

## Boone County Schools Comprehensive District Improvement Plan (CDIP)

### Rationale

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

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

### Requirements for Building an Improvement Plan

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Districts

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

1. Students in our gap groups are significantly below all students in terms of reading and math proficiency.
  2. Science proficiency is low at all 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.

1. **KCWP 2: Design and Deliver Instruction:** Training for Teachers - It is essential that all students receive engaging instruction and vibrant learning in Tier 1 instruction in all academic areas. We will provide job-embedded training to teachers to ensure this goal is realized.
  2. **KCWP 5: Design, Align and Deliver Supports:** Multi-Tiered Levels of Support (MTSS) - Appropriate interventions at Ties 2 and 3 must be employed at all levels in reading and math to ensure that all students, especially those in special populations, are learning proficient.
  3. **KCWP 3: Design, and Deliver Assessment Literacy:** Assessments - We will implement common assessments in reading and math that reflect the rigor of the learning standards and ensure that strong Professional Learning Communities analyze the data from these assessments and adjust instruction accordingly to positively impact student learning.

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	Elementary: 78 Middle: 70.9 High: 64.8	Elementary: 0.0 Middle: 1.3 High: -1.4
State Assessment Results in science, social studies and writing	Elementary: 68.3 Middle: 61.5 High: 52.4	Elementary: -2.2 Middle: 0.3 High: -0.9
English Learner Progress	Elementary: 71.3 Middle: 27.8 High: 31.6	Elementary: 2.9 Middle: 11 High: 6
Quality of School Climate and Safety	Elementary: 76 Middle: 66.5 High: 67.1	Elementary: 0.4 Middle: 0.1 High: 2.4
Postsecondary Readiness (high schools and districts only)	High: 84.4	High: 3.1
Graduation Rate (high schools and districts only)	High: 96.1	High: 1.2

Explanations/Directions

<b>Goal:</b> Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	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 <a href="#">Kentucky’s six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

1: State Assessment Results in Reading and Mathematics

Goal 1: <b>Reading 2028</b> - Elementary: 61% proficiency to 71.8% proficiency; Middle: 55% proficiency to 76.2% proficiency; High: 51% proficiency to 69.7% proficiency <b>Math 2028</b> - Elementary: 58% proficiency to 69.3% proficiency; Middle: 52% proficiency to 67.7% proficiency; High: 45% proficiency to 67.5% proficiency					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: <b>Reading 2025</b> Elementary: 61% proficiency to 66.2% proficiency Middle: 55% proficiency to 71.4% proficiency High: 51% proficiency to 63.7% proficiency	KCWP 2, Design and Deliver Instruction: Ensure that instructional practices, including formative assessment and success criteria allow students to understand where they are going, where they currently are, and how they can close the gap.	Support Year 1 and 2 implementation of the Structured Literacy Model in elementary reading instruction aligned with the Science of Reading using an HQIR. <ul style="list-style-type: none"><li>District CKLA Support Team at each grade level K-5</li><li>CKLA coaching support</li><li>Instructional Coaches and Literacy Leads facilitate Unit internalization protocols in PLC's at building level</li></ul>	Desired Teacher Outcome: Improved teacher efficacy in literacy instruction.  Desired Student Outcome: Increased reading proficiency.	Assistant Superintendents and Learning Support Services (LSS) and implement classroom walk-through observation tools quarterly, in collaboration with Principals, to monitor the instruction transformation.  Student achievement will be monitored using our universal screeners and interim assessments 2 times per year, and reviewed by the Chief Academic Officer and Assistant Superintendent for LSS. Results will be reported to the Board of Education 2 times per year.	General Fund
		Transform high school reading instruction to align with the Science of Reading and a Structured Literacy Model by adopting and implementing an HQIR for grades 9-11.	Desired Teacher Outcome: Improved teacher efficacy in literacy instruction. Desired Student Outcome: Increased reading proficiency.	Assistant Superintendents Learning Support Services (LSS) and Director of Elementary Teaching & Learning (T&L) will implement classroom walk-through observation tools quarterly, in collaboration with Principals, to monitor the instruction transformation.	KyCL Grant General Fund

