

Oldham County Schools

Comprehensive District Improvement Plan (CDIP)

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.);
 - [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](#)
- **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;
- **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.

Achievement Gap

Objective(s):

Students with Disabilities:

- Increase proficiency through novice reduction in reading and math for students with disabilities as measured by the Kentucky Summative Assessment as follows:

Reading Novice Reduction (Spring 2025 to Spring 2026)

- Elementary – 32.3% to 28%
- Middle - 41% to 37%
- High - 32% to 28%

Math Novice Reduction (Spring 2025 to Spring 2026)

- Elementary - 42% to 38%
- Middle – 39.3% to 35%
- High - 45% to 40%

Strategy:

KCWP 2: Design and Deliver Instruction

- Focus: Ensure that processes and systems, including co-teaching, and differentiated instruction are implemented with integrity to support standards-aligned Tier 1 instruction that meets the social, developmental, and linguistic needs of students with disabilities.

KCWP 5: Design, Align and Deliver Support Processes

- Focus: Develop and implement systematic intervention protocols, progress monitoring systems, and evidence-based support structures to ensure students with disabilities who are below grade level receive targeted, intensive support that accelerates learning and closes achievement gaps.

Activities:

- Co-Teaching Excellence Initiative:
 - Conduct a review of co-teaching implementation across all schools through instructional rounds, classroom observations, and schedule analysis. Identify and disseminate effective practices from elementary schools to middle schools. Provide job-embedded professional learning for co-teaching teams focused on differentiation strategies, UDL principles, and explicit instruction. Establish

co-planning time and implement quarterly effectiveness reviews with adjustments to scheduling and teaming as needed.

- Enhanced IEP Progress Monitoring:
 - Establish quarterly data review meetings at each school where special education teachers, co-teachers, and administrators analyze i-Ready assessments, formative assessments, and IEP goal progress. Use structured protocol to identify students not making expected growth and adjust instructional strategies.
- Differentiated Core Instruction:
 - Introduce differentiation strategies in Tier I instruction to ensure students with disabilities access grade-level content through High Quality Instructional Resources. Provide professional development on UDL lesson design, scaffolding techniques, and flexible grouping within general education classrooms. Conduct instructional rounds focused on differentiation look-fors, with particular emphasis on middle schools. Continue building-level coaching support to help teachers implement accommodations and modifications that maintain high expectations while addressing individual learning needs.

Progress Monitoring:

Students with Disabilities:

- i-Ready Universal Screening: Analyze percentage of students with disabilities scoring two or more grade levels below and track growth for students receiving specially designed instruction
- IEP Progress Review: Director of Special Education and Level Directors review building-level data on novice reduction trends with principals at level meetings
- Co-Teaching Observations: Instructional rounds in fall and spring semesters specifically observe co-taught classrooms using established observation protocol; Level Directors compile findings and share with leadership teams
- Achievement Gap Analysis: Fall and Spring - district MTSS team reviews novice rates by level and building for students with disabilities, comparing elementary vs. secondary patterns and identifying schools showing improvement for practice sharing
- KSA Results Review: November 2026 - comprehensive analysis of novice reduction progress toward targets and identification of grade levels, schools, and student subgroups requiring intensified support in 2026-27

Funding:

- General Fund: Co-teaching positions, building leadership and PLC time, instructional coaching positions, professional development for general education staff, i-Ready assessment system
- IDEA Funds: Special education teacher salaries, specialized instructional materials for students with disabilities, assistive technology, professional development for special education staff, IEP progress monitoring systems, co-planning stipends for general and special education teacher collaboration

State Assessment Results in Reading and Mathematics

Three- to Five-Year Goal:

Reading (Spring 2025 to Spring 2029)

- Elementary - 61% to 80%
- Middle - 62% to 80%
- High - 64% to 80%

Math (Spring 2025 to Spring 2029)

- Elementary - 61% to 80%
- Middle - 63% to 80%
- High - 62% to 80%

Objective(s):

Increase proficiency in reading and math, as measured by the Kentucky Summative Assessment, as follows:

Elementary:

- Reading - from 61% (2025) to 65% (2026)
- Math - from 61% (2025) to 65% (2026)

Middle:

- Reading - from 62% (2025) to 66% (2026)
- Math - from 63% (2025) to 67% (2026)

High:

- Reading - from 64% (2025) to 68% (2026)
- Math - from 62% (2025) to 66% (2026)

Strategy:

KCWP 1: Design and Deploy Standards

- Focus: Ensure that the adopted P-12 district curricular resources (High Quality Instructional Resources) are implemented with integrity, are rigorous and viable, and are easily accessible to all teachers in the school district.

