

## 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 at the middle level had a higher percentage of novices than the State by 5% in mathematics and a lower percentage of proficiency by 6%.
2.

Students at the middle level had a higher percentage of novices than the State by 10% in social studies and a lower percentage of proficiency by 4%.
3.

Students at the elementary level scored 8% lower in proficiency than the State in combined writing.

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.

The district will focus on Design and Deliver Instruction and Review, Analyze and Apply Data key elements from the District Key Elements Template. Processes and practices will include collaboration, review of instructional resources such as pacing guides and curriculum maps, and multiple sources of assessment data.

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.

Explanations/Directions

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	69.4 / 52.4 / 57.3	3.8 / 3.2 / 15.8
State Assessment Results in science, social studies and writing	64.0 / 46.9 / 61.3	-0.4 / -6.4 / 7.4
English Learner Progress	No data	No data
Quality of School Climate and Safety	79.6 / 61.1 / 64.8	6.7 / 0.7 / 7.6
Postsecondary Readiness (high schools and districts only)	104.7	10.5
Graduation Rate (high schools and districts only)	96.8	1.3

**Goal:** 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 (State your reading and math goal.): By May 2027, 70% of all students will be proficient in reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The goal for the 2025 school year for reading proficiency is <ul style="list-style-type: none"><li>60% proficiency for elementary.</li><li>54% proficiency for middle.</li><li>63% proficiency for high.</li></ul>	KCWP 1: Design and Deploy Standards	Curriculum will be analyzed to ensure that instructional resources meet the criteria for being a high-quality instructional resource.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing, data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment K-11.
		Review of pacing guides and curriculum maps will be conducted quarterly at a minimum to identify instructional gaps and ensure alignment to KAS.			
	KCWP 2: Design and Deliver Instruction	Faculty and staff will participate in ongoing professional development in the area of best practice/high yield instructional strategies offered by the regional education cooperative, vendor approved, and LETRS KY Reading Academy.	Increased use of research-based instructional strategies as noted through classroom observations.	Attendance sheets collected by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies.	General Fund - \$5,000 dues for membership to education cooperative  Title II - \$5,000 for travel expenses, substitute salaries and registration costs for professional learning.
	KCWP 3: Design and Deliver Assessment Literacy	Utilizing a KAS aligned item bank to create formative assessments that will be used to guide instructional practices to ensure the curriculum is being taught with fidelity.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Lesson plans demonstrating KAS aligned formative assessments and instruction.	Lesson plans completed weekly by faculty and reviewed by administrators. District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and	General Fund-\$23,000 for district common assessment

Goal 1 (State your reading and math goal.): By May 2027, 70% of all students will be proficient in reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	
	KCWP 4: Review, Analyze, and Apply Data	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; diagnostic assessments; District common assessments; KSA; meeting minutes from PLCs.	District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment \$20,000 for district diagnostic assessments
Objective 2 The goal for the 2025 school year for mathematics proficiency is <ul style="list-style-type: none"> <li>54% proficiency for elementary.</li> <li>46% proficiency for middle.</li> <li>56% proficiency for high.</li> </ul>	KCWP 1: Design and Deploy Standards	Curriculum will be analyzed to ensure that instructional resources meet the criteria for being a high-quality instructional resource.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing, data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment K-11.
		Review of pacing guides and curriculum maps will be conducted quarterly at a minimum to identify instructional gaps and ensure alignment to KAS.			
	KCWP 2: Design and Deliver Instruction	Faculty and staff will participate in ongoing professional development in the area of best practice/high yield instructional strategies offered by the regional education cooperative, vendor approved, and LETRS KY Reading Academy.	Increased use of research-based instructional strategies as noted through classroom observations.	Attendance sheets collected by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies.	General Fund - \$5,000 dues for membership to education cooperative  Title II - \$5,000 for travel expenses, substitute salaries and registration costs for

Goal 1 (State your reading and math goal.): By May 2027, 70% of all students will be proficient in reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					professional learning.
	KCWP 3: Design and Deliver Assessment Literacy	Utilizing a KAS aligned item bank to create formative assessments that will be used to guide instructional practices to ensure the curriculum is being taught with fidelity.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Lesson plans demonstrating KAS aligned formative assessments and instruction.	Lesson plans completed weekly by faculty and reviewed by administrators. District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund- \$23,000 for district common assessment
	KCWP 4: Review, Analyze, and Apply Data	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; diagnostic assessments; District common assessments; KSA; meeting minutes from PLCs.	District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment \$20,000 for district diagnostic assessments

