

Allen County School District - 2024-2025 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.

Reading proficiency within all grade levels is a priority for improvement. ACPC has 37% of students proficient and distinguished with an academic index of 56.2. ACIC has 45% of students proficient and distinguished with an academic index of 63.1. JEBMS has 38% of students proficient and distinguished with an academic index of 52.3. ACSHS has 38% of students proficient or distinguished with an academic index of 47. Specifically, our students with disabilities demonstrated significantly less proficiency levels than those listed above. A focus area will be on reading districtwide, and specifically targeting our students with IEPs.

Math proficiency within all grade levels is a priority for improvement. ACPC has 31% of students proficient and distinguished with an academic index of 51.8. ACIC has 35% of students proficient and distinguished with an academic index of 43.7. JEBMS has 37% of students proficient and distinguished with an academic index of 54.7. ACSHS has 29% of students proficient or distinguished with an academic index of 47. Specifically, our students with disabilities demonstrated significantly less proficiency levels than those listed above. A focus area will be on mathematics districtwide, and specifically targeting our students with IEPs.

When analyzing the Needs Assessments, and additional qualitative and quantitative data throughout the district, Behavior is a trend that consistently shows up in the forefront for intervention needs. Over 50% of our Needs Assessment participants rated the priority level of behavior a ten out of ten. Data points to an increase in incidences in all schools, with the exception of our middle school. The CDIP will address Behavior needs and will continue within the PD plan.

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

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

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

Teacher Clarity will be a focus for all grade levels districtwide. A strong emphasis on aligning and refining learning intentions and success criteria, along with rigorous student task design being a priority; deepening teacher understanding of standards throughout the process. The use of protocols during PLCs to help teachers

calibrate proficiency levels and utilize strong and weak work will also be a continued process throughout the district. Coaches throughout the district will assist teachers with designing standards-based units, including evidence-based practices and using high quality instructional resources (HQIRs). Intervention processes will be strengthened through both academic and behavioral MTSS processes. Processes to manage behavior and establish a proactive approach will be included in the CSIP and within the PD plan. Additionally, the goals above will also assist our district toward a long-term goal of developing conditions for authentic learning experiences and mastery learning for our students through a strong standards alignment alongside our Profile of a Patriot competencies.

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	ACPC: 55.7 Medium ACIC: 68.8 High JEBMS: 44.6 Low ACSHS: 49.5 Low	ACPC: +3.4 Increased ACIC: +19.4 Increased Significantly JEBMS: -17.8 Declined Significantly ACSHS: -1.8 Maintained
State Assessment Results in science, social studies and writing	ACIC: 58.7 Medium JEBMS: 47.8 Low ACSHS: 66.2 Very High	ACIC: +13.6 Increased Significantly JEBMS: -6.4 Declined ACSHS: +17 Increased Significantly
English Learner Progress	Not calculated into Accountability Measures	Not calculated into Accountability Measures
Quality of School Climate and Safety	ACPC: 75.7 Medium ACIC: 75.7 Medium JEBMS: 57.3 Very Low ACSHS: 65.1 High	ACPC: -1.6 Maintained ACIC: + 2.8 Increased JEBMS: -9.2 Declined Significantly ACSHS: + 5.8 Increased Significantly
Postsecondary Readiness (high schools and districts only)	95.6 High	-17.7 Declined Significantly
Graduation Rate (high schools and districts only)	95.4 High	+1.4 Increased

1: State Assessment Results in Reading and Mathematics

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 30 percentage points by May 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient and distinguished in Reading will increase by 10 percentage points by May of 2025. Reading: ACPC 37% to 47% ACIC 45% to 55% JEBMS 38% to 48% ACSHS 38% to 48% 3-Year Outlook: ACPC 37% to 67% ACIC 45% to 75% JEBMS 38% to 68% ACSHS 38% to 68%	KCWP 1: Design and Deploy Standards	Focus on Teacher Clarity - All teachers will use learning intentions and success criteria throughout their lesson and build clarity for students, learners will build an understanding of their purpose and goals for each lesson. Teachers will provide examples of strong and weak work. District leaders will offer professional learning, focused feedback and resources on teacher clarity.	Walkthrough data will demonstrate at least 95% of teachers are using learning intentions and success criteria during instruction.	Daily School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A
	Key Core Work Process 4: Review, Analyze, and Apply Data	Collaborative Data-Driven Planning - All teachers will work in horizontal and vertical teams to ensure that Instruction and Curriculum has a continuity through all grade levels and standards-aligned tasks. Teachers will meet in PLCs regularly to create and update standards-based unit plans and analyze a variety of data (ex. Fastbridge, MVPA, KSA, etc) to inform instruction throughout the year with a variety of evidence-based strategies and authentic learning experiences using high-quality instructional resources, aligned to the standards.	Lesson and Unit plans, classroom observations, PLC notes, student assessment data	Weekly Monitored by principals, observations from School and District Learning Walks, unit plans, PLC minutes and supported by Instructional Coaches, Instructional Supervisor and CAO	N/A