<p>Goal 1:</p> <p><b>Reading 2028</b> - Elementary: 61% proficiency to 71.8% proficiency; Middle: 55% proficiency to 76.2% proficiency; High: 51% proficiency to 69.7% proficiency</p> <p><b>Math 2028</b> - Elementary: 58% proficiency to 69.3% proficiency; Middle: 52% proficiency to 67.7% proficiency; High: 45% proficiency to 67.5% proficiency</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5, Design, Align and Deliver Support: Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs specifically within the Multi-Tiered System of Supports (MTSS) framework.	Continue professional learning to ensure that formative, interim, and summative reading assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs specifically within the MTSS framework and based on school-wide implementation needs.	Desired Teacher Outcome: An increase in the quality of MTSS Tier 2 and Tier 3 interventions for students. Desired Student Outcome: Greater student reading achievement as a result of the implementation of appropriate MTSS interventions.	Assistant Superintendents for Elementary and Secondary Learning Support Services (LSS) in consultation with MTSS Coordinator will monitor this process through classroom walk-through observations and school MTSS goals.  Student achievement will be monitored using our universal screeners and interim assessments 2 times per year, and reviewed by the Chief Academic Officer and Assistant Superintendents for LSS. Results will be reported to the Board of Education 2 times per year.	Title II
	KCWP 3: Design and Deliver Assessment Literacy	Implement grades 6-12 District Summative Assessments	Teacher representatives from each building co-create district common assessments by grade level for each unit.	Assistant Superintendent of Secondary Education and Director of Assessment utilize Mastery Connect dashboard to analyze usage reports.	General Fund
		Employ red item analysis around K-12 common unit assessments to plan for and implement literacy instruction action steps.	Professional Learning Community team meetings will produce specific instructional changes to meet learning needs of students based on assessment data	Red item analysis student data will be prepared and monitored by the Director of Assessment and Learning Support Services and reviewed by Chief Academic Officer and LSS Assistant Superintendents 2x per year. Results will be reported to the Board of Education 2 times per year.	NA

Goal 1: <b>Reading 2028</b> - Elementary: 61% proficiency to 71.8% proficiency; Middle: 55% proficiency to 76.2% proficiency; High: 51% proficiency to 69.7% proficiency <b>Math 2028</b> - Elementary: 58% proficiency to 69.3% proficiency; Middle: 52% proficiency to 67.7% proficiency; High: 45% proficiency to 67.5% proficiency					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: <b>Math 2025</b> Elementary: 58% proficiency to 63.2% proficiency Middle: 52% proficiency to 61.2% proficiency High: 45% proficiency to 61% proficiency	KCWP 5: Design, Align, and Deliver Supports	Research, select, and provide professional learning of a universal screener and diagnostic for math that meets the criteria for KY Numeracy Counts Act.  Ensure common district and school processes are in place to determine how students qualify for Tier 2 and Tier 3 math interventions, what those specific interventions are, and what the exit criteria is.	Selection by Fall 2025 Professional Learning 2025-26  Implementation of appropriate MTSS interventions and progress monitoring	MTSS Coordinator and Math Consultant will monitor this process. Student achievement will be monitored using our universal screeners and interim assessments 2 times per year and reviewed by the Chief Academic Officer and Assistant Superintendents for LSS. Results will be reported to the Board of Education 2 times per year.	General Fund
	KCWP 2: Design and Deliver Instruction	Implement high quality math instruction as defined by the 8 teaching practices by developing professional learning modules at district level and deliver to teachers through instructional coaches as part of the school professional math learning and coaching plan.	Walkthrough data from KMIT tool shows increase in positive teaching practices	Assistant Superintendents and Director of Teaching and Learning-will monitor the instructional coaches as they implement this professional learning, in consultation with the Coordinator for Professional Learning and Math Consultant.	NA
	KCWP 2: Design and Deliver Instruction	Utilize KY Model Curriculum framework process to research, select, and provide professional learning of an HQIR in mathematics ensuring stakeholders at all levels are participants.	Communication plan with stakeholders demonstrates access and voice. Selection of district-wide HQiR by March 2026. Launch professional learning by May 2026.	Assistant Superintendents and CAO will monitor timeline and communication plan, with consolation with math consultant.	General Fund

