

# 2025-2026 Comprehensive District Improvement Plan (CDIP)

## 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 38% of students proficient and distinguished with an academic index of 59.5. ACIC has 44% of students proficient and distinguished with an academic index of 63.5. JEBMS has 31% of students proficient and distinguished with an academic index of 45.9. ACSHS has 48% of students proficient or distinguished with an academic index of 65.2. 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 a disability.

Math proficiency within all grade levels is a priority for improvement. ACPC has 44% of students proficient and distinguished with an academic index of 64.2. ACIC has 35% of students proficient and distinguished with an academic index of 53.4. JEBMS has 37% of students proficient and distinguished with an academic index of 53.9. ACSHS has 52% of students proficient or distinguished with an academic index of 67.5. 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 a disability.

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. Our district has placed a strong focus on the whole child, and meeting those holistic needs including mental health and behavioral supports. We have a Trauma-Informed Care Plan in place that addresses behavior supports within the CSIP.

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

Through stakeholder feedback, hands-on meaningful learning (ex. PBL) is a continued need. We will address these opportunities in the CD

### **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. Strengthen Standards-Based Instruction Through Teacher Clarity and Differentiation**

We will refine districtwide teacher clarity practices by aligning learning intentions, success criteria, and rigorous student tasks across all grade levels. This work will deepen teachers' understanding of standards and strengthen their ability to design differentiated, high-quality instruction using evidence-based practices and HQIRs.

#### **2. Calibrate Expectations and Improve Instructional Decisions Through PLCs and Coaching**

PLCs will use consistent protocols to analyze strong and weak student work, calibrate proficiency levels, and monitor progress toward mastery. District coaches will support teams in designing standards-based units and tasks, ensuring coherence in instructional practices and stronger alignment to the Profile of a Patriot competencies.

#### **3. Strengthen MTSS Systems and Student Engagement Through Authentic, Rigorous Learning**

We will enhance academic and behavioral MTSS processes, integrating proactive behavior strategies and intervention routines into the CSIP and professional learning plan. A district emphasis on student engagement and the intentional use of PBL teaching practices will support the creation of authentic, rigorous learning experiences that move students toward mastery learning.

## 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
State Assessment Results in reading and mathematics	ACPC: 69.8 Medium ACIC: 60.6 Medium JEBMS: 46.3 Low ACSHS: 82.4 Very High
State Assessment Results in science, social studies and writing	ACIC: 51.8 Low JEBMS: 41.6 Low ACSHS: 37.1 Low
English Learner Progress	Not calculated into Accountability Measures
Quality of School Climate and Safety	ACPC: 76.1 Medium ACIC: 72.6 Medium JEBMS: 69.5 High ACSHS: 65.8 High
Postsecondary Readiness (high schools and districts only)	110.2 High
Graduation Rate (high schools and districts only)	93.3 High

## Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

## Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;

- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

## Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional. These are responding to closing achievement gaps districtwide, and are the plans toward the Superintendent Gap Assurance work, assisting schools in closing their achievement gaps with students with disabilities. Allen County-Scottsville High School met their CSIP achievement gap for reading and math. In 2026-2027, we will focus on novice reduction in math and reading for all four schools.

## Achievement Gap:

<b>Goal 1: The percent of students with disabilities who score novice in reading will reduce by 15% using the annual state summative assessment data in May 2025. The percent of students with disabilities who score novice in math will reduce by 10% using the annual state summative assessment data in May 2025.</b>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1</b>  The percent of students with disabilities who score novice in reading will reduce by 15% using the annual state summative assessment data in May 2025.	<a href="#"><u>KCWP 4: Review, Analyze, and Apply Data</u></a>	<b><u>ECE Team Collaborative Data-Driven Planning-</u></b> 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	Walkthrough data will demonstrate at least 95% of teachers are using learning intentions and success criteria during instruction.	Walkthrough data of teacher practice, School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A