KCWP 2: Design and Deliver Instruction

- Focus: Ensure high quality classroom instruction is purposeful, standards-aligned, engaging, and differentiated to meet the needs of all students, with particular attention to students performing below grade level.

KCWP 4: Review, Analyze and Apply Data Results

- Focus: Strengthen data-driven decision-making processes to monitor student performance, identify students not making expected growth, and make timely instructional adjustments based on formative and summative assessment results.

Activities:

Reading:

- HQIR Reading Implementation and Monitoring
 - Level Directors conduct semi-annual reviews with school leadership teams to monitor integrity of HQIR implementation in reading, including pacing guide adherence, use of formative assessments, and utilization of embedded differentiation resources. Establish demonstration classrooms at each level and provide job-embedded coaching for teachers implementing evidence-based literacy practices.
- Kentucky LETRS Integration & The Writing Revolution:
 - In collaboration with school leadership teams, support the implementation of Kentucky Reading Academy and Hochman Writing practices across all schools. Provide professional development on evidence-based literacy instruction, comprehension strategies, writing strategies, and reading intervention for struggling readers. Integrate reading and writing strategies across content areas at secondary levels to support students below grade level.
- Standards-Based Reading Instruction and Reteaching:
 - Expand data management systems to track mastery of specific reading standards. Support PLCs to identify essential standards, administer common formative assessments, flexibly regroup students for targeted reteaching of unmastered standards, and provide reassessment opportunities. Monitor reteaching effectiveness through evidence of student learning and reassessment data.
- Reading MTSS:
 - Continue to train and reinforce the MTSS decision-making processes for when students require intervention beyond core instruction based on i-Ready screening data, diagnostic data, and formative assessment data. Continue to

refine intervention menus to match specific reading skill gaps, train interventionists in evidence-based programs, and support ongoing progress monitoring through problem-solving teams meeting every 6-8 weeks.

Mathematics:

- HQIR Mathematics Initiative:
 - Level Directors conduct quarterly reviews with principals to monitor integrity of HQIR implementation in mathematics, including pacing, formative assessments, and differentiation resources. Building on strong mathematics performance, establish mathematics demonstration classrooms and conduct peer observations of high-performing mathematics teachers. Provide coaching support for teachers struggling with HQIR implementation and strengthen problem-solving and mathematical reasoning opportunities aligned to KSA rigor.
- Mathematics Curriculum Alignment:
 - District Math Coaches works with elementary, middle, and high school math departments to ensure course content and pacing align to Kentucky Academic Standards, develop common assessments across all math PLCs, and establish vertical alignment from elementary to middle school, and middle school to high school.
- Standards-Based Mathematics Instruction and Reteaching:
 - Expand data management systems to track mastery of specific mathematics standards. Support PLCs to identify essential standards, administer common formative assessments, flexibly regroup students for targeted reteaching of unmastered standards, and provide reassessment opportunities. Document reteaching effectiveness through evidence of student learning and reassessment data.
- Mathematics MTSS:
 - Continue to train and reinforce the MTSS decision-making processes for when students require intervention beyond core instruction based on i-Ready screening data, diagnostic data, and formative assessment data. Continue to refine intervention menus to match specific math skill gaps, train interventionists in evidence-based programs, and support ongoing progress monitoring through problem-solving teams meeting every 6-8 weeks.