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

<p>Goal 2:</p> <p><b>Science 2028</b> - Elementary: 40% proficiency to 55% proficiency; Middle: 28% proficiency to 52.8% proficiency; High: 6% proficiency to 60.7% proficiency</p> <p><b>Social Studies 2028</b> - Elementary: 48% proficiency to 65.7% proficiency; Middle: 40% proficiency to 74.6% proficiency; High: 42% proficiency to 55.4% proficiency</p> <p><b>Writing 2028</b> - Elementary: 50% proficiency to 64.7% proficiency; Middle: 57% proficiency to 54% proficiency; High: 47% proficiency to 73.1% proficiency</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p><b>Social Studies 2025</b></p> <p>Elementary: 48% proficiency to 58.8% proficiency</p> <p>Middle: 40% proficiency to 69.5% proficiency</p> <p>High: 42% proficiency to 48.7% proficiency</p> <p>Objective 2: <b>Science 2025</b></p> <p>Elementary: 40% proficiency to 46% proficiency</p> <p>Middle: 28% proficiency to 43.4% proficiency</p> <p>High: 6% proficiency to 52.9% proficiency</p> <p>Objective 3: <b>Writing 2025</b></p> <p>Elementary: 50% proficiency to 57.6% proficiency</p> <p>Middle: 57% proficiency to 44.9% proficiency</p> <p>High: 47% proficiency to 67.7% proficiency</p>	<p>KCWP 2, Design and Deliver Instruction: Ensure that instructional practices, including formative assessment and success criteria, allow students to understand where they are going, where they currently are, and how they can close the gap.</p>	<p>Continue to implement instruction in Social Studies that is inquiry-based and driven by compelling questions across 4th grade science and 5th grade social studies teachers and provide appropriate professional learning and support.</p>	<p>At all levels, there will be an increase in inquiry-based instruction and the use of compelling questions in social studies classrooms resulting in increased student achievement.</p>	<p>Directors of Teaching and Learning will monitor the implementation of the professional learning in collaboration with the Coordinator for Professional Learning.</p>	<p>Title II</p>
			<p>At the elementary level, we will see an integration of the knowledge building component of the literacy curriculum with social studies instruction.</p>		
		<p>Implement instruction in Science that is phenomena based across 4th grade using PIMSER and secondary teachers using OpenSciED as their HQIR.</p>	<p>At all levels, there will be an increase in phenomena based instruction and the use of compelling questions in social studies classrooms resulting in increased student learning.</p>	<p>Assistant Superintendents for Learning Support Services (LSS) and Director of Teaching &amp; Learning (T&amp;L) will implement classroom walkthrough observation tools quarterly, in collaboration with Principals, to monitor the instruction transformation.</p>	<p>General Fund</p>



Goal 2: <b>Science 2028</b> - Elementary: 40% proficiency to 55% proficiency; Middle: 28% proficiency to 52.8% proficiency; High: 6% proficiency to 60.7% proficiency <b>Social Studies 2028</b> - Elementary: 48% proficiency to 65.7% proficiency; Middle: 40% proficiency to 74.6% proficiency; High: 42% proficiency to 55.4% proficiency <b>Writing 2028</b> - Elementary: 50% proficiency to 64.7% proficiency; Middle: 57% proficiency to 54% proficiency; High: 47% proficiency to 73.1% proficiency					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Sustain the “Claim, Evidence, Reasoning” (CER) writing structure for writing instruction in all grade levels.	Desired Teacher Outcome: Improved teacher efficacy in writing instruction.  Desired Student Outcome: Increased Writing Proficiency	Assistant Superintendents for Learning Support Services (LSS) and Director of Teaching & Learning (T&L) will implement classroom walkthrough observation tools quarterly, in collaboration with Principals, to monitor the instruction transformation.	NA

