

Comprehensive District Improvement Plan (CDIP)

Rationale

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

<p>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.</p>					
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. 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 that will occur 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: By May, 2027 the district will increase the reading percentage of proficient and distinguished students to 66% in elementary, 70% in middle school, 59.5% in high school. In math, the district will increase the percentage of proficient and distinguished students to 67.5% in elementary, 61.3% in middle school and 54.4% in high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2024 the district will increase the reading percentage of proficient and distinguished students to 52.5% at the elementary, 50.5% at the middle and 38% at the high school levels.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● Implementation of The Science of Reading instructional model (K-2) ● Approximately fifty school teachers and two administrators are earning their LETRS (Language Essentials for Teachers of Reading and Spelling) certification. ● Professional development days dedicated to standard deconstruction, assessment design and implementation, differentiation, and alignment. ● Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. ● Walk- throughs by school and district leadership used to collect and monitor instructional data. ● Teachers utilize Harvey Silver, Kagan, and Thinking Map strategies ● Live scoring feedback sessions help to ensure 	<ul style="list-style-type: none"> ● I-Ready diagnostic assessments administered three times each year. ● I-Ready universal screeners administered regularly for progress monitoring. ● Compilation of data in OTUS ● PLC Processes to examine mastery/non-mastery of standards with methods for reteaching. ● Achieve 3000 data ● KSA, Mastery Prep and ACT ● Daytime ESS ● ESS before/after school 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ Instructional Coaches ○ Deeper Learning Cohort ○ GAP Closure Specialists ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	District

Goal 1: By May, 2027 the district will increase the reading percentage of proficient and distinguished students to 66% in elementary, 70% in middle school, 59.5% in high school. In math, the district will increase the percentage of proficient and distinguished students to 67.5% in elementary, 61.3% in middle school and 54.4% in high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		student monitoring/growth in all content areas. <ul style="list-style-type: none"> Deeper Learning leadership team explores evidence-based instructional strategies to heighten student learning. ACT Boot Camps Tier 1 curriculum adoption at all levels. 	<ul style="list-style-type: none"> GAP Closure Specialists Live Scoring 		
Objective 2: By May 2024 the district will increase the math percentage of proficient and distinguished students to 55% at the elementary, 45% at the middle school level and 32% at the high school levels.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> Professional development days dedicated to standard deconstruction, assessment design and implementation, differentiation, and alignment. Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. K-12 attendance at Kentucky Center for Mathematics training. PLC Process focuses on student academic achievement. Walk- throughs by school and district leadership used to collect and monitor instructional data. 	<ul style="list-style-type: none"> I-Ready diagnostic assessments administered three times each year. Compilation of data in OTUS PLC Processes to examine mastery/non-mastery of standards with methods for reteaching. KSA, Mastery Prep and ACT data ESS before and after school Daytime ESS 	<ul style="list-style-type: none"> Parties Responsible <ul style="list-style-type: none"> District Leadership Principals Instructional Coaches Deeper Learning Cohort GAP Closure Specialists Timeline: <ul style="list-style-type: none"> Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	District

Updated May 2022

Goal 1: By May, 2027 the district will increase the reading percentage of proficient and distinguished students to 66% in elementary, 70% in middle school, 59.5% in high school. In math, the district will increase the percentage of proficient and distinguished students to 67.5% in elementary, 61.3% in middle school and 54.4% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">• Teachers utilize Harvey Silver, Kagan, and thinking map strategies.• Live scoring feedback sessions help to ensure student monitoring/growth in all content areas.• Deeper Learning leadership team explores evidence-based instructional strategies to heighten student learning.• ACT Boot Camps• Tier 1 curriculum adoption at secondary levels	<ul style="list-style-type: none">• GAP Closure Specialists• Live Scoring		