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 30 percentage points by May 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Focus on Beyond the Core- A strong continued focus on evidence-based literacy strategies will continue across disciplines. This includes evidence-based vocabulary strategies in all disciplines.	Unit plans, classroom observations, meeting notes, student assessment data, walkthrough data	Weekly Monitored by principals, observations from School and District Learning Walks, unit plans, PLC minutes and supported by Instructional Coaches, Instructional Supervisor and CAO	N/A
	KCWP 2: Design and Deliver Instruction	The Science of Reading- Teachers and administrators will receive training in Reading/ELA using high quality instructional resources. ACPC/ACIC: How to teach reading (LETRS, 95% Heggerty, phonics, HQIR, phonemic awareness, etc.) Additionally, a high yield list of strategies will be shared districtwide for all subjects to provide practical cross-disciplinary strategies. JEBMS & ACSHS will teach reading across disciplines.	Unit and lesson plans, observational data, student assessment data	Ongoing Daily observations by principals and coaches; School and District Learning Walks, coaching data, and observation data from Instructional Supervisor and CAO	Title funds, IAL funds
	KCWP 2: Design and Deliver Instruction	Evidence-Based Instructional Strategies- District and School leaders will provide ongoing professional learning opportunities on a variety of evidence-based strategies and teachers will be supported to collaborate within professional learning communities and implement within the classrooms. (ex. Feedback structures, KAGAN, PBL, Teacher Clarity, Workshop Model, LETRS and more)	Unit plans, faculty meeting agendas, professional learning agendas, classroom observational data, student assessment data	Weekly Principal, CAO, Coaches, Instructional Supervisor School and District Learning Walk data, Faculty Meeting agendas	Title funds, RLI funds IAL funds

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 30 percentage points by May 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Key Core Work Process 5:Design, Align and Deliver Support Procsses	Multi-Tiered Systems of Support- Schools will integrate data-driven decision-making, evidence-based practices, and tiered levels of support to ensure equitable access to high-quality instruction and interventions (MTSS) is designed to meet the needs of students.	MTSS intervention data, Assessment data, student assessment data, MTSS Meetings	Weekly Monitored by principals, supported by CAO, MTSS Coordinator and coaches	Title funds, MAF, ESS, IAL
	KCWP 2: Design and Deliver Instruction	Aligned Curriculum and Assessments- School leaders and instructional coaches will ensure curriculum (texts, tasks, etc.) and assessments are aligned to grade-level standards and rigor during walk-throughs, lesson studies, and monitoring lesson plans.	Walk-through data, lesson study data, observation data, student assessment data	Daily Principals and instructional coaches will review lessons/tasks and provide feedback. Supported by CAO and Instructional Supervisor.	N/A
Objective 2 The percentage of students scoring proficient and distinguished in Mathematics will increase by 7 percentage points by May of 2025.	KCWP 1: Design and Deploy Standards	Focus on Teacher Clarity- All teachers will use learning intentions and success criteria throughout their lesson and build clarity for students, learners will build an understanding of their purpose and goals for each lesson. Teachers will provide examples of strong and weak work. Leaders will offer professional learning, focused feedback and resources on teacher clarity.	Lesson plans have aligned learning intentions and success criteria, observational data and student interview data	Daily School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A
Mathematics: ACPC 31% to 38%		Collaborative Data-Driven Planning- All teachers will work in horizontal and vertical teams to	Lesson and Unit plans, classroom observations, PLC	Weekly Monitored by principals, observations from School and District Learning	N/A