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: <b>English Learners plus Monitored 2025</b> <b>Elementary:</b> Reading: 39 to 44.6 Math: 37 to 49.4 Science: 23 to 32.3 Social Studies: 22 to 38.3 Writing: 25 to 35.6 ACCESS 71.3 to <u>73</u> Quality Culture 73.4 to <u>75</u>  <b>Middle:</b> Reading: 22 to 33.6 Math: 23 to 30.8 Science: 6 to 19.5	KCWP 2: Design and Deliver Instruction	Ensure that instructional practices, including formative assessment and success criteria allow students to understand where they are going, where they currently are, and how they can close the gap.	Desired Teacher Outcome: Improved teacher efficacy in Math instruction. Desired Student Outcome: Increased reading proficiency.	Assistant Superintendents of LSS will monitor the implementation of formative assessments and success criteria, in consultation with the Director of Assessment. Student achievement will be monitored using our universal screeners and interim assessments 3 times per year, and reviewed by the Chief Academic Officer and Assistant Superintendents for LSS. Results will be reported to the Board of Education 3 times per year.	General Fund Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Social Studies: 4 to 29.1 Writing: 16 to 22.3 ACCESS 27.8 to <u>29</u> Quality Culture 64.9 to <u>66</u>  <b>High:</b> Reading: 11 to 22 Math: 8 to 23.3 Science: 0 to 23.3 Social Studies: 4 to <u>20</u> Writing: 9 to 24.6 ACCESS 31.6 to <u>33</u> Quality Culture 67.2 to <u>69</u> Post Secondary 50.8 to <u>55</u> Graduation Rate 90.6 to <u>92</u>	KCWP 2: Design and Deliver Instruction	Expand preschool services by consulting with and training parents, teachers, and para educators on targeted skill development in order to increase kindergarten readiness.	Increased number of Kindergarten ready students as measured by Brigance	Assistant Superintendent for Elementary and Director of Early Childhood	General Fund, Title 1, Title II
	KCWP 2: Design and Deliver Instruction	Design and deliver job-embedded professional learning for special education and collaborative teachers around the 8 teaching practices for mathematics	Math consultant, Sped coordinators, Instructional coaches deliver professional learning resulting in increased proficiency in ES/MS/HS mathematics.	Assistant Superintendents, Director of Special Education, Math Consultant monitor using Kentucky Mathematics Innovation Tool walkthroughs	General Fund, IDEA
	KCWP 5: Design, Align, and Deliver Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy. Desired Student Outcome: Increased English proficiency.	The English Learner Coordinator will monitor the number and quality of the professional learning events using the BCS PL Survey, and will report impact quarterly at Learning Support Service meetings and annually at Board of Education meetings. Teacher efficacy will be monitored through principal walkthroughs and teacher evaluations and communicated to the English Learner Coordinator as needed.	Title III, Title II, General Fund

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: <b>Students with Disabilities 2025 Elementary:</b> Reading: 23 to 37.2 Math: 18 to 34.4 Science: 14 to 28.3 Social Studies: 13 to 28.7 Writing: 11 to 27.6 Quality Culture 76.8 to <u>78</u></p> <p><b>Middle:</b> Reading: 17 to 33.7 Math: 14 to 26.1 Science: 9 to 24.3 Social Studies: 8 to 29.3 Writing: 13 to 23.3 Quality Culture 67.9 to <u>69</u></p> <p><b>High:</b> Reading: 9 to 33.2 Math: 4 to 28.4 Science: 1 to 23.7 Social Studies: 12 to 23 Writing: 12 to 27.8 Quality Culture 66.9 to <u>68</u> Post Secondary 49.2 to <u>53</u> Graduation Rate 88.1 to <u>90</u></p>	KCWP 3: Design and Deploy Literacy	Align use of Infinite Campus, and PLC processes to expectations for districtwide vision of grading and reporting focused on evidence of student learning in order to mitigate the impact of negative grading practices for students in the gap groups.	Decrease in negative grading practices as evident in IC gradebook audits.	Assistant Superintendents in calibration with Technology coordinator.	General Fund

4: English Learner Progress

Goal 4 (State your English learner goal.): <b>By 2028 . . .</b> Elementary 71.3 to <u>80</u> ; Middle 27.8 to <u>40</u> ; High 31.6 to to <u>40</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - <b>2025</b> Elementary 71.3 to 74.2 Middle 27.8 to 38.8 High 31.6 to 37.6	KCWP 5, Design, Align and Deliver Support	Develop and implement a student progress monitoring system to ensure every EL student is building English language proficiency.	Student English language proficiency on ACCESS will increase.	English Learner teachers will set annual proficiency goals for their schools and with their individual students. The English Learner Coordinator will monitor student achievement with EL teachers and report monthly to the Directors of Teaching and Learning, bi-monthly at Learning Support Services meetings, and quarterly to building principals.	NA
		Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy. Desired Student Outcome: Increased English proficiency.	The English Learner Coordinator will monitor the number and quality of the professional learning events using the BCS PL Survey, and will report impact quarterly at Learning Support Service meetings and annually at Board of Education meetings. Teacher efficacy will be monitored through principal walkthroughs and teacher evaluations and communicated to the English Learner Coordinator as needed.	Title II, Title III
		Increase EL certification endorsements to dual identify classroom teachers in high needs schools.	An increase in teacher efficacy.	The English Learner Coordinator will report the number of new endorsements attained at a Board of Education meeting.	General Fund