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

Goal 2 (State your science, social studies, and writing goal.): By May 2027, 70% of all students will be proficient in Science, Social Studies, and Combined Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The goal for the 2025 school year for science proficiency is <ul style="list-style-type: none"><li>51% proficiency for elementary.</li><li>33% proficiency for middle.</li><li>33% proficiency for high.</li></ul>	KCWP 1: Design and Deploy Standards	Curriculum will be analyzed to ensure that instructional resources meet the criteria for being a high-quality instructional resource.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing, data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment K-11.
		Review of pacing guides and curriculum maps will be conducted quarterly at a minimum to identify instructional gaps and ensure alignment to KAS.			
	KCWP 2: Design and Deliver Instruction	Faculty and staff will participate in ongoing professional development in the area of best practice/high yield instructional strategies offered by the regional education cooperative, vendor approved, and LETRS KY Reading Academy.	Increased use of research-based instructional strategies as noted through classroom observations.	Attendance sheets collected by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies.	General Fund - \$5,000 dues for membership to education cooperative  Title II - \$5,000 for travel expenses, substitute salaries and registration costs for professional learning.
	KCWP 3: Design and Deliver Assessment Literacy	Utilizing a KAS aligned item bank to create formative assessments that will be used to guide instructional practices to ensure the curriculum is being taught with fidelity.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Lesson plans demonstrating KAS aligned formative assessments and instruction.	Lesson plans completed weekly by faculty and reviewed by administrators. District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and	General Fund-\$23,000 for district common assessment

Goal 2 (State your science, social studies, and writing goal.): By May 2027, 70% of all students will be proficient in Science, Social Studies, and Combined Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	
	KCWP 4: Review, Analyze, and Apply Data	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; diagnostic assessments; District common assessments; KSA; meeting minutes from PLCs.	District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment \$20,000 for district diagnostic assessments
Objective 2 The goal for the 2025 school year for social studies proficiency is <ul style="list-style-type: none"><li>49% proficiency for elementary.</li><li>58% proficiency for middle.</li><li>58% proficiency for high.</li></ul>	KCWP 1: Design and Deploy Standards	Curriculum will be analyzed to ensure that instructional resources meet the criteria for being a high-quality instructional resource.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing, data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment K-11.
		Review of pacing guides and curriculum maps will be conducted quarterly at a minimum to identify instructional gaps and ensure alignment to KAS.			
	KCWP 2: Design and Deliver Instruction	Faculty and staff will participate in ongoing professional development in the area of best practice/high yield instructional strategies offered by the regional education cooperative, vendor approved, and LETRS KY Reading Academy.	Increased use of research-based instructional strategies as noted through classroom observations.	Attendance sheets collected by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies.	General Fund - \$5,000 dues for membership to education cooperative  Title II - \$5,000 for travel expenses, substitute salaries and registration costs for

Goal 2 (State your science, social studies, and writing goal.): By May 2027, 70% of all students will be proficient in Science, Social Studies, and Combined Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					professional learning.
	KCWP 3: Design and Deliver Assessment Literacy	Utilizing a KAS aligned item bank to create formative assessments that will be used to guide instructional practices to ensure the curriculum is being taught with fidelity.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Lesson plans demonstrating KAS aligned formative assessments and instruction.	Lesson plans completed weekly by faculty and reviewed by administrators. District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund-\$23,000 for district common assessment
	KCWP 4: Review, Analyze, and Apply Data	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; diagnostic assessments; District common assessments; KSA; meeting minutes from PLCs.	District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment \$20,000 for district diagnostic assessments
Objective 3 The goal for the 2025 school year for combined writing proficiency is <ul style="list-style-type: none"> <li>47% proficiency for elementary.</li> <li>49% proficiency for middle.</li> </ul>	KCWP 1: Design and Deploy Standards	Curriculum will be analyzed to ensure that instructional resources meet the criteria for being a high-quality instructional resource.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing, data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment K-11.
		Review of pacing guides and curriculum maps will be conducted quarterly at a minimum to identify instructional gaps and ensure alignment to KAS.			