Progress Monitoring:

- KSA Reading and Math Results Analysis: Complete a comprehensive analysis of reading and math proficiency rates across grades 3-11, with specific examination of achievement gaps for students with disabilities, economically disadvantaged students, English learners, and racial/ethnic subgroups to inform program adjustments and intervention strategies
- Instructional Rounds Data Review: Level directors analyze observation data from instructional rounds to identify district-wide patterns in reading and math instructional quality, implementation fidelity of High Quality Instructional Resources (HQIRs), and target professional development needs
- Reading and Math PLC Support: Principals will complete a quarterly review of PLC practices including lesson plans, common assessments, student work samples, and data analysis protocols; Level Directors will evaluate quality, implementation of HQIRs with integrity, and effectiveness of intervention structures

Funding:

- General Fund: HQIR curriculum materials and digital resources, professional development for all staff, instructional coaching salaries (elementary math coaches and instructional coaches), assessment development, i-Ready reading and math diagnostic systems, substitutes for peer observations and calibration sessions, intervention materials
- No Funding Needed: Instructional rounds implementation, PLC meeting time, data analysis protocols

Alignment to Needs: Optional Goals

Indicator Priority Indicator?

State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	No

Priority Indicator #1: Science, Social Studies, & Writing

SCIENCE GOALS

Three- to Five-Year Goal:

Science Proficiency (Spring 2025 to Spring 2029)

- Elementary: 34% to 60%
- Middle: 33% to 60%
- High: 36% to 60%

Objective(s):

Increase proficiency in science as measured by the Kentucky Summative Assessment as follows:

- Elementary Science: Increase from 34% (2025) to 42% (2026)
- Middle Science: Increase from 33% (2025) to 41% (2026)
- High Science: Increase from 20% (2025) to 30% (2026)

Strategy:

KCWP 1: Design and Deploy Standards

- Focus: Ensure the adopted P-12 science curriculum is rigorous, phenomenon-based, and properly aligned to Kentucky Academic Standards in science, with all students having access to standards-aligned instructional resources that promote three-dimensional learning.

KCWP 2: Design and Deliver Instruction

- Focus: Ensure high-quality science classroom instruction is standards-aligned, inquiry-based, purposeful, and engaging, with teachers implementing authentic scientific investigations that develop student understanding of disciplinary core ideas, crosscutting concepts, and science practices.

KCWP 3: Design and Deliver Assessment Literacy

- Focus: Ensure all science assessments accurately measure both content knowledge and inquiry skills with appropriate complexity, and that teachers use assessment data systematically to inform instructional decisions and provide targeted support.

Activities:

- Science Curriculum Adoption and Implementation:
 - Complete comprehensive review and adoption of P-12 high-quality instructional resources (HQIRs) in science that align to Kentucky Academic Standards and incorporate phenomenon-based learning. Develop grade-level science pacing guides prioritizing essential standards and integrating crosscutting concepts and science practices across all units. Create a digital resource repository of high-quality science lessons, laboratory activities, investigations, and assessments accessible to all K-12 teachers.
- Science Instructional Coaching and Professional Learning:
 - Support professional learning communities focused on science instruction. Provide dedicated science instructional coaching support with coaches conducting modeling, co-teaching, and feedback cycles with classroom teachers. Deliver professional development on KAS science standards, three-dimensional learning, inquiry-based instruction, and scientific argumentation. Create opportunities for peer-to-peer classroom observations focused on effective science instructional strategies. Conduct summer professional development addressing teacher content knowledge gaps and implementation of engineering design challenges.
- Science Instructional Walks and Implementation Monitoring:
 - Organize and conduct instructional walks twice per year across select elementary and middle schools that rotate each year specifically focused on science instruction. Use established observation protocols to identify strengths in teaching practices and areas requiring additional support. Collect evidence of congruence between instructional methods, standards, learning targets, student engagement, investigation quality, and assessment measures. Provide schools with feedback reports and targeted technical assistance based on observation data.

Progress Monitoring:

- KSA Science Results Analysis: Analysis of grade 4 and 7 science proficiency rates, with specific examination of achievement gaps for students with disabilities, economically disadvantaged students, English learners, and racial/ethnic subgroups to inform program adjustments
- Instructional Rounds Data Review: Level Directors analyze observation data from instructional rounds to identify district-wide patterns in science instructional quality and target professional development needs
- Science PLC Support: Principals will complete a quarterly review of PLC practices including lesson plans, common assessments, student work samples, and data analysis protocols; Level Directors will evaluate quality, implementation of HQIRs with integrity, and effectiveness of intervention structures

Funding:

- General Fund: Science curriculum adoption and materials, professional development for all staff, instructional coaching salaries, assessment development and calibration sessions

SOCIAL STUDIES GOALS

Three- to Five-Year Goal:

