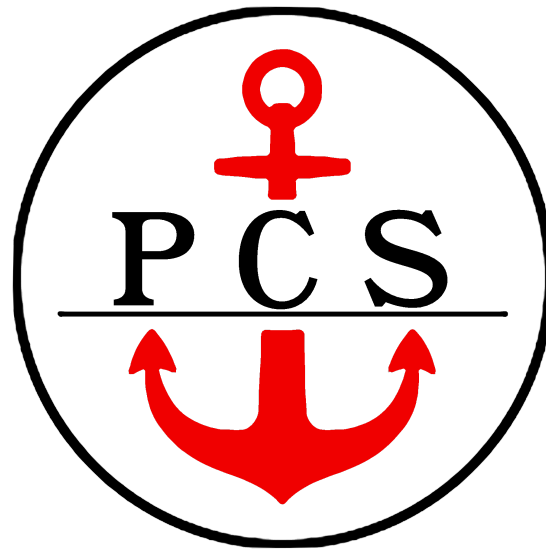


Powell County School District Improvement Plan



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.

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Districts

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

- 1.) Elementary - All academic areas for elementary grades 3-5 have 32% or less scoring proficient/distinguished on KSA.

2.) Middle - All academic areas have less than 32% of students scoring proficient/distinguished on KSA.

3.) High - No tested area was above 32% for combined proficient/distinguished on KSA.

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

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

- 1.) (K-8) NWEA MAP Assessment, Previous KSA data, Formative & Summative, HQIR growth measures

2.) PLCs, Student Data Team Meetings, PBIS meetings (MTSS agendas/notes),

3.) Weekly PLC agendas and notes, continued professional development, coaching sessions between principal/teacher, district and building walkthroughs, KDE Unit and Lesson Internalization protocol

Updated June 2023

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elementary - 47.5	Elementary - (+0.9)
	Middle - 36.2	Middle - (-4.1)
	High - 41.6	High - (+7.6)
State Assessment Results in science, social studies and writing	Elementary - 45.0	Elementary - (-5.4)
	Middle - 36.4	Middle - (-0.3)
	High - 30.4	High - (+5.2))
English Learner Progress		
Quality of School Climate and Safety	Elementary - 77	Elementary - (+0.3)
	Middle - 62.3	Middle - (+1.3)
	High - 58.6	High - (+1.3)
Postsecondary Readiness (high schools and districts only)	88.4	+3.5
Graduation Rate (high schools and districts only)	High - 91.4	+1.8
	District - 90.5	+1.8

1: State Assessment Results in Reading and Mathematics

<div>Goal 1 (State your reading and math goal):</div> <div><ul style="list-style-type: none">By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 32% (2024) to 38%, Middle School from 21% (2024) to 31%, and High School from 32% (2024) to 40%.By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Math for Elementary from 29% (2024) to 36.17%, Middle School from 17% (2024) to 27.11%, and High School from 22% (2024) to 30%.</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div>Objective 1 Reading</div> <div>Elementary: Increase the percentage of students scoring Proficient/Distinguished on KSA from 32% to 39%.</div> <div>Middle: Increase the percentage of students scoring Proficient/Distinguished on KSA from 21% to 25%.</div> <div>High: Increase the percentage of students scoring Proficient/Distinguished on KSA from 32% to 36%.</div>	<div>KCWP 1: Design and Deploy Standards</div> <div><ul style="list-style-type: none">Curriculum Specialists continue to support reading teachers in implementation of the new High Quality Instructional Resource.Training provided from Houghton Mifflin, Savvas and curriculum specialist for teachers based on the new curriculum.Collaboration with CKEC to support standards alignment with</div>	<div><ul style="list-style-type: none">Professional Learning provided for new reading series.Continued implementation of new reading series.Continued support from district curriculum specialists in aligning curriculum with Kentucky Academic Standards.</div>	<div><ul style="list-style-type: none">High Quality Instructional Resource implemented in classrooms with fidelity.Evidence of series usage in classrooms.Instructional activities congruent with Kentucky Academic Standards</div>	<div><ul style="list-style-type: none">Building Administrative walkthroughsDistrict Administrative walkthroughsData collected from walkthrough documentNWEA MAP dataSummative Assessment dataHQIR growth measures</div>	<div>Title 1 and Title 2 part A</div>