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ACIC 35% to 42% JEBMS 37% to 44% ACSHS 29% to 36% 3-Year Outlook: ACPC 31% to 61% ACIC 35% to 65% JEBMS 37% to 67% ACSHS 29% to 59%	Key Core Work Process 4: Review, Analyze, and Apply Data	ensure that the Curriculum has a continuity through all grade levels and standards- aligned tasks. Teachers will meet in PLCs to create and update standards-based unit plans and analyze a variety of data (ex. Fastbridge, MVPA, KSA, common formative assessments, etc) to inform instruction throughout the year with a variety of evidence-based strategies and authentic learning experiences using high-quality instructional resources, aligned to the standards.	notes, assessment data	Walks, unit plans, PLC minutes and supported by Instructional Coaches, Instructional Supervisor and CAO	
	KCWP 2: Design and Deliver Instruction	Evidence-Based Instructional Strategies- District and School leaders will provide ongoing professional learning opportunities on a variety of evidence-based strategies and will be supported to implement and collaborate within professional learning communities, with a focus on conceptual mathematics. Additionally, a high yield list of strategies will be shared districtwide for all subjects to provide practical cross-disciplinary strategies.	Unit plans, faculty meeting agendas, professional learning agendas, student assessment data	Weekly Principal, CAO, Coaches, Instructional Supervisor, School and District Learning Walk data, Faculty Meeting agendas	Title funds, RLI funds, MAF
		Sense-Making Classroom Culture- Teachers will focus on building a culture of mathematical sense-making and engagement,	Unit plans, Faculty Meeting Agendas, student assessment data	Weekly School and District Learning Walk data Supported by coaches	MAF funds, Title funds, RLI funds

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 30 percentage points by May 2027, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing the Learning Environment	using evidence-based math practices, including a strong focus on building a conceptual understanding and students articulating their thinking and processes.			
	KCWP 4: Review, Analyze, and Apply Data	Multi-Tiered Systems of Support- Schools will integrate data-driven decision-making, evidence-based practices, and tiered levels of support to ensure equitable access to high-quality instruction and interventions (MTSS) is designed to meet the needs of students.	MTSS intervention data, Assessment data, student assessment data	Weekly Monitored by principals, supported by CAO, MTSS Coordinator, Instructional Supervisor and coaches	Title funds, RLI funds, MAF, ESS
		Aligned Curriculum and Assessments- School leaders and instructional coaches will ensure curriculum (texts, tasks, etc.) and assessments are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans.	Walk-through data, lesson study data, observation data, student assessment data	Daily Principals and instructional coaches will review lessons/tasks and provide feedback. Supported by CAO and Instructional Supervisor.	N/A

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

Goal 2: Science proficiency will meet or exceed 60% (ACIC from 37%) (JEBMS from 18%) (ACSHS from 5%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 37%) (JEBMS from 28%) (ACSHS from 49%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 44%) (ACSHS from 54%) by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Science proficiency will increase by 15 percentage points by May of 2025.</p> <p>Science: ACIC 37% to 52% JEBMS 18% to 33% ACSHS 5% to 20%</p> <p>3-Year Outlook: ACIC 37% to 60% JEBMS 18% to 60% ACSHS 5% to 60%</p>	KCWP 1: Design and Deploy Standards	Focus on Teacher Clarity- All teachers will use learning intentions and success criteria throughout their lesson and build clarity for students, learners will build an understanding of their purpose and goals for each lesson. Teachers will provide examples of strong and weak work. Leaders will offer professional learning, focused feedback and resources on teacher clarity. All teachers will follow the NGSS Standards and visibly post learning intentions and success criteria within each lesson. Teachers are using learning intentions and success criteria throughout their lesson to build clarity for students.	Lesson plans, unit plans, observation data, student interview data	Daily School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A
	Key Core Work Process 4: Review, Analyze, and Apply Data	Collaborative Data-Driven Planning- All teachers will work in horizontal and vertical teams to ensure that the Curriculum has a continuity through all grade levels and standards- aligned tasks. Teachers will meet in PLCs to create and update standards-based unit plans and analyze a variety of data (ex. Fastbridge, MVPA, KSA, etc) to	Lesson and Unit plans, classroom observations, PLC notes, student assessment data	Weekly Monitored by principals, observations from School and District Learning Walk data, unit plans, plc minutes Supported by coaches, Instructional Supervisor, CAO	N/A

Goal 2: Science proficiency will meet or exceed 60% (ACIC from 37%) (JEBMS from 18%) (ACSHS from 5%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 37%) (JEBMS from 28%) (ACSHS from 49%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 44%) (ACSHS from 54%) by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		inform instruction throughout the year with a variety of evidence-based strategies and authentic learning experiences using high-quality instructional resources, aligned to the standards.			
	KCWP 2: Design and Deliver Instruction	<u>Inquiry-Based Instructional Design-</u> Implement inquiry-based design in your science instruction by guiding students to ask testable questions, develop hypotheses, and engage in hands-on investigations aligned with the Kentucky Academic Standards for Science. Encourage students to explore phenomena, analyze data, and construct evidence-based explanations. This approach fosters curiosity, critical thinking, and the application of scientific practices, preparing students for real-world problem-solving and innovation.	Lesson and Unit plans, classroom observations, PLC notes, assessment data	Weekly Monitored by principals, observations from School and District Learning Walk data, unit plans, plc minutes Supported by coaches, Instructional Supervisor, CAO	N/A

