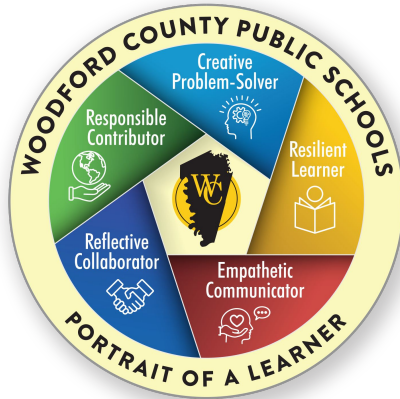
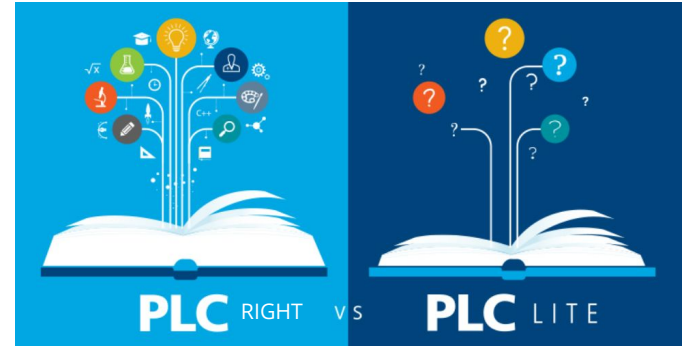


Big Rocks for 23-24

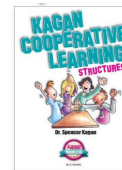
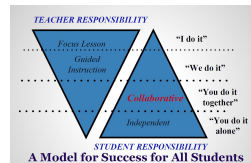
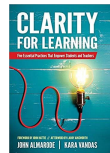
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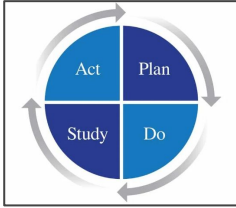


#2



While not identified as “Big Rocks” for this year, these practices are considered BEST practices in WCPS and should be a continued focus in our schools and supported by the district:





Continuous Improvement Planning Approach

BIG ROCK
Action Plan
2023-2024

July 2023



Here's What...
we know about student
level results.

So What...
does this mean for me as
a building leader?

Now What...
do I do with the results?

October 2023

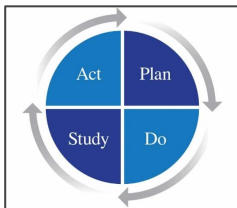


CDIP
CSIP

[Template Link](#)

Nov-Dec 2023

* Progress monitoring
meetings with each
principal 11/27-28



Review, Analyze, and Apply Data

WCPS utilizes a Multi-Tiered Systems of Support framework to review, analyze, and apply data.

District MTSS Team

Membership: MTSS Coordinator, CAO, Principals/Designees, DoSE, other district personnel as needed



CSIP Reviews

November 27-28

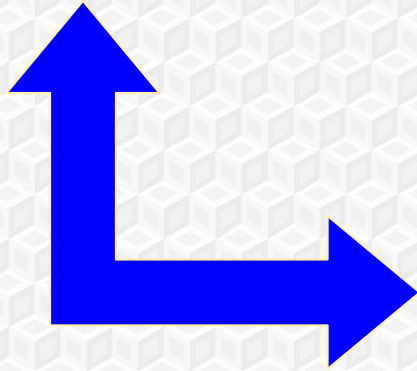
Agenda

- Review of each CSIP Draft by section with a focus on the following questions:
 - Are the set objectives challenging, yet realistic?
 - Do strategies/activities address Tier 1, Tier 2, and/or Tier 3?
 - Are other school stakeholders involved? (Not just principal/admin)
 - Are progress monitoring processes in place to track implementation and effectiveness of activities?

Meet Monthly to Bi-Monthly
Data Discussion: Counseling Logs,
Behavior Data

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



Comprehensive District Improvement Plan Requirements

State Indicators in the Accountability System

State Indicators
State Assessment Results in Reading and Mathematics <i>Reaching the desired level of knowledge and skills as measured on state required academic assessments in reading and mathematics. Student performance is aggregated to school, district and state levels.</i>
State Assessment Results in Science, Social Studies and Writing <i>Reaching the desired level of knowledge and skills as measured on state required academic assessments in science, social studies and writing. Student performance is aggregated to school, district and state levels.</i>
English Learner Progress <i>Improvement on the English Language Proficiency Exam by English Learners. English learners' progress is included in the calculation using an English learner growth table.</i>
Postsecondary Readiness <i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career. To demonstrate postsecondary readiness, high school students must earn a high school diploma or be classified as a grade 12 non-graduate AND meet one type of readiness (Academic or Career).</i>
Quality of School Climate and Safety <i>Measures of the school environment. Perception data from surveys that measure insight to the school environment.</i>
Graduation Rate <i>Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9. Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability, which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. 4-year and 5-year rates averaged for accountability reporting. Schools with a 4-year graduation rate of less than 80 percent are identified for Comprehensive Support and Improvement (CSI).</i>