Goal 1 (State your reading and math goal): <ul style="list-style-type: none">By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 32% (2024) to 38%, Middle School from 21% (2024) to 31%, and High School from 32% (2024) to 40%.By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Math for Elementary from 29% (2024) to 36.17%, Middle School from 17% (2024) to 27.11%, and High School from 22% (2024) to 30%.					
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	instructional resources.				

Goal 1 (State your reading and math goal): <ul style="list-style-type: none">By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 32% (2024) to 38%, Middle School from 21% (2024) to 31%, and High School from 32% (2024) to 40%.By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Math for Elementary from 29% (2024) to 36.17%, Middle School from 17% (2024) to 27.11%, and High School from 22% (2024) to 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design & Deliver Instruction <ul style="list-style-type: none">District and building leadership will use Elements of Effective Lesson walkthrough document district wide to evaluate and monitor instruction.Teachers will participate in professional learning based around new reading series provided by District Curriculum Specialist and CKEC.	<ul style="list-style-type: none">Continued Administrative Professional Learning centered around the foundations of effective classrooms.Curriculum specialists will provide grade level professional learning to aid teachers in understanding and implementing new reading series.Examination of assessment data through PLC structureAdditional training and support provided by HMM(Houghton Mifflin Harcourt).	<ul style="list-style-type: none">Series used in classrooms with fidelity.Students actively engaged in the classroom while using new reading series.NWEA MAP dataSummative Assessment dataCongruence of lessons to Kentucky Academic Standards.	<ul style="list-style-type: none">Building Administrative walkthroughsDistrict Administrative walkthroughsData collected from walkthrough documentNWEA MAP dataSummative Assessment dataHQIR growth measures	Title 2 part A
	KCWP 5: Design, Align and Deliver Support				

Goal 1 (State your reading and math goal): <ul style="list-style-type: none">By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 32% (2024) to 38%, Middle School from 21% (2024) to 31%, and High School from 32% (2024) to 40%.By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Math for Elementary from 29% (2024) to 36.17%, Middle School from 17% (2024) to 27.11%, and High School from 22% (2024) to 30%.					
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level..	<ul style="list-style-type: none">Use of aimsWeb plus progress monitoring tool.Training centered around usage of aimsWeb plus for teachers and administration.Analyzation of Tiered Intervention Process to refine and retune structures to meet individual student needsUse of PBIS (Positive Behavioral Interventions & Supports)MTSS Handbook	<ul style="list-style-type: none">Aimswweb plus data entered showing timely progress monitoring is taking place.Students moving through the Tiered Interventions to either test out or move into the next phase to provide needed support.PBIS (Positive Behavioral Interventions & Supports) are in place in each school.	<ul style="list-style-type: none">MTSS meeting minutesBuilding administrative meetingsPrincipal meetings	ESS