Goal 2: Science proficiency will meet or exceed 60% (ACIC from 37%) (JEBMS from 18%) (ACSHS from 5%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 37%) (JEBMS from 28%) (ACSHS from 49%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 44%) (ACSHS from 54%) by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>Social Studies proficiency will increase by 10 percentage points by May of 2025.</p> <p>Social Studies: ACIC 37% to 47% JEBMS 28% to 38% ACSHS 49% to 59%</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Focus on Teacher Clarity- All teachers will use learning intentions and success criteria throughout their lesson and build clarity for students, learners will build an understanding of their purpose and goals for each lesson. Teachers will provide examples of strong and weak work. Leaders will offer professional learning, focused feedback and resources on teacher clarity.</p>	<p>Lesson plans have aligned learning intentions and success criteria, observational data and student interview data</p>	<p>Daily School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO</p>	<p>N/A</p>
<p>3-Year Outlook: ACIC 37% to 70% JEBMS 28% to 70% ACSHS 49% to 70%</p>	<p>Key Core Work Process 4: Review, Analyze, and Apply Data</p>	<p>Collaborative Data-Driven Planning- All teachers will work in horizontal and vertical teams to ensure that the Curriculum has a continuity through all grade levels and standards- aligned tasks. Teachers will meet in PLCs to create and update standards-based unit plans and analyze a variety of data (ex. Fastbridge, common formative assessments, MVPA, KSA, etc) to inform instruction throughout the year with a variety of evidence-based strategies and authentic learning experiences</p>	<p>Lesson and Unit plans, classroom observations, PLC notes, student assessment data</p>	<p>Weekly Monitored by principals, observations from School and District Learning Walk data, unit plans, plc minutes Supported by coaches, Instructional Supervisor, CAO</p>	<p>N/A</p>

Goal 2: Science proficiency will meet or exceed 60% (ACIC from 37%) (JEBMS from 18%) (ACSHS from 5%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 37%) (JEBMS from 28%) (ACSHS from 49%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 44%) (ACSHS from 54%) by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		using high-quality instructional resources, aligned to the standards.			
	KCWP 6: Establishing the Learning Enviornment	<u>Inquiry-Based Instructional Design</u> - Teachers will Incorporate inquiry-based design into your social studies lessons by crafting compelling, open-ended questions aligned with Kentucky Academic Standards for Social Studies. Facilitate student-driven investigations that encourage critical thinking, analysis of primary and secondary sources, and the development of evidence-based arguments. This approach aligns with the standards' emphasis on disciplinary literacy and prepares students for active civic engagement.	Lesson and Unit plans, classroom observations, PLC notes, assessment data	Weekly Monitored by principals, observations from School and District Learning Walk data, unit plans, plc minutes Supported by coaches, Instructional Supervisor, CAO	N/A
Objective 3 Writing proficiency will increase by 10 percentage points by May of 2025. Writing: ACIC 19% to 29%	KCWP 1: Design and Deploy Standards	<u>Focus on Teacher Clarity</u> - All teachers will use learning intentions and success criteria throughout their lesson and build clarity for students, learners will build an understanding of their purpose and goals for each lesson. Teachers will provide examples of strong and weak work. Leaders will offer professional learning, focused	Lesson plans, unit plans, observation data, student interview data	Daily School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A

Goal 2: Science proficiency will meet or exceed 60% (ACIC from 37%) (JEBMS from 18%) (ACSHS from 5%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 37%) (JEBMS from 28%) (ACSHS from 49%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 44%) (ACSHS from 54%) by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
JEBMS 44% to 54% ACSHS 54% to 64% 3-Year Outlook: ACIC 19% to 70% JEBMS 44% to 70% ACSHS 54% to 70%		feedback and resources on teacher clarity. All teachers will follow the NGSS Standards and visibly post learning intentions and success criteria within each lesson. Teachers are using learning intentions and success criteria throughout their lesson to build clarity for students.			
	KCWP 4: Review, Analyze, and Apply Data	Writing Calibrations- Teachers will collaborate during PLCs to calibrate using student work samples, utilizing student work protocols and rubrics, identifying strong and weak work, and to inform next instructional practices. Learners will receive valid and reliable grade level feedback as a result.	Calibration data, PLC minutes, observation data, student writing performance data	Weekly PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals	N/A
	Key Core Work Process 4: Review, Analyze, and Apply Data	Collaborative Data-Driven Planning- All teachers will work in horizontal and vertical teams to ensure that the Curriculum has a continuity through all grade levels and standards- aligned tasks. Teachers will meet in PLCs to create and update standards-based unit plans and analyze a variety of data (ex. Fastbridge, common formative assessments, MVPA, KSA, etc) to	Lesson and Unit plans, classroom observations, PLC notes, student assessment data	Weekly Monitored by principals, observations from School and District Learning Walk data, unit plans, plc minutes Supported by coaches, Instructional Supervisor, CAO	N/A