<p><b>Objective 2</b></p> <p>The percent of students with disabilities who score novice in reading will reduce by 10% using the annual state summative assessment data in May 2025.</p>		instruction throughout the year with a variety of evidence-based strategies and authentic learning experiences using high-quality instructional resources, aligned to the standards.precursor to differentiation.			
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Co-Teaching Trainings-</b> 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.	Unit and Lesson Plans Coaching cycles Walkthroughs Learning Walks	Walkthrough data of teacher practice, School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Coaching Cycles with ECE Teachers-</b> 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	Unit and Lesson Plans Coaching cycles Walkthroughs Learning Walks	Walkthrough data of teacher practice, School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A

		the needs of students with disabilities.			
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## Goal Setting:

### State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). **This indicator is a required goal area for all districts.**

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase by 18 percentage points by May 2028, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>  The percentage of students scoring proficient and distinguished in <b>Reading</b> will increase by 6 percentage points by May of 2026.	<a href="#">KCWP 1: Design and Deploy Standards</a>	<b>Focus on Teacher Clarity-</b> 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	Walkthrough data will demonstrate at least 95% of teachers are using learning intentions and success criteria during instruction.	Walkthrough data of teacher practice, School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A



<p>Reading: ACPC 38% to 44% ACIC 44% to 50% JEBMS 31% to 47% ACSHS 48% to 54%</p> <p>3-Year Outlook: ACPC 38% to 56% ACIC 44% to 62% JEBMS 31% to 49% ACSHS 48% to 66%</p> <p><b>Objective 2</b></p> <p>The percentage of students scoring</p>		professional learning, focused feedback and resources on teacher clarity. This is a precursor to differentiation.			
	<a href="#">Key Core Work Process 4: Review, Analyze, and Apply Data</a>	<b>HQIR Implementation, aligned with Science of Reading-</b> All ELA teachers will work to plan with standards-aligned high-quality instructional resources (HQIR), planning for meaningful learning experiences (ex. PBL), vocabulary and differentiated needs, including English Learners' English Proficiency needs, using student data to inform instruction.	Unit and Lesson Plans Coaching cycles Walkthroughs Learning Walks	Walkthrough data of teacher practice, School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO  Teacher interviews about HQIR strengths and needs	KyCL Grant IAL Title 1 Dollar General Literacy Grant
	<a href="#">Key Core Work Process 4: Review,</a>	<b>Collaborative Data-Driven Planning-</b> 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	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	N/A

<p>proficient and distinguished in <b>Mathematics</b> will increase by 6 percentage points by May of 2026.</p> <p>Mathematics: ACPC 44% to 50% ACIC 35% to 41% JEBMS 37% to 43% ACSHS 52% to 59%</p> <p>3-Year Outlook: ACPC 44% to 62% ACIC 35% to 55% JEBMS 37% to 55% ACSHS 52% to 70%</p>	<p><a href="#">Analyze, and Apply Data</a></p>	<p>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 <b>evidence-based strategies</b> and authentic learning experiences using high-quality instructional resources, aligned to the standards. This includes designing lessons around special population (IEPS, GSSP, PSPs) unique needs.</p>		<p>Coaches, Instructional Supervisor and CAO EL Staff</p>	
	<p><a href="#">KCWP 2: Design and Deliver Instruction</a></p>	<p><b><u>Focus on Beyond the Core-</u></b> A strong continued focus on evidence-based literacy strategies will continue across disciplines. This includes evidence-based vocabulary strategies in all disciplines.</p>	<p>Unit plans, classroom observations, meeting notes, student assessment data, walkthrough data</p>	<p>Walkthrough data of teacher practice, School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO</p>	<p>N/A</p>

	<a href="#">Key Core Work Process 5: Design, Align and Deliver Support Processes</a>	<b><u>Multi-Tiered Systems of Support-</u></b> Schools will integrate data-driven decision-making, evidence-based practices that develop meaningful learning, 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	Meeting notes, Monitored by principals, supported by CAO, MTSS Coordinator and coaches	Title 1 IAL ESS
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b><u>Sense-Making Classroom Culture-</u></b> 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.		Walkthrough data of teacher practice, School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO	N/A

## Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress <i>*We are addressing this goal with Reading Goal action steps.</i>	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