<p>Goal 1 (State your reading and math goal.):</p> <ul style="list-style-type: none">By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 32% (2024) to 38%, Middle School from 21% (2024) to 31%, and High School from 32% (2024) to 40%.By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Math for Elementary from 29% (2024) to 36.17%, Middle School from 17% (2024) to 27.11%, and High School from 22% (2024) to 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Math</p> <p>Elementary: Increase the percentage of students scoring Proficient/Distinguished on KSA 29% to 32%.</p> <p>Middle: Increase the percentage of students scoring Proficient/Distinguished on KSA 17% to 20%.</p> <p>High: Increase the percentage of students scoring Proficient/Distinguished on KSA 22% to 26%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <ul style="list-style-type: none">Curriculum Specialists to work with math teachers to continue implementing the High Quality Instructional Resource.Training provided from McGraw Hill and curriculum specialist for teachers based on the new curriculum.	<ul style="list-style-type: none">Professional Learning by McGraw Hill for continued support of the new math curriculum.Continued implementation of new math series.Examination of assessment data through PLC structure.	<ul style="list-style-type: none">High Quality Instructional Resource implemented in classrooms with fidelity.Evidence of series usage in classrooms.NWEA Map dataSummative Assessment dataCongruence of lessons to Kentucky Academic Standards.	<ul style="list-style-type: none">Building Administrative walkthroughsDistrict Administrative walkthroughsData collected from walkthroughsNWEA MAP dataSummative Assessment data	Title 1 and Title 2 part A
	<p>KCWP 2: Design & Deliver Instruction</p> <ul style="list-style-type: none">District and building leadership will use Elements of Effective Lesson	<ul style="list-style-type: none">Administrative Professional Learning centered around the foundations of effective classrooms.	<ul style="list-style-type: none">Series used in classrooms with fidelity.Students actively engaged in the	<ul style="list-style-type: none">Building Administrative walkthroughsDistrict Administrative walkthroughs	Title 2 part A

Goal 1 (State your reading and math goal): <ul style="list-style-type: none">By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 32% (2024) to 38%, Middle School from 21% (2024) to 31%, and High School from 32% (2024) to 40%.By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Math for Elementary from 29% (2024) to 36.17%, Middle School from 17% (2024) to 27.11%, and High School from 22% (2024) to 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	walkthrough document district wide to evaluate and monitor instruction. <ul style="list-style-type: none">Teachers will participate in professional learning based around new reading series.	<ul style="list-style-type: none">Curriculum specialists will provide grade level professional learning to aid teachers in understanding and implementing new math series.Additional training and support provided by McGraw Hill.	classroom while using new math series.	<ul style="list-style-type: none">Data collected from walkthrough document	
	KCWP 5: Design, Align and Deliver Support <ul style="list-style-type: none">District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.	<ul style="list-style-type: none">Use of aimsWeb plus progress monitoring tool.Use of PBIS (Positive Behavioral Interventions & Supports)MTSS meeting structures and teams realigned with support from CKEC.MTSS Handbook	<ul style="list-style-type: none">Aimsweb plus data entered showing timely progress monitoring is taking place.Students moving through the Tiered Interventions to either test out or move into the next phase to	<ul style="list-style-type: none">MTSS meeting minutesDistrictPrincipal meetings	ESS

Goal 1 (State your reading and math goal): <ul style="list-style-type: none">By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 32% (2024) to 38%, Middle School from 21% (2024) to 31%, and High School from 32% (2024) to 40%.By 2027 Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Math for Elementary from 29% (2024) to 36.17%, Middle School from 17% (2024) to 27.11%, and High School from 22% (2024) to 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<ul style="list-style-type: none">Use of aimsWeb plus to align the intervention process between schools.		<div>provide needed support.</div> <ul style="list-style-type: none">PBIS (Positive Behavioral Interventions & Supports) are in place in each school.		

<div>Goal 2:</div> <ul style="list-style-type: none">By 2027, PCS will increase the percentage of students scoring Proficient/Distinguished in Science for Elementary from 20% (2024) to 29%, MS from 7% (2024) to 20%, and HS will increase by 14% overall.By 2027, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 21% (2023) to 29%, MS from 21% (2024) to 29%, and HS from 17% (2024) to 25%.By 2027, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics for Elementary from 24% (2024) to 30%, MS from 31% (2024) to 40%, and HS from 21% (2024) to 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div>Objective 1</div> <div>Science</div> <div>Elementary: Increase the percentage of students scoring Proficient/Distinguished on KSA from 20% to 23%.</div> <div>Middle: Increase the percentage of students scoring Proficient/Distinguished on KSA from 7% to 12%.</div> <div>High: Increase the percentage of students scoring Proficient/Distinguished on KSA by 7%.</div>	<div>KCWP 1: Design and Deploy Standards:</div> <ul style="list-style-type: none">Curriculum Specialist to support the K-12 team with curriculum framework processes and to ensure new staff training.	<ul style="list-style-type: none">Examination of curriculum needs and curriculum currently being used for science.Curriculum selection for schools that are without a HQIR (High Quality Instructional Resource).Professional learning opportunities utilized through CKEC and KEDC.	<ul style="list-style-type: none">Standards usage in classrooms with congruency found between learning targets, lessons and learning activities.	<ul style="list-style-type: none">Building Administrative walkthroughsDistrict Administrative walkthroughsData collected from walkthrough document	Title II-Part A
<div>Objective 2</div> <div>Social Studies</div> <div>Elementary: Increase the percentage of students scoring</div>	<div>KCWP2 Design & Deliver Instruction</div> <ul style="list-style-type: none">Implementation of the new High Quality Instructional	<ul style="list-style-type: none">Additional training centered around the new curriculum and	<ul style="list-style-type: none">Series used in	<ul style="list-style-type: none">Building Administrative walkthroughs	Title II-Part A