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

Goal 2 (State your science, social studies, and writing goal.): By May, 2027 the district will increase the Science percentage of proficient and distinguished students to 49.6% in elementary, 40.4% in middle school, 49.7% in high school. In Social Studies, the district will increase the percentage of proficient and distinguished students to 66.3% in elementary, 71.3% in middle school and 38.6% in high school. In Writing, the district will increase the percentage of proficient and distinguished students to 62.3%, 48.3% in middle school and 60.1% in high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2024 the district will increase the Science percentage of proficient and distinguished students to 33% at the elementary, 30% at the middle school level and 21.5% at the high school levels.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> Professional development days dedicated to standard deconstruction, assessment design and implementation, differentiation, and alignment. Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. PLC Process focuses on student academic achievement. Walk-throughs by school and district leadership used to collect and monitor instructional data. Teachers utilize Harvey Silver, Kagan, and thinking map strategies. Live scoring feedback sessions help to ensure student monitoring/growth in all content areas. Deeper Learning leadership team explores evidence-based instructional strategies to heighten 	<ul style="list-style-type: none"> Instructional coaches at each building focus on research-based instructional strategy and professional growth. Collection of walk-through data by both principals and district leadership teams helps to ensure a guaranteed viable curriculum Common assessments at each grade level Live scoring Compilation of data in OTUS PLC Processes to examine mastery/non- 	<ul style="list-style-type: none"> Parties Responsible <ul style="list-style-type: none"> District Leadership Principals Instructional Coaches Deeper Learning Cohort GAP Closure Specialist Timeline: <ul style="list-style-type: none"> Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	District

		<p>student learning, specifically Project-Based Learning</p> <ul style="list-style-type: none"> ● ACT Boot Camps ● Tier 1 curriculum adoption at secondary levels 	<p>mastery of standards with methods for reteaching.</p> <ul style="list-style-type: none"> ● KSA, Mastery Prep & ACT data ● Gap Specialist ● Live Scoring 		
<p>Objective 2: By May 2024 the district will increase the Social Studies percentage of proficient and distinguished students to 51% at the elementary, 39% at the middle school level and 28.5% at the high school levels.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● Professional development days dedicated to standard deconstruction, assessment design and implementation, differentiation, and alignment. ● Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. ● PLC Process focuses on student academic achievement. ● Walk-throughs by school and district leadership used to collect and monitor instructional data. ● Teachers utilize Harvey Silver, Kagan, and thinking map strategies. ● Live scoring feedback sessions help to ensure student monitoring/growth in all content areas. ● Deeper Learning leadership team explores evidence- 	<ul style="list-style-type: none"> ● Instructional coaches at each building focus on research-based instructional strategy and professional growth. ● Collection of walk-through data by both principals and district leadership teams helps to ensure a guaranteed viable curriculum ● Common assessments at each grade level ● Live scoring ● Compilation of data in OTUS 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ Instructional Coaches ○ Deeper Learning Cohort ○ GAP Closure Specialist ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	

		<p>based instructional strategies to heighten student learning, specifically Project-Based Learning</p> <ul style="list-style-type: none"> ● ACT Boot Camps ● Tier 1 curriculum adoption at secondary levels ● Community Based Partnerships (Historical Society, Genealogy, Public Library, Field Trips) 	<ul style="list-style-type: none"> ● PLC Processes to examine mastery/non-mastery of standards with methods for reteaching. ● KSA, Mastery Prep & ACT data ● Gap Specialists ● Live Scoring 		
<p>Objective 3: By May 2024 the district will increase the Combined Writing percentage of proficient and distinguished students to 57.5% at the elementary, 43% at the middle school level and 46.5% at the high school levels.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● Professional development days dedicated to standard deconstruction, assessment design and implementation, differentiation, and alignment. In addition, teachers are learning more about inquiry-based instruction and DBQs ● Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. ● PLC Process focuses on student academic achievement. ● Walk-throughs by school and district leadership used to collect and monitor instructional data. ● Teachers utilize Harvey Silver, Kagan, and thinking map strategies. 	<ul style="list-style-type: none"> ● Instructional coaches focus on research-based instructional strategy and professional growth. ● Collection of walk-through data by both principals and district leadership teams helps to ensure a guaranteed viable curriculum ● Live scoring ● Compilation of data in OTUS ● PLC Processes to examine 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ Instructional Coaches ○ Deeper Learning Cohort ○ GAP Closure Specialist ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	<p>District</p>