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

Explanations/Directions

Goal: Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts


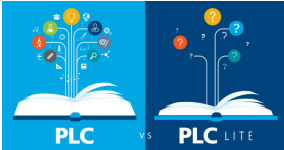


Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>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>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):

By May of 2025, 75% of students in grades 3-10 will reach the Proficient or Distinguished level in reading as measured by the Kentucky Summative Assessment.

By May of 2025, 70% of students in grades 3-10 will reach the Proficient or Distinguished level in math as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By April of 2024, 58% of students in grades 3-8 will reach the Proficient or Distinguished level in reading as measured by the i-Ready Diagnostic (3-5) and the Mastery View Predictive Assessment (6-8), and CERT (10).</p>	<p>KCWP 1: Design and Deploy</p> 	<p>Evaluate and select a common comprehensive K-5 reading program that is determined to be reliable, valid, and aligned to reading and writing standards. In addition, provide professional development to support implementation.</p>	<p>Adoption of high-quality instructional resources aligned to the Kentucky Academic Standards (KAS) for Reading and Writing.</p>	<p>High Quality Instructional Resources (HQIR) Process</p>	<p>General Fund - Curriculum & Instruction Budget (Approx. \$150,000)</p>
	<p>KCWP 2: Design and Deliver Instruction</p> 	<p>Provide ongoing coaching and support K-12 focused on the alignment of instruction to the rigor of the standards.</p>	<p>Implementation of deeper learning classroom experiences and instructional strategies.</p>	<p>School-level Walkthroughs District-level Eleot Learning Walks Universal Screening Data (i-Ready, MVPA, and CERT)</p>	<p>ESSER (Approx. \$14,000)</p>
		<p>Provide ongoing coaching and support K-12 focused on key principles of effective lesson design.</p>	<p>Implementation of instructional framework that supports active engagement and visible thinking.</p>	<p>School-level Walkthroughs District-level Eleot Learning Walks Universal Screening Data (i-Ready, MVPA, and CERT)</p>	<p>ESSER (Approx. \$14,000)</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> 	<p>Administer i-Ready in grades K-5 to monitor ELA standard mastery and adjust instruction/supports. In addition, provide implementation professional development.</p>	<p>Assessment to gauge students' progress at key points during the school year and align instructional support.</p>	<p>Universal Screening Data (i-Ready, MVPA)</p>	<p>General Fund - Assessment Budget ESSER (Approx. \$50,000)</p>
		<p>Administer MVPA in grades 6-8 to monitor ELA standard mastery and adjust instruction/supports. In addition, provide implementation professional development.</p>	<p>Assessment to gauge students' progress at key points during the school year and align instructional support.</p>	<p>Universal Screening Data (i-Ready, MVPA)</p>	<p>General Fund - Assessment Budget (Approx. \$26,000)</p>

Goal 1 (State your reading and math goal):

By May of 2025, 75% of students in grades 3-10 will reach the Proficient or Distinguished level in reading as measured by the Kentucky Summative Assessment.

By May of 2025, 70% of students in grades 3-10 will reach the Proficient or Distinguished level in math as measured by the Kentucky Summative Assessment.