<p>Goal 2:</p> <ul style="list-style-type: none">• By 2027, PCS will increase the percentage of students scoring Proficient/Distinguished in Science for Elementary from 20% (2024) to 29%, MS from 7% (2024) to 20%, and HS will increase by 14% overall.• By 2027, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 21% (2023) to 29%, MS from 21% (2024) to 29%, and HS from 17% (2024) to 25%.• By 2027, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics for Elementary from 24% (2024) to 30%, MS from 31% (2024) to 40%, and HS from 21% (2024) to 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Proficient/Distinguished on KSA from 21% to 24%.</p> <p>Middle: Increase the percentage of students scoring Proficient/Distinguished on KSA from 21% to 25%.</p> <p>High: Increase the percentage of students scoring Proficient/Distinguished on KSA from 17% to 21%.</p>	<p>Resource.</p>	<p>Kentucky Academic Standards to ensure congruence.</p> <ul style="list-style-type: none">• Professional learning centered around new HQIR provided by SAVVAS.• Additional professional learning provided through CKEC and KEDC.	<p>classrooms with fidelity.</p> <ul style="list-style-type: none">• Students actively engaged in the classroom while using new social studies series.	<ul style="list-style-type: none">• District Administrative walkthroughs• Data collected from walkthroughs• Summative Assessment data	
<p>Objective 3</p> <p>Combined Writing Elementary: Increase the percentage of students scoring Proficient/Distinguished on KSA from 24% to 27%.</p> <p>Middle: Increase the percentage of students scoring</p>	<p>KCWP 1: Design and Deploy Standards</p> <ul style="list-style-type: none">• Curriculum Specialist to support the K-12 team with curriculum framework processes and to ensure new staff training.	<ul style="list-style-type: none">• Examination of curriculum needs and curriculum currently being used.• Professional Learning based on new series and needs of teachers.• Professional Learning provided by the	<ul style="list-style-type: none">• High Quality Instructional Resource implemented in classrooms with fidelity.• Evidence of series usage in classrooms.	<ul style="list-style-type: none">• Building Administrative walkthroughs• District Administrative walkthroughs• Data collected from walkthroughs.	<p>Title II-Part A</p>

<p>Goal 2:</p> <ul style="list-style-type: none">• By 2027, PCS will increase the percentage of students scoring Proficient/Distinguished in Science for Elementary from 20% (2024) to 29%, MS from 7% (2024) to 20%, and HS will increase by 14% overall.• By 2027, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 21% (2023) to 29%, MS from 21% (2024) to 29%, and HS from 17% (2024) to 25%.• By 2027, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics for Elementary from 24% (2024) to 30%, MS from 31% (2024) to 40%, and HS from 21% (2024) to 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Proficient/Distinguished on KSA from 31% to 35%.</p> <p>High: Increase the percentage of students scoring Proficient/Distinguished on KSA from 21% to 26%.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <ul style="list-style-type: none">• District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both	<p>Kentucky Writing Project.</p> <ul style="list-style-type: none">• Use of aimsWeb plus progress monitoring tool for progress monitoring and benchmarking.• MTSS Handbook	<ul style="list-style-type: none">• Evidence of additional opportunities for students to employ writing techniques across contents.• Aimsweb plus data entered showing timely progress monitoring is taking place.• Students moving through the Tiered Interventions to either test out or move	<ul style="list-style-type: none">• Building Administrative walkthroughs• District Administrative walkthroughs• Data collected from walkthroughs.	