		<ul style="list-style-type: none"> ● Live scoring feedback sessions help to ensure student monitoring/growth in all content areas. ● Deeper Learning leadership team explores evidence-based instructional strategies to heighten student learning. ● Collaboration with Campbellsville University to assist with live scoring 	<p>mastery/non-mastery of standards with methods for reteaching.</p> <ul style="list-style-type: none"> ● KSA, Mastery Prep ACT data ● Gap Specialist ● Live Scoring 		
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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
Objective 1: By May 2024 African Americans will increase Math Proficiency 10% across all grade levels.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● GAP Specialists ● Daytime ESS ● Interventionists ● Professional development days dedicated to standard deconstruction, assessment design and implementation, differentiation, and alignment. ● Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. 	<ul style="list-style-type: none"> ● Live Scoring ● iReady Diagnostic and Mastery Checks ● Common Assessments ● PLC Subgroup Analysis Protocol ● OTUS ● EasyCBM ● MTSS ● KSA, Mastery Prep & ACT 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ Instructional Coaches ○ GAP Closure Specialist ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	<ul style="list-style-type: none"> ● District

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> ● PLC Process focuses on student academic achievement. ● Walk- throughs by school and district leadership used to collect and monitor ● Teachers utilize Harvey Silver, Kagan, and thinking map strategies. ● Live scoring feedback sessions help to ensure student monitoring/growth in all content areas. ● Tier 1 curriculum adoption at secondary levels 			
<p>Objective 2: By May of 2024 students with disabilities (IEP) decrease novice performance by 10%</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● Co-Teaching ● Specially Designed Instruction ● Professional development days dedicated to standard deconstruction, assessment design and implementation, differentiation, and alignment. ● Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. ● PLC Process focuses on student academic achievement. 	<ul style="list-style-type: none"> ● Live Scoring ● iReady Diagnostic and Mastery Checks ● Common Assessments ● MTSS PLC ● ARC Meetings ● PLC Subgroup Analysis Protocol ● OTUS ● KSA, Mastery Prep & ACT 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ District and Building Level Special Education Team ○ Instructional Coaches ○ GAP Closure Specialist ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	<ul style="list-style-type: none"> ● District

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">• Walk- throughs by school and district leadership used to collect and monitor• Teachers utilize Harvey Silver, Kagan, and thinking map strategies.			

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2024 the district will increase the reading percentage of proficient and distinguished EL students to 21%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● Targeted Instruction ● PSPs ● SIPPp ● Professional development days dedicated to standard deconstruction, assessment design and implementation, differentiation, and alignment. ● Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. ● PLC Process focuses on student academic achievement. 	<ul style="list-style-type: none"> ● Live Scoring ● iReady Diagnostic and Mastery Checks ● Common Assessments ● ACCESS Testing ● Compilation of data in OTUS ● PLC Processes to examine mastery/non-mastery of standards with methods for reteaching. ● KSA, Mastery Prep ACT data ● Gap Specialist ● Live Scoring ● PLC Subgroup Analysis Protocol 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ Instructional Coaches ○ ELL District Certified Teachers (2) and Instructional Assistant (1) ○ Migrant Staff ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	<ul style="list-style-type: none"> ● District ● Title III
<p>Objective 2: By May 2024 the district will increase the math percentage of proficient and distinguished EL students to 32%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> ● Targeted Instruction ● PSPs ● SIPPp ● Professional development days dedicated to standard deconstruction, assessment design and implementation, 	<ul style="list-style-type: none"> ● Live Scoring ● iReady Diagnostic and Mastery Checks ● Common Assessments ● ACCESS Testing 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ Instructional Coaches ○ ELL District Certified Teachers (2) and Instructional Assistant (1) 	<ul style="list-style-type: none"> ● District ● Title III