Goal 2: Science proficiency will meet or exceed 60% (ACIC from 37%) (JEBMS from 18%) (ACSHS from 5%) by May 2027, according to state-level assessment data. Social Studies proficiency will meet or exceed 70% (ACIC from 37%) (JEBMS from 28%) (ACSHS from 49%) by May 2027, according to state-level assessment data. Writing proficiency will meet or exceed 70% (ACIC from 19%) (JEBMS from 44%) (ACSHS from 54%) by May 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		inform instruction throughout the year with a variety of evidence-based strategies and authentic learning experiences using high-quality instructional resources, aligned to the standards.			
	KCWP 2: Design and Deliver Instruction	<u>Authentic Writing Experiences-</u> Daily lesson plans will include intentional writing opportunities for students to write every day in all disciplines. Lesson plans will include authentic writing experiences (ex. Gold Standard PBL projects) to strategically design authentic writing tasks, and build cross-curricular literacy skills.	Student outcomes in writing will increase, observation, assessment data	Weekly School admin will monitor and provide specific feedback on lesson plans; Coaches will support teachers who need additional support	N/A

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 The percent of students with disabilities who score novice in reading will reduce by 15% using the annual state	KCWP 2: Design and Deliver Instruction	<u>Co-Teaching Trainings-</u> ECE teachers, general education teachers and coaches will be trained on co-teaching models and implemented alongside evidence-based strategies for meeting the needs of students qualifying for special education services.	Professional learning agendas, attendance roster, Classroom Observations	Weekly School and District Walkthroughs PLCs Principals, Chief Academic Officer, Director of Special Education	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
summative assessment data in May 2025.	KCWP 4: Review, Analyze, and Apply Data	<u>Collaborative Data-Driven Planning</u> - All teachers will work in horizontal and vertical teams to ensure that the Curriculum has a continuity through all grade levels and standards- aligned tasks. Teachers will meet in PLCs to create and update standards-based unit plans and analyze a variety of data (ex. Fastbridge, MVPA, KSA, etc) to inform instruction throughout the year with a variety of evidence-based strategies and authentic learning experiences using high-quality instructional resources, aligned to the standards.	Lesson and Unit plans, classroom observations, PLC notes, student assessment data	Weekly Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.	N/A
	KCWP 2: Design and Deliver Instruction	<u>Coaching Cycles with ECE Teachers:</u> Teachers will engage in coaching cycles with the Assistant DOSE throughout the year to focus on using data to develop effective IEPs and designing instruction, including co-teaching, to meet the needs of students with disabilities.	Lesson and Unit plans, classroom observations, coaching cycles	Weekly DOSE and Assistant DOSE	N/A
Objective 2 The percent of students with disabilities who score novice in math will reduce by 15% using the annual state summative	KCWP 2: Design and Deliver Instruction	<u>Co-Teaching Trainings-</u> ECE teachers, general education teachers and coaches will be trained on co-teaching models and implemented alongside evidence-based strategies for meeting the needs of students qualifying for special education services.	Professional learning agendas, attendance roster, Classroom Observations	Sessions are throughout the School Year School and District Walkthroughs PLCs Principals, Chief Academic Officer, Director of Special Education	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
assessment data in May 2025.	KCWP 6: Establishing the Learning Enviornment	<u>Sense-Making Classroom Culture--</u> Teachers will focus on building a culture of mathematical sense-making and engagement, using evidence-based math practices, including a strong focus on building a conceptual understanding and students articulating their thinking and processes.	Unit plans, Faculty Meeting Agendas, FastBridge data, KSA data	Weekly School and District Learning Walk data Supported by coaches	MAF funds, Title funds, RLI funds
	Key Core Work Process 4: Review, Analyze, and Apply Data	<u>Collaborative Data-Driven Planning-</u> All teachers will work in horizontal and vertical teams to ensure that the Curriculum has a continuity through all grade levels and standards- aligned tasks. Teachers will meet in PLCs to create and update standards-based unit plans and analyze a variety of data (ex. Fastbridge, MVPA, KSA, etc) to inform instruction throughout the year with a variety of evidence-based strategies and authentic learning experiences using high-quality instructional resources, aligned to the standards.	Lesson and Unit plans, classroom observations, PLC notes, student assessment data	Weekly Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.	N/A
		<u>Coaching Cycles with ECE Teachers:</u> Teachers will engage in coaching cycles with the Assistant DOSE throughout the year to focus on using data to develop effective IEPs and designing instruction, including co-teaching, to meet the needs of students with disabilities.	Lesson and Unit plans, classroom observations, coaching cycles	Weekly DOSE and Assistant DOSE	N/A