Goal 2: <ul style="list-style-type: none">By 2027, PCS will increase the percentage of students scoring Proficient/Distinguished in Science for Elementary from 20% (2024) to 29%, MS from 7% (2024) to 20%, and HS will increase by 14% overall.By 2027, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 21% (2023) to 29%, MS from 21% (2024) to 29%, and HS from 17% (2024) to 25%.By 2027, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics for Elementary from 24% (2024) to 30%, MS from 31% (2024) to 40%, and HS from 21% (2024) to 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	the district and building level. <ul style="list-style-type: none">Use of aimsWeb plus to align the intervention process between schools.		into the next phase to provide needed support.		

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Reading Elementary students with an IEP: decrease the percentage of students scoring Novice on KSA from 51% to 46%</p> <p>Middle School students with an IEP: decrease the percentage of students scoring Novice on KSA by 10%.</p> <p>High School students with an IEP: decrease the percentage of students scoring Novice on KSA by 10%.</p>	<p>KCWP 1: Design and Deploy Standards:</p> <ul style="list-style-type: none">Curriculum specialists will continue to support implementation of the reading curriculum. <p>KCWP 2: Design & Deliver Instruction</p> <ul style="list-style-type: none">Curriculum specialist and building admin will support implementation of the reading curriculum through specialized professional learning opportunities. <p>KCWP 4:Review, Analyze and Apply Data Results</p> <ul style="list-style-type: none">KSA results from previous year analyzed for growth potential.NWEA MAP assessment will be given three	<ul style="list-style-type: none">Reading curriculum specialists will design and implement professional learning around the new reading curriculum.Special education teachers will use the constructs of specially designed instruction to meet the needs of students with IEPs following provided training.Co-teaching/station teaching training paired with SDI training will take place for both general and special education teachers. This will begin with limited pairs and continue throughout the year.	<ul style="list-style-type: none">Continued Implementation of new curriculum with fidelityMultiple opportunities for students to engage with grade level appropriate material.NWEA MAP dataSummative Assessment data	<ul style="list-style-type: none">Building Administrative walkthroughsDistrict Administrative walkthroughsData collected from walkthroughs	Title 1 and Title 2 part A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>times per school year.</p> <p>KCWP 5: Design, Align and Deliver Support</p> <ul style="list-style-type: none">• Reading Interventionist - elementary• Extend School Services (ESS)	<ul style="list-style-type: none">• KSA (Kentucky Summative Assessment) test scores from previous school year analyzed for areas of growth.• NWEA MAP assessment data will be analyzed following each administration and students will be identified who need additional support in the tested area.• Provide alternative learning environments to support pathways to graduation based on student data. (Powell County Academy, Virtual Learning Academy, Connect Academy, Dean of Students at PCHS and Drop-out prevention staff member)• Reading interventionists in grades K-5 and 6-8.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>This includes pull out and push in with reading groups.</p> <ul style="list-style-type: none">Professional Learning designed to support the new reading curriculum.ESS Daytime WaiverMTSS Handbook			
<p>Objective 2 Math Elementary students with an IEP: decrease the percentage of students scoring Novice from 38% to 33%.</p> <p>Middle School students with an IEP: decrease the percentage of students scoring Novice on KSA by 10%</p> <p>High School students with an IEP: decrease the percentage of students scoring Novice on KSA by 10%.</p>	<p>KCWP 1: Design and Deploy Standards:</p> <ul style="list-style-type: none">Curriculum specialists will continue to support implementation of the math curriculum. <p>KCWP2 Design & Deliver Instruction</p> <ul style="list-style-type: none">Curriculum specialist and building admin will continue to support implementation of new math curriculum through	<ul style="list-style-type: none">Math curriculum specialists will design and implement professional learning around the new math curriculum.Learning experiences for students with IEP individualized to meet their specific needs.NWEA MAP assessment data will be analyzed following each administration and students will be identified who need additional support in the tested area.	<ul style="list-style-type: none">Implementation of math curriculum with fidelityMultiple opportunities for students to engage with grade level appropriate work	<ul style="list-style-type: none">Building Administrative walkthroughsDistrict Administrative walkthroughsData collected from walkthrough document	<p>Title 2 part a</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>specialized professional learning opportunities.</p> <p>KCWP 4:Review, Analyze and Apply Data Results</p> <ul style="list-style-type: none">• KSA results from previous year analyzed for growth potential.• NWEA MAP assessment will be given three times per school year.	<ul style="list-style-type: none">• KSA (Kentucky Summative Assessment) test scores from previous school year analyzed for areas of growth.• NWEA MAP assessment data will be analyzed following each administration and students will be identified who need additional support in the tested area.• Provide alternative learning environments to support pathways to graduation based on student data. (Powell County Academy, Virtual Learning Academy, Connect Academy, Dean of Students at PCHS and Drop-out prevention staff member)	<ul style="list-style-type: none">• Interventionist data tracking and assessments using aimsweb Plus	<ul style="list-style-type: none">• Principals & Interventionist reviewing data at least once every 6-weeks	ESS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<div>KCWP 5: Design, Align and Deliver Support</div> <ul style="list-style-type: none">Math InterventionistExtend School Services (ESS)	<ul style="list-style-type: none">Math interventionists in grades K-5 and 6-8. This includes pull out and push in with math groups.Professional Learning designed to support the new math curriculum.ESS Daytime Waiver			