Social Studies Proficiency (Spring 2025 to Spring 2029)

- Elementary: 50% to 80%
- Middle: 49% to 80%
- High: 57% to 80%

Objective(s):

Increase proficiency in social studies as measured by the Kentucky Summative Assessment as follows:

- Elementary Social Studies: Increase from 50% (2025) to 60% (2026)
- Middle Social Studies: Increase from 49% (2025) to 59% (2026)
- High Social Studies: Increase from 57% (2025) to 62% (2026)

Strategy:

KCWP 1: Design and Deploy Standards

- Focus: Ensure the adopted P-12 social studies curriculum is rigorous, inquiry-based, and consistently implemented across all K-12 classrooms, with clear alignment to Kentucky Academic Standards in social studies and the district scope and sequence.

KCWP 2: Design and Deliver Instruction

- Focus: Ensure high-quality Tier 1 social studies classroom instruction is standards-aligned, purposeful, and engaging, with teachers implementing inquiry-based practices including primary source analysis, document-based questioning, and civic engagement that develop historical thinking, geographic reasoning, economic analysis, and informed citizenship.

KCWP 3: Design and Deliver Assessment Literacy

- Focus: Ensure all social studies assessments accurately measure both content knowledge and inquiry skills with appropriate complexity matching state assessment expectations, and that assessment results systematically inform instructional planning and differentiation.

Activities:

- Social Studies Standards Alignment and PLC Support:
 - Work within P-12 PLCs to ensure lessons are aligned to Kentucky Academic Standards in social studies, the OCS scope/sequence document, and include precise learning targets and success criteria to measure student mastery of content. Support PLCs in developing common assessments to guide their collaborative work. Conduct district-level reviews of classroom formative assessment samples and data gathered from student performance.
- Professional Learning on Inquiry Components of KAS Social Studies:
 - Deliver professional learning on the inquiry components of KAS in social studies to ensure alignment between curricular resources, assessments, and state assessments. Build capacity of teachers and school administrators through targeted coaching and integrated professional development. Provide opportunities for teachers to observe high-quality instruction through peer-to-peer observation. Focus professional learning on ensuring high-quality Tier I classroom instruction that is standards-aligned, purposeful, engaging, and differentiated to meet the needs of all students.
- KAS-Aligned Formative Assessment Development:
 - Create and revise KAS-aligned classroom formative assessments to measure student mastery, ensuring all social studies assessments accurately measure both content knowledge and inquiry skills to meet the complexity of the standards. Collect classroom formative assessment samples for building-level calibration

and professional learning. Support teachers in analyzing assessment data within PLCs to identify areas requiring instructional adjustments, with particular attention to closing achievement gaps for underperforming student populations.

Progress Monitoring:

- KSA Social Studies Results Analysis: Analysis of grade 5, 8 and 11 social studies proficiency rates, with specific examination of achievement gaps for students with disabilities, economically disadvantaged students, English learners, and racial/ethnic subgroups to inform program adjustments
- Instructional Rounds Data Review: Level Directors analyze observation data from instructional rounds to identify district-wide patterns in social studies instructional quality and target professional development needs
- Social Studies PLC Support: Principals will complete a quarterly review of PLC practices including lesson plans, common assessments, student work samples, and data analysis protocols; Level Directors will evaluate quality and effectiveness of social studies instruction

Funding:

- General Fund: Professional development delivery, PLC collaboration time, assessment development and calibration, and summer curriculum mapping

WRITING GOALS

Three- to Five-Year Goal:

Writing Proficiency (Spring 2025 to Spring 2029)

- Elementary: 59% to 80%
- Middle: 70% to 80%
- High: 67% to 80%

Objective(s):

Increase proficiency in writing as measured by the Kentucky Summative Assessment as follows:

- Elementary Writing: Increase from 59% (2025) to 63% (2026)
- Middle Writing: Increase from 70% (2025) to 73% (2026)
- High Writing: Increase from 67% (2025) to 71% (2026)

Strategy:

KCWP 1: Design and Deploy Standards

- Focus: Ensure the adopted P-12 curriculum's writing components are rigorous and properly aligned to Kentucky Academic Standards in writing, with clear learning progressions, consistent expectations, and systematic integration of writing across all content areas.