Goal 2 (State your science, social studies, and writing goal.): By May 2027, 70% of all students will be proficient in Science, Social Studies, and Combined Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<ul style="list-style-type: none"> <li>60% proficiency for high.</li> </ul>	KCWP 2: Design and Deliver Instruction	Faculty and staff will participate in ongoing professional development in the area of best practice/high yield instructional strategies offered by the regional education cooperative, vendor approved, and LETRS KY Reading Academy.	Increased use of research-based instructional strategies as noted through classroom observations.	Attendance sheets collected by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies.	General Fund - \$5,000 dues for membership to education cooperative  Title II - \$5,000 for travel expenses, substitute salaries and registration costs for professional learning.
	KCWP 3: Design and Deliver Assessment Literacy	Utilizing a KAS aligned item bank to create formative assessments that will be used to guide instructional practices to ensure the curriculum is being taught with fidelity.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Lesson plans demonstrating KAS aligned formative assessments and instruction.	Lesson plans completed weekly by faculty and reviewed by administrators. District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund-\$23,000 for district common assessment
	KCWP 4: Review, Analyze, and Apply Data	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; diagnostic assessments; District common assessments; KSA; meeting minutes from PLCs.	District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment \$20,000 for district diagnostic assessments



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 Economically Disadvantaged Science, Social Studies, and Combined Writing <ul style="list-style-type: none"><li>Increase proficiency in science for economically disadvantaged students at the elementary level by 15 percentage points.</li><li>Increase proficiency in combined writing for economically disadvantaged students at the middles school level by 9 percentage points.</li><li>Increase proficiency in combined writing for economically disadvantaged students at the high school level by 8 percentage points.</li></ul>	KCWP 1: Design and Deploy Standards	Curriculum will be analyzed to ensure that instructional resources meet the criteria for being a high-quality instructional resource.  Review of pacing guides and curriculum maps will be conducted quarterly at a minimum to identify instructional gaps and ensure alignment to KAS.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing, data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment K-11.
	KCWP 2: Design and Deliver Instruction	Faculty and staff will participate in ongoing professional development in the area of best practice/high yield instructional strategies offered by the regional education cooperative, vendor approved, and LETRS KY Reading Academy.	Increased use of research-based instructional strategies as noted through classroom observations.	Attendance sheets collected by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies.	General Fund - \$5,000 dues for membership to education cooperative  Title II - \$5,000 for travel expenses, substitute salaries and registration costs for professional learning.
	KCWP 3: Design and Deliver Assessment Literacy	Utilizing a KAS aligned item bank to create formative assessments that will be used to guide instructional practices to ensure the curriculum is being taught with fidelity.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Lesson plans demonstrating KAS aligned formative assessments and instruction.	Lesson plans completed weekly by faculty and reviewed by administrators. District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and	General Fund-\$23,000 for district common assessment

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	
	KCWP 4: Review, Analyze, and Apply Data	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; diagnostic assessments; District common assessments; KSA; meeting minutes from PLCs.	District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment \$20,000 for district diagnostic assessments
Objective 2 Economically disadvantaged students in reading and mathematics: <ul style="list-style-type: none"><li>• Increase proficiency in reading and mathematics for economically disadvantaged students at the high school level by 10 percentage points.</li></ul>	KCWP 1: Design and Deploy Standards	Curriculum will be analyzed to ensure that instructional resources meet the criteria for being a high-quality instructional resource.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing, data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment K-11.
		Review of pacing guides and curriculum maps will be conducted quarterly at a minimum to identify instructional gaps and ensure alignment to KAS.			
	KCWP 2: Design and Deliver Instruction	Faculty and staff will participate in ongoing professional development in the area of best practice/high yield instructional strategies offered by the regional education cooperative, vendor approved, and LETRS KY Reading Academy.	Increased use of research-based instructional strategies as noted through classroom observations.	Attendance sheets collected by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies.	General Fund - \$5,000 dues for membership to education cooperative  Title II - \$5,000 for travel expenses, substitute salaries and registration costs for professional learning.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	Utilizing a KAS aligned item bank to create formative assessments that will be used to guide instructional practices to ensure the curriculum is being taught with fidelity.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Lesson plans demonstrating KAS aligned formative assessments and instruction.	Lesson plans completed weekly by faculty and reviewed by administrators. District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund- \$23,000 for district common assessment
	KCWP 4: Review, Analyze, and Apply Data	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; diagnostic assessments; District common assessments; KSA; meeting minutes from PLCs.	District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment \$20,000 for district diagnostic assessments