Goal 4 :By 2027, ELL students will progress at least 2 levels on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EL students will progress 0.5 level on the ACCESS assessment.	KCWP 5: Design, Align and Deliver Support EL & Migrant Assistant	<ul style="list-style-type: none">• EL assistants are trained through KDE to work with ELL students.• Evaluate English learning support programs to improve student acquisition of the English language.	<ul style="list-style-type: none">• EL assistant trained• ACCESS assessment	<ul style="list-style-type: none">• EL Coordinator meeting monthly with the EL assistant regarding progress• Program review completed and selected	
	KCWP 5: Design, Align and Deliver Support Reading Interventionist	<ul style="list-style-type: none">• Reading interventionists in grades K-5 and 6-8. This includes pull out and push in with reading groups.• Implementing Reading Groups following the Jan Richardson Model- The Next Step Forward in Guided Reading schoolwide.	<ul style="list-style-type: none">• MAP Reading Fluency screener and Progress Monitoring• Interventionist data tracking and assessments	<ul style="list-style-type: none">• Principals & Interventionist reviewing data at least once every 6-weeks	

5: Quality of School Climate and Safety

<p>Goal 5 (State your climate and safety goal.):</p> <p>By 2027, Powell County Schools will increase the Climate Index for Elementary from 79.8 (2024) to 85.8, Middle School from 67.3 (2024) to 74.2, and HS from 61.4(2024) to 65.4.</p> <p>By 2027, PCS will increase the Safety Index for Elementary from 74.1(2024) to 78.6, Middle School from 57.3 (2024) to 62.8, and High School from 55.8 (2024) to 59.8.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Climate Index</p> <p>Elementary : Increase the index from 79.8 to 81.8.</p> <p>Middle School: Increase the index from 67.3 to 69.3.</p> <p>High School: Increase the index from 61.4 to 63.4.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <ul style="list-style-type: none">District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.	<ul style="list-style-type: none">Building level MTSS teams will work to identify students who require additional support.Additional support will be provided based on the needs of individual students.Walkthrough tool to focus on student classroom engagement.Use of PBIS at every school level.	<ul style="list-style-type: none">Decrease in student discipline referralsIncrease in student classroom engagement.Evidence of PBIS structures in each school.Graduation rateClimate & Safety Index	<ul style="list-style-type: none">Building level teamsDistrict MTSS team	\$0
<p>Objective 2</p> <p>Safety Index</p> <p>Elementary: Increase the index from 74.1 to 76.1.</p> <p>Middle School: Increase the index from 57.3 to 59.3.</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <ul style="list-style-type: none">District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to	<ul style="list-style-type: none">Building level MTSS teams will work to identify students who require additional support.Additional support will be provided based on the needs of individual students.	<ul style="list-style-type: none">Decrease in student discipline referralsIncrease in student classroom engagement.	<ul style="list-style-type: none">Building level teamsDistrict MTSS team	\$0