KCWP 2: Design and Deliver Instruction

- Focus: Ensure high-quality writing instruction is standards-aligned, explicit, and differentiated to meet diverse student needs, with teachers implementing effective writing practices including systematic sentence-level and text-level writing instruction, providing actionable feedback, and creating authentic writing opportunities across disciplines.

KCWP 3: Design and Deliver Assessment Literacy

- Focus: Ensure appropriate assessments are used to evaluate student writing at the desired level of rigor, that teachers can accurately and reliably score student writing using KDE rubrics, and that assessment data systematically informs instructional decisions and targeted interventions.

Activities:

- Writing Standards Alignment and PLC Support
 - Support PLCs to ensure that lessons are aligned to standards and include learning targets and success criteria. Ensure that quality formative, standards-aligned assessment items (including writing prompts and student exemplars) are available for teachers. Work within PLCs to support implementation of the complete writing process across grades K-12. Address proficiency gaps across all levels, particularly for students with disabilities.
- Professional Learning on Writing Instruction
 - Build the capacity of teachers, coaches, and school administrators through targeted coaching and integrated professional development focused on writing instruction. Provide opportunities for teachers to observe high-quality instruction through peer-to-peer observation. Deliver professional learning to ensure high-quality classroom instruction that is purposeful, engaging, and differentiated to meet the needs of all students. Support teachers in providing effective feedback and implementing instructional strategies that move student writing forward.
- Writing Assessment Literacy and Calibration

- Deliver professional learning on the use of scoring rubrics so that formative assessments provide accurate evidence at the desired level. Collect classroom formative assessment samples for building-level calibration and professional learning. Support teachers in using KDE writing rubrics to evaluate student writing accurately and consistently. Ensure that appropriate assessments are used to evaluate the level of student learning in writing.

Progress Monitoring:

- Common Writing Assessment Data: Fall, winter, and spring PLCs will review examples of student writing with a special focus in grades 5, 8, and 11; results analyzed by writing trait, subgroup, and school with data reviewed at level meetings three times per year
- Writing Standards Mastery Tracking: Teachers maintain student writing data showing growth on specific writing standards; trimester review of student progress with attention to students performing below grade-level expectations requiring intervention
- Writing Samples: Classroom formative writing assessment samples are collected annually for building-level calibration and professional learning. Teachers score student writing samples using KDE rubrics to ensure accuracy and consistency in scoring at the desired level.

Funding:

- General Fund: Professional development for writing instruction and assessment, writing instructional coaching salaries, writing assessment development

Priority Indicator #2: English Language Learners

Three- to Five-Year Goal:

English Learner Progress (Spring 2025 to Spring 2029)

- Elementary - 16% to 35%
- Middle - 12% to 35%
- High - 12% to 35%

Objective(s):

Increase the percentage of English Learner students reaching the English language attainment goal, as measured by the Kentucky Summative Assessment as follows:

- Elementary: Increase from 19% (2025) to 25% (2026)
- Middle: Increase from 12% (2025) to 20% (2026)
- High: Increase from 12% (2025) to 20% (2026)

Strategy:

KCWP 2: Design and Deliver Instruction

- Focus: Ensure that processes and systems, including co-teaching, differentiated instruction, and sheltered instruction protocols, are implemented with integrity to support standards-aligned Tier 1 instruction that meets the social, developmental, and linguistic needs of students with disabilities and English learners.

KCWP 5: Design, Align and Deliver Support Processes

- Focus: Develop and implement systematic intervention protocols, progress monitoring systems, and evidence-based support structures to ensure students with disabilities and English learners who are below grade level receive targeted, intensive support that accelerates learning and closes achievement gaps.

Activities:

- EL Service Delivery Model Redesign
 - Connect with an EL consultant to understand our EL service delivery model, ensuring sufficient English language development time, sheltered instruction using SIOP (Sheltered Instruction Observation Protocol) protocols, and coordination between EL and classroom teachers. Provide professional development opportunities to teachers on SIOP professional learning including coaching support.
- Intensive EL Intervention and Progress Monitoring:

- Implement systematic protocol for identifying ELs not making expected progress on WIDA ACCESS and i-Ready assessments, with tiered intervention decision rules based on language proficiency and grade-level performance.
- EL Family Engagement and Communication System:
 - Establish systematic protocols for communicating with EL families about language development progress, academic standards, intervention services, and postsecondary planning. Provide communications in home languages using multiple modalities (phone, written, virtual, in-person). Conduct quarterly audits of parent contact logs to ensure positive communication reaches all EL families.