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support Processes 	Continued implementation of Kentucky Equity-Based Tutoring Program (KEBTP) in partnership with Pearson Learning including both school year and summer programming.	Improvement of literacy skills for selected primary grade students by developing a high-quality equity-based intervention program that includes specific data-based decisions and prescribed intervention for identified students.	Universal Screening Data (i-Ready) Progress monitoring Data (AimsWeb+, Fastbridge)	KEBTP Funds (Approx. \$50,000)
<p>Objective 2: By April of 2024, 60% of students in grades 3-5 will reach the Proficient or Distinguished level in math as measured by the i-Ready Diagnostic.</p> <p>By April of 2024, 58% of students in grades 6-8 will reach the Proficient or Distinguished level in math as measured by the Mastery View Predictive Assessment.</p>	KCWP 2: Design and Deliver Instruction 	Provide ongoing coaching and support K-12 focused on the alignment of instruction to the rigor of the standards. Provide ongoing coaching and support K-12 focused on key principles of effective lesson design.	Implementation of deeper learning classroom experiences and instructional strategies. Implementation of instructional framework that supports active engagement and visible thinking.	School-level Walkthroughs District-level Eleot Learning Walks Universal Screening Data (i-Ready, MVPA, and CERT)	ESSER (Approx. \$14,000)
	KCWP 2: Design and Deliver Instruction 	Continued implementation of Kentucky Equity-Based Tutoring Program (KEBTP) in partnership with Pearson Learning including both school year and summer programming.	Improvement of foundational math skills for selected primary grade students by developing a high-quality	Universal Screening Data (i-Ready) Progress monitoring Data (AimsWeb+, Fastbridge)	KEBTP Funds (Approx. \$50,000)

Updated June 2023

Goal 1 (State your reading and math goal.):

By May of 2025, 75% of students in grades 3-10 will reach the Proficient or Distinguished level in reading as measured by the Kentucky Summative Assessment.

By May of 2025, 70% of students in grades 3-10 will reach the Proficient or Distinguished level in math as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			equity-based intervention program that includes specific data-based decisions and prescribed intervention for identified students.		
	KCWP 3: Design and Deliver Assessment Literacy 	Administer i-Ready in grades K-5 to monitor ELA standard mastery and adjust instruction/supports. In addition, provide implementation professional development.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data (i-Ready, MVPA)	General Fund - Assessment Budget (Approx. \$50,000)
		Administer MVPA in grades 6-8 to monitor math standard mastery and adjust instruction/supports. In addition, provide implementation professional development.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data (i-Ready, MVPA)	General Fund - Assessment Budget (Approx. \$26,000)





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

Goal 2 (state your science, social studies, and writing goal.):

By May of 2025, 55% of students in grades 4, 7 and 11 will reach the Proficient or Distinguished level in science as measured by the assigned Kentucky Summative Assessment.

By May of 2025, 65% of students in grades 5, 8, and 11 will reach the Proficient or Distinguished level in social studies as measured by the assigned Kentucky Summative Assessment.

By May of 2025, 70% of students in grades 5, 8, and 11 will reach the Proficient or Distinguished level in writing as measured by the assigned Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2024, 55% of students in grade 5, 45% in grade 8, and 50% in grade 11 will reach the Proficient or Distinguished level in social studies as measured by the Kentucky Summative Assessment.	KCWP 1: Design and Deploy Standards 	Review and revise social studies curriculum K-12 utilizing the phases of the Model Curriculum Framework process.	Guaranteed and viable social studies curriculum K-12. Evidence-based social studies instruction and practices. High quality social studies instructional resources	Social Studies Curriculum Maps and Supporting Documents Social Studies Assessment data including MVPA	General Fund - C&I Budget (Approx. \$5,000-\$10,000)
	KCWP 3: Design and Deliver 	Administer MVPA in grade 8 to monitor social studies standard mastery and adjust instruction/supports.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data (MVPA)	General Fund - Assessment Budget (Approx. \$26,000)
Objective 2 By May of 2023, 45% of students in grade 4, 35% in grade 7, and 20% in grade 11 will reach the Proficient or Distinguished level in science as measured by the assigned Kentucky Summative Assessment.	KC Ins 	Implement Amplify Science as the core curriculum resource in K-8.	Consistent science curriculum core resource K-8.	Science Assessment data including MVPA	General Fund - C&I and STEM Budgets (Approx. \$9,000)
	KCWP 3: Design and Deliver 	Administer MVPA in grade 7 to monitor Science standard mastery and adjust instruction/supports.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data (MVPA)	General Fund - Assessment Budget (Approx. \$26,000)