Updated June 2023

<p>Goal 5 (State your climate and safety goal.):</p> <p>By 2027, Powell County Schools will increase the Climate Index for Elementary from 79.8 (2024) to 85.8, Middle School from 67.3 (2024) to 74.2, and HS from 61.4(2024) to 65.4.</p> <p>By 2027, PCS will increase the Safety Index for Elementary from 74.1(2024) to 78.6, Middle School from 57.3 (2024) to 62.8, and High School from 55.8 (2024) to 59.8.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
HS: Increase the index from 55.8 to 57.8.	align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.	<ul style="list-style-type: none">• Walkthrough tool to focus on student classroom engagement.• Use of PBIS at every school level.	<ul style="list-style-type: none">• Evidence of PBIS structures in each school.• Graduation rate• Climate & Safety Index		

Goal 6 (State your postsecondary goal.): By 2027, Powell County Schools will increase the postsecondary readiness status from 88.4 (2024) to 89.4.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the rate from 88.4 to 88.9 by the year 2025.	KCWP 6: Establishing Learning Culture and Environment Increase student enrollment in internship and co-op courses.	Increase communication and collaboration with local businesses to expand internship and co-op partnerships.	Increase student enrollment in internship and co-op courses.	Cole Wills and Tiffany Anderson	CTE
	Increase student enrollment in career and technical education pathways.	Review/Add/Remove Career and Technical education pathways based on student interest to increase enrollment.	Increase student enrollment in internship and co-op courses.	Cole Wills and Tiffany Anderson	CTE
		Collaborate with Estill ATC to increase student interest in enrollment.	Increased student enrollment in ATC pathways.	Tiffany Anderson and Tonya Roach	N/A
	Increase student enrollment in dual credit courses	Collaborate with MCTC, MSU, Murray and ECU to review/add/remove dual credit courses based on student need and interest.	Increase student enrollment in dual credit courses.	Tiffany Anderson and Tonya Roach	N/A

Goal 7 (State your graduation rate goal.): By 2027, Powell County Schools will increase the 4-year graduation rate from 91.4% to 93.4%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students graduating in 4-years from 91.4% to 92.4%.	KCWP 5: Design, Align and Deliver Support <ul style="list-style-type: none"> District and building administration will work with CKEC (Central Kentucky Educational Cooperative) to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level. 	<ul style="list-style-type: none"> Building level MTSS teams will work to identify students who require additional support. Additional support will be provided based on the needs of individual students. Use of PBIS rewards to incentivize positive behavior and attendance. 	<ul style="list-style-type: none"> Increased attendance rate Graduation Rate Climate & Safety Index Behavior data 	<ul style="list-style-type: none"> Building level teams District MTSS team 	General Fund Title II-Part A
	KCWP 4: Review, analyze, Apply Data Results: The district provides additional support for alternative learning environments to support alternative pathways to graduation based on student data.	<ul style="list-style-type: none"> Edmentum is utilized as a credit recovery program to assist students in earning credits and decrease the potential of dropouts. An additional credit recovery teacher is supplemented at the high school to provide credit recovery the entire day due to the number of student 	<ul style="list-style-type: none"> Credits earned Decrease in students dropping out Increase graduation rate Decrease in behavior events 	<ul style="list-style-type: none"> Powell County Academy & Powell County High School principals, guidance counselors PBIS rewards data Tableau (behavior) 	General Fund Title V- dropout prevention staff Title IV& V-Dean of students salary