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>differentiation, and alignment.</p> <ul style="list-style-type: none"> ● Work with local educational cooperatives to equip staff with high-yield instructional strategies that mirror quality instruction. ● PLC Process focuses on student academic achievement. 	<ul style="list-style-type: none"> ● Compilation of data in OTUS ● PLC Processes to examine mastery/non-mastery of standards with methods for reteaching. ● KSA, Mastery Prep ACT data ● Gap Specialist ● Live Scoring ● PLC Subgroup Analysis 	<ul style="list-style-type: none"> ○ Migrant Staff ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal): By May of 2027, the district will increase the Quality of School Climate and Safety percentage to 90% in elementary, 84% in middle school, 82% in high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2024 the district will increase the Climate Index percentage of students to 91% at the elementary, 86% at the middle school level and 84% at the high school levels.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● PASS Universal SEL Screener ● Sources of Strength Curriculum, Training, Peer Leaders and Peer Educators ● Too Good for Drugs Curriculum and Training ● School Counselor Cadres ● School Counselor Comprehensive Programs ● Student Ambassador Program ● Student Recognitions ● Classroom Guidance and Small group counseling lessons ● Title 1 Parent Nights ● Community Based Mental Health Agencies 	<ul style="list-style-type: none"> ● PASS Universal SEL Screener ● PBIS ● KSA 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ School Counselors ○ District Staff ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	<ul style="list-style-type: none"> ● District ● Department of Behavioral Health
Objective 2: By May 2024 the district will increase the School Safety Index percentage of students to 88% elementary, 83% middle school and 82% at the high school level.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● Partnership with Kentucky Center for School Safety. ● Threat Assessment Teams ● Threat Assessment/Suicide Screener Protocols ● S.T.O.P. (See Something Say Something) ● Trauma Informed Care Plan ● Safe Schools Training ● Mental Health Agencies ● Local Law Enforcement 	<ul style="list-style-type: none"> ● Threat/Suicide Assessments ● Safe Schools Assessments ● Mental Health Referrals ● PASS Universal SEL Screener 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ School Counselors ○ District Staff ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	<ul style="list-style-type: none"> ● District ● Department of Behavioral Health

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Goal 5 (State your climate and safety goal): By May of 2027, the district will increase the Quality of School Climate and Safety percentage to 90% in elementary, 84% in middle school, 82% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">● Truancy and Diversion Programs● SROs● Alternative School● PASS Program● Whole Group Guidance● FRYCSs● GRECC Crisis Response Team Network			

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By May of 2027, the district will increase the percentage of students who are deemed Postsecondary Ready from 72.4% to 85%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2024 increase the percentage of students who are deemed Postsecondary Ready from 72.4% to 75.5%.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● Work Ready Scholarship (CTE) ● CTE Pathway Alignment ● Dual Credit Scholarship ● Honors and AP Courses ● Co-Op Opportunities ● Mastery Prep ● College Visits ● Business and Industry Tours ● College Fairs ● Gear Up ● Job Fairs ● Manufacturing Day ● ILPs 	<ul style="list-style-type: none"> ● Success Ready Seal ● Industry Certifications ● ACT Data ● Higher Academic Performance ● Persistence to Graduation ● EOPs 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ School Counselors ○ Marion County Area Technology Principal and Staff ○ Economic Development ○ Business and Industry ○ College partnerships and collaboration ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By May of 2027, increase the graduation rate of 97.5% to 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2024, increase the graduation rate to 98%.	<ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> ● Expanded Pathway Programs in collaboration with neighboring districts. ● ACT Boot Camps ● GSP ● Student Organizations ● Flexible Scheduling ● College Campus Exposure ● Business and Industry Tours 	<ul style="list-style-type: none"> ● Industry Certifications ● EOPs ● Dual Credit ● AP Credit ● ACT ● Persistence to Graduation 	<ul style="list-style-type: none"> ● Parties Responsible <ul style="list-style-type: none"> ○ District Leadership ○ Principals ○ School Counselors ○ District Staff ○ Marion County Area Technology Center Principal and Staff ● Timeline: <ul style="list-style-type: none"> ○ Ongoing August-May data is collected and analyzed as appropriate to the measure of success. 	

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8. 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: The Marion County Board of Education will approve Marion County Middle School CSIP at the Board Meeting. Additional support and resources will be provided in all content areas in the school.