goal 4 (State your English learner goal.):By 2026, ELL 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 ACCESS assessment.	**KCWP 5: Design, Align and Deliver Support** EL & Migrant Assistant	• EL assistants are trained through KDE to work with ELL students. • Evaluate English learning support programs to improve student acquisition of the English language.	• EL assistant trained • ACCESS assessment	• EL Coordinator meeting monthly with the EL assistant regarding progress • Program review completed and selected	$0
	KCWP 5: Design, Align and Deliver Support Reading Interventionist	• Reading interventionists in grades K-5 and 6-8. This includes pull out and push in with reading groups. • Implementing Reading Groups following the Jan Richardson Model- The Next Step Forward in Guided Reading schoolwide.	• MAP Reading Fluency screener and Progress Monitoring • Interventionist data tracking and assessments	• Principals & Interventionist reviewing data at least once every 6-weeks	ESSER-Interventionist salaries and PD

5: **Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.):
By 2026, Powell County Schools will increase the Climate Index for Elementary from 79.8 (2023) to 85.8, Middle School from 65.2 (2022) to 74.2, and HS from 60.1(2023) to 80.
By 2025, PCS will increase the Safety Index for Elementary from 73.6 (2023) to 78.6, Middle School from 56.8 (2023) to 62.8, and High School from 54.4 (2023) to 75.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Climate Index** Elementary : Increase the index from 79.8 to 81.8. Middle School: Increase the index from 65.2 to 68.2.. High School:: Increase the index from 60.1 to 69.1.	**KCWP 5: Design, Align and Deliver Support** ● District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.	● Building level MTSS teams will work to identify students who require additional support. ● Additional support will be provided based on the needs of individual students. ● Walkthrough tool to focus on student classroom engagement. ● Use of PBIS at every school level.	● Decrease in student discipline referrals ● Increase in student classroom engagement. ● Evidence of PBIS structures in each school. ● Graduation rate ● Climate & Safety Index	● Building level teams ● District MTSS team	$0
Objective 2 **Safety Index** Elementary: Increase the index from 73.6 to 75.6. Middle School: Increase the index from 56.8 to 58.8. HS: Increase the index from 54.4 to 61.4.	**KCWP 5: Design, Align and Deliver Support** ● District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.	● Building level MTSS teams will work to identify students who require additional support. ● Additional support will be provided based on the needs of individual students. ● Walkthrough tool to focus on student classroom engagement. ● Use of PBIS at every school level.	● Decrease in student discipline referrals ● Increase in student classroom engagement. ● Evidence of PBIS structures in each school. ● Graduation rate	● Building level teams ● District MTSS team	$0

Goal 5 (State your climate and safety goal.):

By 2026, Powell County Schools will increase the Climate Index for Elementary from 79.8 (2023) to 85.8, Middle School from 65.2 (2022) to 74.2, and HS from 60.1(2023) to 80.

By 2025, PCS will increase the Safety Index for Elementary from 73.6 (2023) to 78.6, Middle School from 56.8 (2023) to 62.8, and High School from 54.4 (2023) to 75.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			● Climate & Safety Index		

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.):
By 2026, Powell County Schools will increase the postsecondary readiness rate from 78.1 (2023) to 85.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the rate from 78.1 to 81.1 by the year 2024.	**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 internship and co-op courses.	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 Tonya Roach	N/A
	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 Tonya Roach	N/A

7: Graduation Rate

Goal 7 (State your graduation rate goal.):
By 2026, Powell County Schools will increase the 4-year graduation rate from 90.3% to 94.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students graduating in 4-years from 90.3% to 91.6%.	**KCWP 5: Design, Align and Deliver Support** ● District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.	● Building level MTSS teams will work to identify students who require additional support. ● Additional support will be provided based on the needs of individual students. ● Use of PBIS rewards to incentivize positive behavior and attendance.	● Increased attendance rate ● Graduation Rate ● Climate & Safety Index ● Behavior data	● Building level teams ● District MTSS team	General Fund Title II-Part A
	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.	● 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 the number of student failures due to COVID learning loss. ● The Powell County Academy is an alternative school for at-risk middle and high school students. The PCA will have a graduation track	● Credits earned ● Decrease in students dropping out ● Increase graduation rate ● Decrease in behavior events	● Powell County Academy & Powell County High School principals, guidance counselors ● PBIS rewards data ● Tableau (behavior)	General Fund Title V- dropout prevention staff Title IV& V-Dean of students salary

Goal 7 (State your graduation rate goal.):
By 2026, Powell County Schools will increase the 4-year graduation rate from 90.3% to 94.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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			

8: Other (Optional)

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

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
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.
Response:
Each identified TSI school has developed a targeted plan for implementation with the collaboration of various stakeholders including teachers, parents, and administration. The plan was reviewed and approved through the school's SBDM Council and then was taken to the local Board of Education for review and approval. In addition to the approved TSI plans, the district leadership team is meeting monthly with each school identified for TSI to review data and progress of implementation plan. The district will also provide targeted support for identified schools through school visits focused on the targeted population for which the school was identified. District leadership is partnering with school administration to provide professional learning centered around highly effective classroom models and the usage of High Quality Instructional Resources (HQIR).

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions
Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions? **Response:** Powell County Schools has two schools that have been identified as TSI. Those schools are Clay City Elementary School and Powell County Middle School