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Goal 7 (State your graduation rate goal): By 2027, Powell County Schools will increase the 4-year graduation rate from 91.4% to 93.4%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>failures due to COVID learning loss.</p> <ul style="list-style-type: none">• The Powell County Academy is an alternative school for at-risk middle and high school students. The PCA will have a graduation track program requiring the minimum state requirement of 22 credits as well as support at risk students to improve academic skill so they may get on track for re-entry into the regular middle and high school programs.• Connect Academy @ PCHS• Drop-Out prevention staff member (part-time)• Dean of Students- full time administrator focused on students supporting PBIS and behavior			

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

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p>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.</p> <p>Response:</p> <ul style="list-style-type: none">Each identified TSI school has developed a targeted plan for implementation with the collaboration of various stakeholders including teachers, parents, and administration. The plan was reviewed and approved through the school’s SBDM Council and then was taken to the local Board of Education for review and approval. The district will also provide targeted support for identified schools through school visits focused on the targeted population for which the school was identified. District leadership is partnering with school administration to provide professional learning centered around highly effective classroom models and the usage of High Quality Instructional Resources (HQIR).

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

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Powell County Schools ensures that the improvement plans of schools identified as Targeted Support and Improvement (TSI) are thoroughly reviewed and approved by the local board of education. The process includes:

1. **Initial Review:** The district leadership team, in collaboration with school administrators, develops and refines improvement plans based on data from KSA, MAP, and other formative assessments.
2. **Stakeholder Input:** Plans are shared with stakeholders, including teachers, families, and community members, to ensure transparency and inclusivity in addressing areas of concern.
3. **Board Presentation:** Improvement plans are presented to the local board during a regularly scheduled meeting for discussion, feedback, and formal approval.
4. **Follow-Up:** Approved plans are communicated to all stakeholders, and implementation begins with oversight from district leaders and school administrators.

Monitoring and Supporting Improvement Plans

The district has established a robust process to monitor and support the improvement plans for identified schools:

1. **Monthly Progress Reviews:** District staff conduct regular meetings with school leadership teams to evaluate the implementation of improvement strategies and their impact on student achievement.
2. **Instructional Walkthroughs:** District teams visit classrooms to monitor instructional practices, alignment to Kentucky Academic Standards (KAS), and fidelity to High-Quality Instructional Resources (HQIRs).
3. **Data Analysis:** Data from formative and summative assessments, including MAP and KSA, is reviewed to track student progress and adjust strategies as needed.
4. **Feedback and Support:** Principals receive ongoing feedback and actionable steps following each walkthrough. Additional professional development and support are provided based on identified needs.

Schools Identified for TSI

This year, Powell County Middle School has been identified as TSI. The district is implementing specific actions to assist and support this school, including:

- **Focused School Action Plans:** The school has developed a TSI-specific action plan that includes measurable objectives, timelines, and accountability measures.
- **Enhanced Data Monitoring:** Weekly reviews of student performance data ensure timely identification of at-risk students and necessary interventions.
- **District-Supported Instructional Planning:** The district curriculum specialists will provide hands-on support to align lesson planning with KAS and HQIRs, ensuring fidelity and rigor.
- **Increased Resource Allocation:** Additional resources, including staffing and materials, will be provided to support targeted interventions and professional learning communities (PLCs).

Additional/More Rigorous Actions

- **Leadership Accountability:** The Chief Academic Officer and Director of Special Education will work closely with the school principal to provide guidance and ensure adherence to the TSI plan.

Responsible Parties

- **District Leadership Team:** Oversight of all TSI improvement processes.
- **Chief Academic Officer:** Monitoring plan implementation, providing instructional support, and ensuring alignment with district goals.
- **Director of Special Education:** Addressing the needs of identified student groups and overseeing compliance with intervention strategies.
- **Curriculum Specialists:** Supporting teachers with instructional planning and HQIR implementation.
- **School Principal:** Leading the implementation of action plans and ensuring teacher accountability.