Updated June 2023

3: Achievement Gap



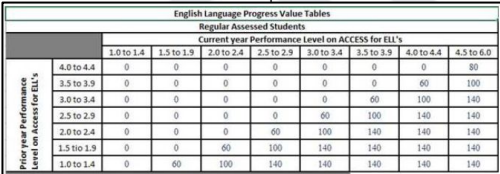
Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objectives:</p> <p>By May of 2024, reduce the percentage of novice students with disability-IEP by 15% in both reading and math.</p> <p>By May of 2023, reduce the percentage of novice English Language Learner students by 15% in both reading and math.</p> <p>By May of 2023, increase the percentage of proficient/distinguished economically disadvantaged students by 10% in both reading and math.</p>	<p>KCWP 4: Review, Analyze and Apply Data Results</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p> <div data-bbox="363 445 821 696" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">District MTSS Team</p> <p style="text-align: center; font-size: 8px;">Membership: MTSS Coordinator, CDE, Program/Outcomes, DDE, Other MTSS personnel as needed Main Activity: Data Discussion, Universal Screening, Response Data, Integrated School Mental Health Data</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 8px;"> <p>School Lead MTSS Team</p> <p style="font-size: 6px;">Membership: 4-6 staff representing representation in majority by principal Main Activity: Data Discussion, Universal Screening, Behavioral Data, Integrated School Mental Health Data</p> </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 8px;"> <p>District Integrated School Mental Health and Wellness Team</p> <p style="font-size: 6px;">Membership: MTSS Coordinator, DDE, District Social Worker, Counselor, Other personnel as needed Main Activity: Data Discussion, IELT, Data Assessment, Training, Public/OP, CDE, Behavior, Screening, Mental Health, Outcomes, Counseling Data</p> </div> </div> <p style="text-align: center; font-size: 8px;">Data should be shared in both directions - school to district and district to school</p> <div style="display: flex; justify-content: space-around; font-size: 8px;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">PBIS</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Curriculum</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">PLC</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">Other Services as determined by district</div> </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 8px; margin-top: 5px;"> <p>District Counselor/Social Worker/Psychologist Meetings</p> <p style="font-size: 6px;">High Priority by Schedule Data Discussion, Counseling Log, Behavioral Data</p> </div> </div>	<p>Implement structures/processes to intentionally analyze demographic data for academic and behavioral trends of all subgroups. Include systematic problem solving to develop intentional actions to address inequities found in data.</p> <p>Communicate and implement a sustainable district-wide system for reviewing, analyzing, and applying all relevant ELL progress data.</p>	<p>Evidence of monthly MTSS structures in action (agendas, specific data, data analysis) to intentionally analyze demographic data for academic and behavioral trends of all subgroups. In addition, there is evidence of Systematic Problem Solving (SPS documentation) to develop intentional actions to address inequities found in data.</p>	<p>DEI Review Process completed by Equity Team</p> <p>Universal Screening Data (i-Ready, MVPA, and CERT)</p> <p>Universal Screening Data (i-Ready, MVPA, and CERT)</p> <p>ACCESS Results</p>	<p>General Fund</p> <p>(Approx. \$2000)</p> <p>N/A</p>

		Regular Assessed Students							
		Current year Performance Level on ACCESS for ELL's							
		1.0 to 1.4	1.5 to 1.9	2.0 to 2.4	2.5 to 2.9	3.0 to 3.4	3.5 to 3.9	4.0 to 4.4	4.5 to 6.0
Prior year Performance Level on ACCESS for ELL's	4.0 to 4.4	0	0	0	0	0	0	0	80
	3.5 to 3.9	0	0	0	0	0	0	60	100
	3.0 to 3.4	0	0	0	0	0	60	100	140
	2.5 to 2.9	0	0	0	0	60	100	140	140
	2.0 to 2.4	0	0	0	60	100	140	140	140
	1.5 to 1.9	0	0	60	100	140	140	140	140
	1.0 to 1.4	0	60	100	140	140	140	140	140

4: English Learner Progress

Goal 4 (State your English learner goal.):
 By May of 2025, the elementary English Learners Progress Indicator will reach an index score of 65.0 as measured by the ACCESS English Language Proficiency Assessment.
 By May of 2025, the middle school and high school English Learners Progress Indicator will reach an index score of 45.0 as measured by the ACCESS English Language Proficiency Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May of 2024, the elementary English Learners Progress Indicator will reach an index score of 70 as measured by the ACCESS English Language Proficiency Assessment.</p>	<p>KCWP 2: Design and Deliver Instruction</p> 	<p>Provide ongoing PD/training on ELLevation Strategies.</p>	<p>Utilization of evidence-based ELL strategies in classrooms.</p>	<p>PLC discussion Evidence in walkthroughs</p>	<p>General Fund - ELL Budget (Approx. \$1500)</p>
<p>Objective 2</p> <p>By May of 2024, the middle school English Learners Progress Indicator will reach an index score of 24.0 as measured by the ACCESS English Language Proficiency Assessment.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results</p> 	<p>Facilitate individual goal setting for ELL students.</p>	<p>System in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.</p>	<p>ACCESS Results</p>	<p>N/A</p>
<p>Objective 3</p> <p>By May of 2024, the high school English Learners Progress Indicator will reach an index score of 31.0 as measured by the ACCESS English Language Proficiency Assessment.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results</p> 	<p>Communicate and implement a sustainable district-wide system for reviewing, analyzing, and applying all relevant ELL progress data.</p>	<p>A variety of sources are used to ensure a balanced approach to data analysis.</p>	<p>Universal Screening Data (i-Ready, MVPA, and CERT) ACCESS Results</p>	<p>N/A</p>