4: English Learner Progress

Goal 4: By 2027, 100% of English Learners at all levels will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 100% of English Learners will demonstrate <i>annual improvement</i> toward their Composite scores by May 2025. Growth on ACCESS Composites ACPC: 79% to 100% ACIC: 25% to 100% JEBMS: 0% to 100% ACSHS: 36% to 100%	KCWP 6: Establishing the Learning Environment	<u>Speaking and Listening Opportunities:</u> All teachers, coaches and administrators will be trained on strategies to promote collaboration (ex. Gold Standard PBL design, Kagan, etc) and implemented within their classrooms. This allows our English Learners to engage in collaboration, and engage in speaking and listening skills from various English speakers daily.	PBL 101 attendance rosters and onboarding rosters, Collaboration techniques observed during classroom observations, ACCESS assessment data	Principals will monitor lesson plans and classroom observations to ensure a focus on EL students	N/A
	KCWP 2: Design and Deliver Instruction	<u>Book Study and Co-Creating EL Training Resources Districtwide:</u> Throughout the first quarter, counselors, coaches and the Instructional Supervisor will engage in learning around “Unlocking Multilingual Learners’ Potential” and co-create training content around identified building needs. Multiple opportunities to train teachers will be identified and implemented throughout this year and beyond. This gives our district the ability to train our teachers with on-the-spot needs.	Training Resource Final Product, Usage in coaching cycles and school trainings, ACCESS assessment data	November 1, 2024 Instructional Supervisor, Coaches and Counselors will support teachers in understanding and implementing best practices	N/A
	KCWP 2: Design and Deliver Instruction	<u>Graduate Profile Competencies-</u> All schools are designing and delivering instruction around the	Unit and lesson plans, student work samples,	Weekly Principals will monitor lesson and unit plans.	N/A

Goal 4: By 2027, 100% of English Learners at all levels will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Profile of a Patriot competencies to build character and strengthen students’ academically and overall social and emotional skills and other outcomes needed throughout life.	ACCESS assessment data	Coaches will support standing and implementing best practices	
	KCWP 2: Design and Deliver Instruction	Resource Awareness- The district will create a list of resources and update regularly for teachers to access and modify to fit the needs of their learners. This is all in effort to train teachers on best practices when serving students with limited english proficiency and provide vetted resources to better meet the needs of our students.	List of resources created	December Instructional Supervisor, Coaches and Counselors will support teachers in understanding and implementing best practices	N/A

5: Quality of School Climate and Safety

Goal 5: All schools will meet or exceed (ACPC 75.7) (ACIC 75.7) (JEBMS 57.3) (ACSHS 65.1) a Quality of School Climate and Safety Survey indicator score of 85% by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Quality of School Climate and Safety will meet or exceed 80% by May 2025. Quality of School Climate and Safety: ACPC 75.7% to 80% ACIC 75.7% to 80% JEBMS 57.3% to 80% ACSHS 65.1% to 80% 3-Year Outlook: ACPC 75.7% to 85% ACIC 75.7% to 85% JEBMS 57.3% to 85% ACSHS 65.1% to 85%	KCWP 6: Establish a Learning Culture and Environment	Clear Expectations - Expectations will be made clear in all classrooms and common areas. Consequences will be consistent and proper behavior choices will be Recognized to ensure students know what success means.	Visible Expectations and Observations of implementation	Daily Principals Teachers	N/A
	Key Core Work Process 4: Review, Analyze, and Apply Data	Action Planning - School leadership teams will review Quality of School Climate and Safety data and determine next steps and priorities. An emphasis on behavior data will be utilized in order to develop actionable, school-specific steps, to develop a proactive approach to schoolwide behavior.	Staff satisfaction will increase; Staff will have a clear understanding of what it means to be a teacher in ACS; Staff can articulate clear connections between the work happening in the district	August Principals will communicate regularly about the work happening in ACS; Superintendent will monitor with principals at their weekly meetings.	Title funds
		Stakeholder Voice - Schools will collect staff and student voice/input on big decisions on how to improve moving forward. SBDM will be utilized as a collaborative decision-making team that engages regularly in data and improvement-science strategies.	Principals will regularly collect and review staff and student voice data to drive ongoing improvement.	Monthly Improvement will be monitored by school leadership teams.	N/A
		Voice and Choice for Professional Learning - Staff have an opportunity to engage in personalized professional learning. This reflects	Staff have at least one opportunity to participate in personalized	Monthly Principals will monitor the number of opportunities given to staff and the number of staff participating in personalized professional learning.	Title funds