Progress Monitoring:

- WIDA ACCESS Annual Assessment: Spring 2026 administration with results reviewed June 2026 to determine percentage meeting English language attainment goals
- i-Ready EL Growth Monitoring: Fall, winter, and spring assessments with specific analysis of ELs two or more grade levels below; Student and Community Services Coordinator reviews growth trajectories monthly with building administrators
- EL Service Delivery Model Review: January 2026 - review of master schedules, service logs, and program implementation to ensure EL students receive appropriate minutes of language development instruction and sheltered content instruction
- Semi-Annual Progress Review: In fall and spring, district MTSS team and Student and Community Services Coordinator analyze percentage of ELs on track to meet annual growth targets; schools not meeting benchmarks receive targeted technical assistance
- KSA Results Review: November 2026 - comprehensive analysis of EL proficiency rates in reading and math, disaggregated by language proficiency level and grade level, to inform program adjustments

Funding:

- General Fund: Professional development for general education staff, i-Ready assessment system, EL teacher salaries
- Title III Funds: Sheltered instruction materials and resources, interpretation and translation services for family communication, supplemental intervention programs for English learners, professional development with external EL experts/consultants

Priority Indicator #3: Transition Readiness

Three- to Five-Year Goal:

Transition Readiness (Spring 2025 to Spring 2029)

- High - 91.9% to 95%

Objective(s):

Increase the percentage of students in specific subgroups to reach transition readiness, as measured by the Kentucky Summative Assessment as follows:

- Increase the percentage of Economically Disadvantaged students who graduate postsecondary ready from 77.6% (2025) to 83% (2026)
- Increase the percentage of Hispanic students who graduate postsecondary ready from 81.5% (2025) to 86% (2026)
- Increase the percentage of Disabled students who graduate postsecondary ready from 39.1% (2025) to 60% (2026)

Strategy:

KCWP 6: Establishing Learning Culture and Environment

- Focus: Ensure that the district prioritizes its commitment to equitable access to a meaningful and rigorous academic curriculum that supports student learning, helps develop their character, and helps students successfully graduate ready for life after high school.

Activities:

CTE Pathway Development

- Introduce career exploration opportunities in 8th grade to help students examine all available CTE pathways at their high school and the Arvin Education Center while developing individualized four-year plans. Establish monitoring protocols at the school level to track student interest and align Pax Lab opportunities accordingly. Implement student surveys and student advisory groups to gather feedback on program quality and interest in new pathways. Maintain a data-driven system that ensures offerings align with student aspirations and labor market demands while preserving accountability for program effectiveness.

Middle School Career Exploration

- Provide career exploration activities for middle school students, including interest inventories, guest speakers, or hands-on pathway exploration, to help students discover interests before selecting high school courses. Administer biennial surveys of middle and

high school students to gather data on career interests and desired offerings that directly inform curriculum development and resource allocation decisions. Implement systematic processes that help students make informed decisions about their academic and career trajectories while ensuring schools proactively align programming with student needs.

Dual Credit Opportunities

- Expand dual credit opportunities in CTE-aligned courses to allow high school students to earn both high school and college credit simultaneously, reducing post-secondary education time and cost. Develop partnerships with local colleges to offer dual credit in pathways like health sciences, business, information technology, and skilled trades that provide industry-recognized credentials alongside college credit. Direct counselors to guide students through dual credit options during pathway planning, and establish articulation agreements that guarantee credit transfer to post-secondary institutions. Create clear pathways to degrees and certifications while building student confidence in college-level work.

Monitoring:

- Semi-Annual Progress Review: In fall and spring, the High School counselors analyze the number of students who are not meeting Post Secondary Readiness in each high school. These data are shared with the High School Level Director who will monitor student progress each semester.
- Student Survey Review: Middle and high school principals will survey data and make recommendations to the CTE Workgroup on new CTE pathways
- KSA Results Review: Comprehensive analysis of transition readiness rates, disaggregated by subgroup, to inform program adjustments

Funding:

- General Fund: Professional development for general education staff and supplies for CTE pathways