## Priority Indicator: State Assessment Results in Science, Social Studies and Writing

**Goal 1: Science proficiency will increase by 50% (ACIC from 37%) (JEBMS from 23%) (ACSHS from 18%) by May 2028, according to state-level assessment data. Social Studies proficiency will increase by 50% (ACIC from 28%) (JEBMS from 31%) (ACSHS from 33%) by May 2028, according to state-level assessment data. Writing proficiency will meet or exceed 60% (ACIC from 18%) (JEBMS from 36%) (ACSHS from 35%) by May 2028, according to state-level assessment data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b>		<u><b>Focus on Teacher Clarity</b></u> - All teachers will use learning intentions and success criteria	Walkthrough data will demonstrate at least 95% of teachers are using learning	Daily School and District Learning Walks, PLCs monitored by	N/A

<p>Objective 1</p> <p><b>Science</b></p> <p>proficiency will increase by 20 percent by May of 2026.</p> <p>Science: ACIC 37% to 44% JEBMS 23% to 28% ACSHS 18% to 22%</p>	<p><a href="#"><u>KCWP 1: Design and Deploy Standards</u></a></p>	<p>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. This is a precursor to differentiation.</p>	<p>intentions and success criteria during instruction.</p>	<p>principals and supported as needed by Instructional Coaches and CAO</p>	
<p>3-Year Outlook: ACIC 37% to 56% JEBMS 23% to 35% ACSHS 18% to 27%</p> <p><b>Objective 2</b></p> <p>Social Studies proficiency will increase by 5</p>	<p><a href="#"><u>Key Core Work Process 4: Review, Analyze, and Apply Data</u></a></p>	<p><b><u>Inquiry-Based Instructional Design-</u></b> 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</p>	<p>Lesson and Unit plans, classroom observations, PLC notes, student assessment data</p>	<p>Daily Principals Coaches CAO Instructional Supervisor</p>	<p>N/A</p>

percentage points by May of 2026.		curiosity, critical thinking, and the application of scientific practices, preparing students for real-world problem-solving and innovation.			
<p>Social Studies: ACIC 28% to 33% JEBMS 31% to 38% ACSH 33% to 59%</p> <p>3-Year Outlook:</p> <p>Mathematics: ACPC 44% to 50% ACIC 35% to 41% JEBMS 37% to 43% ACSHS 52% to 59%</p> <p>3-Year Outlook: ACPC 44% to 62% ACIC 35% to 55%</p>	<p><a href="#">Key Core Work Process 4: Review, Analyze, and Apply Data</a></p>	<p><b><u>Collaborative Data-Driven Planning-</u></b> 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 and MTSS needs, throughout the year with a variety of <b>evidence-based strategies</b> and authentic learning experiences using high-quality instructional resources,</p>	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

<p>JEBMS 37% to 55%</p> <p>ACSHS 52% to 70%</p> <p><b>Objective 3</b></p> <p>Writing proficiency will increase by 10 percentage points by May of 2025.</p> <p>Writing:</p> <p>ACIC 18% to 28%</p> <p>JEBMS 36% to 46%</p> <p>ACSHS 35% to 45%</p> <p>3-Year Outlook:</p> <p>ACIC 18% to 60%</p> <p>JEBMS 36% to 60%</p> <p>ACSHS 35% to 60%</p>		aligned to the standards.			
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<p><b><u>Focus on Beyond the Core-</u></b> A strong continued focus on evidence-based literacy strategies will continue across disciplines. This includes evidence-based vocabulary strategies in all disciplines.</p>	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
	<a href="#">Key Core Work Process 5:Design, Align and Deliver Support Processes</a>	<p><b><u>HQIR Implementation, aligned with Science of Reading-</u></b> All ELA teachers will work to plan with standards-aligned high-quality instructional resources (HQIR), planning for meaningful learning experiences (ex. PBL), vocabulary, opportunities for consistent writing, many classrooms having an author's journal embedded, and differentiated needs</p>	Unit and Lesson Plans Coaching cycles Walkthroughs Learning Walks	<p>Walkthrough data of teacher practice, School and District Learning Walks, PLCs monitored by principals and supported as needed by Instructional Coaches and CAO</p> <p>Teacher interviews about HQIR strengths and needs</p>	<p>KyCL Grant IAL Title 1 Dollar General Literacy Grant</p>

		using student data to inform instruction.			
	<a href="#">KCWP 2: Design and Deliver Instruction</a>				N/A