Goal 5: All schools will meet or exceed (ACPC 75.7) (ACIC 75.7) (JEBMS 57.3) (ACSHS 65.1) a Quality of School Climate and Safety Survey indicator score of 85% by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the environment we want to see in classrooms.	professional learning opportunity each year.		
	KCWP 4: Review, Analyze, and Apply Data	SEL Screeners -Fastbridge or Abre will be used to identify student needs and determine interventions with CAP Teams and behavior specialists.	Screeners data	BiWeekly Principals, Teachers and CAP teams will monitor behavior data	Title funds
	KCWP 6: Establish a Learning Culture and Environment	Wraparound services - Services that support the whole child will be provided for students in all schools, including mental health therapists, etc.	Mental Health Data, CAP Team data and agendas	BiWeekly Principal, Project Prevent Director, Counselors, CAO	Title funds, Behavioral Grant
	KCWP 2: Design and Deliver Instruction	Graduate Profile Competencies - All schools are designing and delivering instruction around the Profile of a Patriot competencies to strengthen academics, build character and strengthen students' overall social and emotional skills and other outcomes needed throughout life.	Unit and lesson plans, student work samples, assessment data	Weekly Principals will monitor lesson and unit plans. Coaches will support teachers in understanding and implementing best practices	N/A
	KCWP 6: Establish a Learning Culture and Environment	Trauma-Informed Care - Staff will be trained in meeting the needs of students experiencing trauma. All teachers will use these practices help students feel safe and supported by creating a welcoming environment and responding to their needs.	Unit plans, PLCs, MTSS Meetings, observational data, referral count decreasing	BiWeekly Principal, Project Prevent Director, Counselors, CAO	N/A, Behavioral Grant

6: Postsecondary Readiness

Goal 6: The Allen County Schools System will meet or exceed the Postsecondary indicator of 115 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The Allen County Schools System will meet or exceed the Postsecondary indicator of 113 by May 2025.	KCWP 4: Review, Analyze and Apply Data	CAP Teams - The CAP Teams (Counselors, Assistant Principals, etc) at the high school will use a tracking system to monitor the data for transition readiness and identify support for each student to achieve postsecondary transition readiness. This supports student achievement within industry certifications, ACT readiness, mentoring, cooperative learning outside of the school and work ethics.	Data Tracking Tool developed by CCR Coach; Data shared with school and district instructional departments monthly with a focus on increasing transition readiness.	Monthly District and school instructional leaders will review data and provide feedback for improvement.	N/A
	KCWP 2: Design and Deliver Instruction	OneGoal - coaching sessions will continue to analyze postsecondary data to better design and deliver advisory mentor time, job shadowing, and work-based experiences for each student.	Advisory lessons, Advisory Tracker data, Lessons aligned with postsecondary goals, Schoolinks,	Monthly P3 Staff updates	P3 Grant
	KCWP 4: Review, Analyze and Apply Data	Pathway Planning -Creation and schedule of pathways aligned to student Patriot Plans. Ongoing collaborations with community members and businesses throughout all grades to focus on career exploration.	Increased number of career-ready students, increase in Industry certifications, pathway completers, Master Schedule, Schoolinks (Patriot Plans)	ILPs (Patriot Plans), student interest data, TEDs data	N/A
	KCWP 4: Review, Analyze and Apply Data	1:1 Career Planning Guidance Sessions Design and Implement 1:1 Pathway Guidance sessions with counselors and all students to ensure equitable scheduling of courses, and career	Pathway plans, Student schedules, Planning session attendance roster, Schoolinks	Yearly Counseling notes, student schedules, session attendance records, student attendance, Schoolinks, grades, future plans, future courses, GPA & KHEES money, scholarships, grants, workforce opportunities, job-shadowing,	P3 Grant