Goal 4 (State your English learner goal.): <b>By 2028 . . .</b> Elementary 71.3 to <u>80</u> ; Middle 27.8 to <u>40</u> ; High 31.6 to to <u>40</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6, Establish Learning Environment and Culture	Implement a more supportive and resourceful registration/intake process for EL students to provide students and families with the appropriate related services needed.	There will be an increase in the number of related services provided to EL families, resulting in EL students being more prepared to acquire the English language and master learning standards.	The English Learner Coordinator will work with Student and Community Services in achieving this goal, and will report progress at the Learning Support Services meeting twice per year.	General Fund

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): <b>By 2028 . . .</b> Elementary 76.8 to <u>84</u> ; Middle 67.9 to <u>75</u> ; High 66.9 to <u>74</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - <b>2025</b> Elementary 76.8 to <u>78</u> Middle 67.9 to <u>69</u> High 66.9 to <u>68</u>	KCWP 6: Establish Learning Environment and Culture	Provide district administrators and principals with leadership support in the implementation of programs that teach students skills such as empathy, responsibility, decision-making, kindness, etc., leading to the ultimate goal of developing students’ well-being and student who are kind and strong.	Administrator efficacy in making equitable leadership decisions will increase. Results on the state Culture and Climate survey and SEB universal screener will indicate student perceived increase in acceptance for differences and empathy for others.	Supervisors will annually evaluate administrator efficacy in equitable decision-making using Standard 3, from the Professional Standards for Education Leaders. Instances of professional learning will be monitored by the Chief Academic Officer in collaboration with the Executive Director of Student and Community Services and the Professional Learning Coordinator.	Title II
		Provide intentional parent engagement opportunities and authentic two-way communication between the school and home.	Parents will become more engaged in their students’ learning and growth.	Directors of T&L will monitor this communication in coordination with school Principals, and in collaboration with the English Learners Coordinator, Title I Coordinator, and Executive Director of Student and Community Services.	General Fund
	KCWP 2: Design and Deliver Instruction: Align district SEL Standards that include PBIS, Portrait of a Graduate, and KY Career Standards with schoolwide implementation.	Schools will use the district crosswalk of SEB standards to determine gaps in schoolwide implementation to make instructional decisions.	Universal screener will be analyzed twice per year to determine growth in SEB implementation.	MTSS Coordinator will provide analysis twice per year to stakeholders showing strengths and growth areas.  Walkthroughs conducted to determine schoolwide implementation will be implemented twicer per year by MTSS Coordinator and MTSS Behavior Consultant	NA

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): <b>By 2028 . . .</b> 84.4 to 92					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - <b>2025</b> 84.4 to 86.0	KCWP 6, Establish Learning Environment and Culture	Provide students at-risk with the equitable support needed to be successful in dual credit, AP courses, and work-based learning experiences. Collaborate with CTE advisory committees to ensure all students have access to high quality work-based learning experiences.	An increase in the number of students completing and passing dual credit and AP courses.  All students will have successfully completed a dual course in order to obtain an industry credential.	This will be monitored by the Director of Teaching and Learning for MS / HS in collaboration with the Director of Special Education, and data will be reported to the Board of Education bi-annually.	NA
		Foster community and business partnerships resulting in more authentic learning through work-based learning experiences.	An increase in the number of students enrolled in work-based learning experiences.	This will be monitored by the Director of Teaching and Learning for MS/HS in consultation with the MS/HS Counselors and the Career & College Coaches and support will be embedded throughout advisory groups. Data will be reported to the Teaching and Learning Committee bi-annually.	NA
		Better utilize the Individual Learning Plans (ILPs) at the middle school level, so that by the 11th grade schools are proactively matching authentic work-based experiences, internships, apprenticeships, and programs leading to industry certifications with goals outlined in	The ILP’s will be utilized more to plan for educational pathways. All CTE pathways will include dual credit and/or industry certificate opportunities.	This will be monitored by the Director of Teaching and Learning for MS / HS in consultation with the MS / HS Counselors and the Career & College Coaches, and data will be reported to the Teaching & Learning Committee bi-annually.	NA

Goal 6 (State your postsecondary goal.): <b>By 2028 . . .</b> 84.4 to <u>92</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the students’ ILPs, especially for students at-risk. Ensure all career and technical pathways include dual credit and certification opportunities.			