### Priority Indicator: Quality of School Climate and Safety

Goal 1: 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
<b>Objective 1</b>  <b>All schools will meet or exceed (ACPC 75.7) (ACIC 75.7) (JEBMS 57.3) (ACSHS 65.1) a</b>	<a href="#">KCWP 6: Establish a Learning Culture and Environment</a>	<b>Clear Expectations-</b> Expectations will be made clear in all classrooms and common areas. Consequences will be consistent and proper behavior choices will be	Visible Expectations and Observations of implementation	Daily Principals Teachers	Title funds



<b>Quality of School Climate and Safety Survey indicator score of 85% by May of 2027.</b>		Recognized to ensure students know what success means.			
	<a href="#">Key Core Work Process 4: Review, Analyze, and Apply Data</a>	<b>Action Planning-</b> 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.	N/A
	<a href="#">Key Core Work Process 4: Review, Analyze, and Apply Data</a>	<b>Stakeholder Voice-</b> 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

	<a href="#"><u>KCWP 2: Design and Deliver Instruction</u></a>	<b><u>Voice and Choice for Professional Learning-</u></b> Staff have an opportunity to engage in personalized professional learning. This reflects the environment we want to see in classrooms.	Staff have at least one opportunity to participate in personalized professional learning opportunity each year.	Monthly Principals will monitor the number of opportunities given to staff and the number of staff participating in personalized professional learning.	N/A
	<a href="#"><u>Key Core Work Process 5:Design, Align and Deliver Support Processes</u></a>	<b><u>SEL Screeners</u></b> -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	KyCL Grant IAL Title 1 Dollar General Literacy Grant
	<a href="#"><u>Key Core Work Process 5:Design, Align and Deliver Support Processes</u></a>	<b><u>Wraparound services-</u></b> 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
	<a href="#"><u>Key Core Work Process 5:Design, Align and Deliver Support Processes</u></a>	<b><u>Graduate Profile Competencies-</u></b> All schools are designing and delivering instruction around the Profile of a Patriot competencies to	Unit and lesson plans, student work samples, assessment data	Weekly Principals will monitor lesson and unit plans. Coaches will support teachers in understanding	N/A

		strengthen academics, build character and strengthen students' overall social and emotional skills and other outcomes needed throughout life.		and implementing best practices	
	<a href="#"><u>Key Core Work Process 5:Design, Align and Deliver Support Processes</u></a>	<b><u>Trauma-Informed Care-</u></b> Staff will be trained in meeting the needs of students experiencing trauma. All teachers will use these practices to help students feel safe and supported by creating a welcoming environment and responding to their needs. Behavior specialist are locatd in each building for continued support.	Unit plans, PLCs, MTSS Meetings, observational data, referral count decreasing  Behavior Intervention support logs	BiWeekly Principal, Project Prevent Director, Counselors, CAO	N/A, Behavioral Grant

## Priority Indicator: Postsecondary Readiness

Goal 1: The Allen County Schools System will meet or exceed the Postsecondary indicator of 115 by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>The Allen County Schools System will meet or exceed the Postsecondary indicator of 113 by May 2026..</p>	<p><a href="#">KCWP 4: Review, Analyze and Apply Data</a></p>	<p><b><u>Student Monitoring/Data Collection</u></b>- use a tracking system to monitor the data for transition readiness, closely monitoring at-risk populations, and identify support for each student to achieve postsecondary transition readiness. This supports student achievement within industry certifications, SAT readiness, mentoring, cooperative learning outside of the school and work ethics.</p>	<p>Data Tracking Tool developed by CCR Coach; Data shared with school and district instructional departments monthly with a focus on increasing transition readiness.</p>	<p>Track student credit accumulation and graduation progress each grading period.</p> <p>Review attendance, behavior, and academic performance data to identify at-risk students.</p> <p>Conduct quarterly check-ins with students receiving interventions.</p>	<p>Title I and ESS funds for credit recovery, tutoring, and mentoring programs.</p>