Updated June 2023

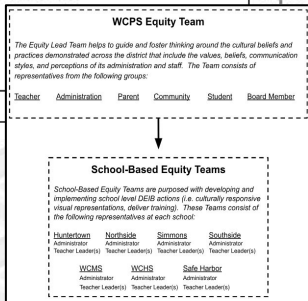
5: Quality of School Climate and Safety

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

By May of 2023, the elementary QSCS indicator score will reach 85.

By May of 2023, the middle school and high school QSCS indicator scores will reach 75 and 68 respectively.

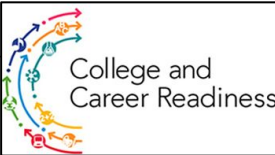
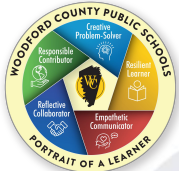

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May of 2023, the elementary QSCS indicator score will reach 80.</p> <p>By May of 2023, the middle and high school QSCS indicator scores will reach 68 and 64 respectively.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>  <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Continuous growth and development of PBIS structures in schools including:</p> <ul style="list-style-type: none"> - Tiered Fidelity Inventory and related action items - Quarterly School Lead meetings - Participation in national PBIS conference <p>Develop and support school-based Equity Teams to sustain diversity, equity, and inclusion efforts.</p>	<p>Positive school culture and climate with systematic supports in place for students in need.</p> <p>A learning environment that is intentionally designed to be inclusive and accessible for all students.</p>	<p>Behavior Data Counselor Referral Data</p> <p>Diversity, Equity, and Inclusion Rubric completed for each school</p>	<p>Title 4 (Approx. \$8000)</p> <p>General Fund - C&I Budget (Approx. \$3000)</p>



6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.):


By May of 2025, Woodford County High School will increase its postsecondary readiness rating to 100.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2023, the postsecondary readiness indicator rating will reach 95.	KCWP 4: Review, Analyze, Apply Data Results 	Implement monitoring system of student progress toward post-secondary readiness.	Students earn a diploma/alternative diploma AND meet one type of readiness (Academic or Career)	Transition Spreadsheet	N/A
		Employ a Career Readiness Coordinator to facilitate programming including, but not limited to, CTE scheduling and tracking and work-based learning/internships.	Increase of students meeting postsecondary readiness benchmarks.	End of Program Assessment Data Internship/work-based learning placement data TEDS data	LAVEC Grant (Approx. \$70,000)
	KCWP 5: Design, Align and Deliver Support Processes 	Launch "Portrait Planning" using Pathful platform to implement a more cohesive, vertically aligned Individual Learning Plan process 6-12.	Students will: -Engage in their educational planning -Explore careers that match their skills and interests -Establishing personal goals and revisiting these as they progress through school	Individual Learning Plans (6-12)	General Fund - Curriculum & Instruction Budget
	KCWP 5: Design, Align and Deliver Support Processes 	Continued implementation and growth of the Jobs for America's Graduates (JAG) program.	Assist students of promise in overcoming barriers to learning so they will graduate from high school and transition successfully into the workforce, military, or post-secondary.	JAG data management system	JAG Grant (\$40,000)

Updated June 2023

7: Graduation Rate

Goal 7 (State your graduation rate goal.):
By May of 2025, the 4-year graduation rate will be 98%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2024, the 4-year graduation rate will be 97%.	Design, Align and Deliver Support Processes 	Continued implementation and growth of the BARR Program (Building Assets, Reducing Risk) at WCHS. Implementation at WCMS to begin in Fall 2024.	Comprehensive method to meet students' academic, social, and emotional needs. BARR helps educators better connect with their students and address the issues that cause students to drop out, fail courses, and/or engage in harmful behavior.	Course/credit completion data Behavior data	Title 4 KDE Stronger Connections Grant (Approx. \$80,000)

Thank You!