7: Graduation Rate

Goal 7 (State your graduation rate goal.): 2028 96.1 to ---					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- 2025 96.1 to 98.0	KCWP 6: Establish Learning Culture and Environment	Utilize the Early Warning tool and Panorama Dashboard to assist in identifying students at risk for remediation, failure, and/or untimely graduation prior to transitioning to high school. Implement appropriate MTSS interventions to ensure graduation.	Increase in the number of at-risk students graduating on time as measured by Panorama Survey data. Decrease in the number of level 1 and 2 referrals.	The Director of Middle and High School Teaching and Learning will monitor progress with Middle and High School counselors annually, and report progress to the Assistant Superintendent of Learning Support for Middle and High Schools. The Assistant Superintendent will review student intervention data with principals twice annually to ensure progress toward graduation.	NA
		Ensure MTSS structures are implemented at the high schools and that MTSS protocols are followed to ensure students are receiving appropriate Tier 2 and Tier 3 interventions, placing all students on strong pathways to graduation.	Desired Teacher Outcome: Implementation of MTSS Tier 2 and Tier 3 interventions to ensure students are on path to graduation.  Decrease in number of level 1 and level 2 referrals.	The Director of Middle and High School Teaching and Learning will monitor progress with Middle and High School counselors annually, and report progress to the Assistant Superintendent of Learning Support for Middle and High Schools. The Assistant Superintendent will review student intervention data with principals twice annually to ensure progress toward graduation.	NA

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)).

A M Yealey Elementary School	ES	Disability-with IEP (Total)
Ockerman Elementary School	ES	Disability-with IEP (Total)
Rector A. Jones Middle School	MS	Disability-with IEP (Total)
Boone County High School	HS	English Learners plus Monitored
Boone County High School	HS	Disability-with IEP (Total)
Conner High School	HS	Disability-with IEP (Total)

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 Chief Academic Officer will monitor the growth of our TSI groups across the district through our universal screeners and interim assessments. Assistant Superintendents will meet with principals quarterly to analyze the data and to plan for any needed changes to instructional practices. Our data will be disaggregated in “yellow charts” that will be presented to our Board of Education quarterly. The Board of Education will approve this TSI plan, along with the CDIP and individual CSIP’s, at the January 2025 Board of Education meeting.

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
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p> <p>The following Boone County Schools failed to exit TSI status:</p> <p>AM Yealey Elementary School for students with disabilities with IEP Additional actions and supports: Teacher development on use of learning targets and success criteria; Weekly PLC’s with the special education team; Co-teaching PD and coaching support for implementation of learning targets for the special education team. Support will be provided by the District instructional coach, Learning Support Services, Special Education, and KDE resources obtained by the school.</p> <p>Ockerman Elementary School for students with disabilities with IEP Additional actions and supports: Development of a walkthrough tool specifically for observing Special Education students and the services they are receiving as well as their engagement in both the general education and resource settings, as well as SIOP language in learning targets, Kagan structures, and collaborative learning among students. Support will be provided by the District instructional coach, Learning Support Services, and Special Education.</p> <p>Rector A. Jones Middle School for students with disabilities with IEP Additional actions and supports: Utilize specially designed instruction (SDI); establish clear and measurable academic IEP goals, utilize formative assessment tools to adjust instruction in real-time and ensure access to grade-level content. Support will be provided by the District instructional coach, Learning Support Services, and Special Education.</p> <p>Boone County High School for students with disabilities with IEP and for English Learning plus monitored Additional actions and supports: Special education teachers will monitor student progress, utilize at-risk tracking sheets, attend special education PD, monthly PLC’s, complete data analysis, collaborate with general education teachers regarding SDI, assist with scheduling process, support teachers/create modifications, and ensure IEP supports identified disability. EL teachers will attend monthly PLC, complete data analysis, utilize at-risk tracking sheets, assist with scheduling process, support teachers/create modifications, and provide SIOP support. Support will be provided by the District instructional coach, Learning Support Services, and Special Education.</p> <p>Conner High School for students with disabilities with IEP Additional actions and supports: Train staff on Specially Designed Instruction, Executive Functions, and SIOP strategies to be used with students; improve collaborative teaching models, and train special education teachers on structured literacy practices and the science of reading. Support will be provided by the District instructional coach, Learning Support Services, and Special Education.</p>