				Report progress to SBDM council and leadership team each semester.	
	<a href="#"><u>KCWP 2: Design and Deliver Instruction</u></a>	<b>P3 Team</b> - 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 Weekly-Advisors' monitoring of student completion rates in Schoolinks, course planner completions, college applications, ILP completion, and WBL placements.	P3 Grant
	<a href="#"><u>KCWP 4: Review, Analyze and Apply Data</u></a>	<b>Pathway Planning</b> -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)	Monthly ILPs (Patriot Plans), student interest data, TEDs data, CCR data tagged in IC and Schoolinks, master course list aligned with KDE program of studies and postsecondary institutions.	P3 Grant
		<b>1:1 Career Planning Guidance Sessions</b>	Pathway plans, Student schedules, Planning session	Yearly Counseling notes, student schedules,	P3 Grant

	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Design and Implement 1:1 Pathway Guidance sessions with counselors and all students to ensure equitable scheduling of courses, and career and college goal setting for each student.	attendance roster, Schoolinks, pathway completers, college acceptance and enrollment data.	session attendance records, student attendance, Schoolinks, grades, future plans, future courses, GPA & KHEES money, scholarships, grants, workforce opportunities, job-shadowing, internships, Co-ops, resumes, clubs, extracurriculars, community involvement. Counselors and School Leadership Team	
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b><u>Graduate Profile Competencies</u></b> - 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	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

		other outcomes needed throughout life.			
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## Priority Indicator: Graduation Rate

Goal 1: Increase the graduation rate from 93.3% to at least 97% by the 2029–2030 school year, with incremental yearly growth of 1–2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>The Allen County Schools System will reach a graduation rate of 95% by May 2026.</p>	<p><a href="#">KCWP 4: Review, Analyze and Apply Data</a></p>	<p><b><u>Student Monitoring/Data Collection</u></b>- use a tracking system to monitor the data for transition readiness, closely monitoring at-risk populations, and identify support for each student to achieve postsecondary transition readiness. This supports student achievement within industry certifications, SAT readiness, mentoring, cooperative learning outside of the school and work ethics.</p>	<p>Data Tracking Tool developed by CCR Coach; Data shared with school and district instructional departments monthly with a focus on increasing transition readiness.</p>	<p>Track student credit accumulation and graduation progress each grading period.</p> <p>Review attendance, behavior, and academic performance data to identify at-risk students.</p> <p>Conduct quarterly check-ins with students receiving interventions.</p>	<p>Title I and ESS funds for credit recovery, tutoring, and mentoring programs.</p>



				Report progress to SBDM council and leadership team each semester.	
	<a href="#"><u>KCWP 2: Design and Deliver Instruction</u></a>	<b>P3 Team</b> - 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 Weekly-Advisors' monitoring of student completion rates in Schoolinks, course planner completions, college applications, ILP completion, and WBL placements.	P3 Grant
	<a href="#"><u>KCWP 4: Review, Analyze and Apply Data</u></a>	<b>Pathway Planning</b> -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)	Monthly ILPs (Patriot Plans), student interest data, TEDs data, CCR data tagged in IC and Schoolinks, master course list aligned with KDE program of studies and postsecondary institutions.	P3 Grant
		<b>1:1 Career Planning Guidance Sessions</b>	Pathway plans, Student schedules, Planning session	Yearly Counseling notes, student schedules,	P3 Grant

	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	Design and Implement 1:1 Pathway Guidance sessions with counselors and all students to ensure equitable scheduling of courses, and career and college goal setting for each student.	attendance roster, Schoolinks, pathway completers, college acceptance and enrollment data.	session attendance records, student attendance, Schoolinks, grades, future plans, future courses, GPA & KHEES money, scholarships, grants, workforce opportunities, job-shadowing, internships, Co-ops, resumes, clubs, extracurriculars, community involvement. Counselors and School Leadership Team	<p>General funds for counseling, advisories, and graduation planning resources.</p> <p>Community partnerships for support services, mentoring, and postsecondary preparation.</p>
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b><u>Graduate Profile Competencies</u></b> - 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	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

		other outcomes needed throughout life.			
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