Goal 6: The Allen County Schools System will meet or exceed the Postsecondary indicator of 115 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and college goal setting for each student.		internships, Co-ops, resumes, clubs, extracurriculars, community involvement. Counselors and School Leadership Team	
	KCWP 2: Design and Deliver Instruction	<u>Graduate Profile Competencies-</u> All schools are designing and delivering instruction around the Profile of a Patriot competencies to build character and strengthen students’ overall social and emotional skills and other outcomes needed throughout life.	Unit and lesson plans, student work samples, ACCESS assessment data	Weekly Principals will monitor lesson and unit plans. Coaches will support teachers in understanding and implementing best practices	N/A

7: Graduation Rate

Goal 7: The Allen County School System will meet or exceed the Graduation Rate (95.4% current) of 96.5% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Short-term Goal Allen County Schools will meet or exceed a graduation rate of 96% by May 2025.	KCWP 4: Review, Analyze and Apply Data	Data-Informed Readiness Collaboration: Leadership and staff will review school wide Transition Readiness tracking sheets in PLCs to identify areas of celebration and concerns for individual students and school wide needs toward graduation requirements.	All students are on showing success toward Postsecondary Readiness Percentage of students graduating remains or exceeds the current rate	Weekly Principal and Leadership team will monitor progress ACS Transition Readiness Data Sheet Postsecondary planning sessions minutes	N/A
	KCWP 4: Review, Analyze and Apply Data	Early Warning Tool Data - FRYSC staff will review in PLCs, Early Warning Tool data and follow-up with students and families as a trusted mentor – safe place, social emotional learning, food securities, mental health counseling, etc.	Ongoing review of data, increased support to students at-risk of dropping out, increased mental health support for students identified at-risk.	Increased numbers of students being supported in SEL, food securities, mental health counseling, and home environments. Weekly Principal and Leadership team will monitor progress and DPP	FRYSC funds, Donations
	KCWP 4: Review, Analyze and Apply Data	Cap Teams - All CAP Teams including CCR Counselor, will review data (Early Warning Tool, CCR data, % students failing) monthly to identify all students who are potential dropouts and to identify strategies for targeted assistance.	CAP meeting minutes identifying student needs and plans	Credit Recovery data of attendance and completion Increased support documented for potential dropouts and shared monthly with school and district instructional teams. Weekly Principal and Leadership team will monitor progress and DPP	N/A

Goal 7: The Allen County School System will meet or exceed the Graduation Rate (95.4% current) of 96.5% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	Pathway Planning -Creation and schedule of pathways aligned to student Patriot Plans. Ongoing collaborations with community members and businesses throughout all grades to focus on career exploration.	Increased number of career-ready students, Mastery Schedule, Schoolinks (Patriot Plans)	ILPs (Patriot Plans), student interest data	N/A
	KCWP 4: Review, Analyze and Apply Data	1:1 Career Planning Guidance Sessions -Design and Implement 1:1 Pathway Guidance sessions with counselors and students to ensure equitable scheduling for each student	Pathway plans, Student schedules, Planning session attendance roster, School Links	Yearly Counseling notes, student schedules, session attendance records, student attendance Counselors and School Leadership Team	P3 Grant

8: Other (Optional)

Goal 8 (State your other goal.): Behavioral incidents in each school will decrease by 10% by May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Behavioral incidents in each school will decrease by 10% by May 2025.	KCWP 6: Establish a Learning Culture and Environment	Trauma-Informed Care Training -All teachers will be trained and utilize the TIC practices within their classroom and school. District Trauma Informed Care Plan Here	Training rosters, behavioral data, Classroom observations	Daily School leadership team, Mental Health Team, CAO	N/A

	<u>KCWP 6: Establish a Learning Culture and Environment</u>	<u>Clear Expectations-</u> Expectations will be made clear in all classrooms and common areas. Consequences will be consistent and proper behavior choices will be. Recognized to ensure students know what success means.	Visible Expectations and Observations of implementation, Behavioral data	Daily Principals Teachers	N/A
	<u>KCWP 6: Establish a Learning Culture and Environment</u>	<u>Behavior Specialists-</u> Behavioral specialists will collaborate with teachers in each building to provide evidence-based behavioral interventions.	Behavioral data, observations	Daily Mental Health Team, School and District leaders	Behavior Grant
		<u>Wraparound services-</u> Services that support the whole child will be provided for students in all schools, including mental health therapists, etc.	Mental Health Data, CAP Team data and agendas	BiWeekly Principal, Project Prevent Director, Counselors, CAO	Title funds, Behavioral Grant, Project Prevent Grant