4: English Learner Progress

Goal 4 (State your English learner goal.): By May 2027, each EL student will progress at least 2 levels on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2026, each EL student will progress at least one level on the Access assessment.	KWCP 4: Review, Analyze and Apply Data  Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Establishing learning culture and environment.	Use collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$23,000 for district common assessment General Fund - \$20,000 for intervention program assessment
		Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs.	District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.	General Fund - \$20,000 for intervention program assessment
	KWCP 3: Design and Deliver Assessment Literacy	Utilizing a KAS aligned item bank to create formative assessments that will be used to guide instructional practices.	Classroom formative assessments; District common assessments; KSA; meeting minutes from PLCs. Lesson plans demonstrating KAS aligned formative assessments and instruction.	Lesson plans completed weekly by faculty and reviewed by administrators. District and School level PLCs are held weekly directed by administration. District common assessments are held in the fall, winter, and spring. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are	General Fund - \$23,000 for district common assessment General Fund - \$20,000 for intervention program assessment Title IV - \$500 for EL specific resources

Goal 4 (State your English learner goal.): By May 2027, each EL student will progress at least 2 levels on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				conducted daily. Data will be reviewed by faculty to guide instruction.	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2027, all schools will have a “high” indicator score as determined by the Accountability Indicator and Overall Cut Scores table.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 For May 2025, the following status levels will be obtained or maintained at each level: <ul style="list-style-type: none"><li>Elementary Level: High</li><li>Middle Level: Medium</li><li>High Level: High</li></ul>	KCWP 6: Establishing Learning Culture and Environment  Ensure that all available resources are deployed to assist students in need. Establishing learning culture and environment.	Utilizing Family First and Cardinal Connection to remove non-cognitive barriers.	Data collected and presented by FRYSC	Bi-monthly as presented by the FRYSC coordinator at Advisory Council meetings.	GEER Grant
		Ensure that classroom policies and procedures align with the school’s Code of Conduct.	Classroom observations and behavior referrals indicate that policies and procedures align.	School administration will conduct walkthroughs and review behavior referrals on a weekly basis.	No funding needed.
		Ensure the effective implementation of anti-bullying policies and procedures, including how violations are address, how reporting and documentation should occur, and how communication measures should be conducted.	Classroom observations and behavior referrals indicate that policies and procedures align.	School administration will conduct walkthroughs and review behavior referrals on a weekly basis.	No funding needed.

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By May 2027, 100% of all graduating students will demonstrate postsecondary readiness.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, 93% of all graduating students will demonstrate postsecondary readiness.	KCWP 1: Design and Deploy Standards	Maintain at least five career pathways for students	CTE Attainment Hours Report.	Master schedule and CTE enrollment	Perkins Funding and LAVEC grant funding
	KCWP 3: Design and Deliver Assessment Literacy	Test preparation programs and response to intervention - Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.	Increase number of students meeting benchmark scores on a college readiness exam or industry certification exam.	District and School level PLCs are held weekly directed by administration. Practice assessments are given in the fall, winter, and spring to monitor student progress. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty.	Four Rivers Foundation and SBDM will share the cost of \$5000 for an ACT Bootcamp.
	KCWP 5: Design, Align, and Deliver Support	Mentors for struggling students	Increase number of students enrolled in a career pathway. Increase number of students completing a Career Pathway. Increase in number of students meeting College Readiness benchmarks.	District and School level PLCs are held weekly directed by administration. Practice assessments are given in the fall, winter, and spring to monitor student progress. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty.	No funding needed.
		Real-world experiences planned for students related to career pathway.	Increase number of students enrolled in a career pathway. Increase number of students completing a Career Pathway. Increase in number of students meeting College Readiness benchmarks.	District and School level PLCs are held weekly directed by administration. Practice assessments are given in the fall, winter, and spring to monitor student progress. Upon completion of testing data disaggregation will occur at district and school levels by administration and faculty.	SBDM and CTSO funds.

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By May 2027, the high school will maintain an average 4-year graduation rate of 96%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 For the school year 2024-2025 the goal is to maintain an average 4-year graduation rate of 96%.	KCWP 5: Design, Align and Deliver Support	Credit Recovery Program	Students are earning credits to assist with on time graduation.	Administration and supervising faculty will monitor goals being met by students weekly.	District Funds
	Design, align, and deliver necessary supports to identify and assist all students.	Open Campus	Classroom observations, number of on time graduates, and number of students earning credits toward graduation.	Administration and supervising faculty will monitor goals being met by students weekly.	District funds for staffing
	KCWP 6: Establishing Learning Culture and Environment	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	The reduction of number of students not graduating on time.	District and school administration will monitor student attendance and course grades to determine the student’s progress towards on-time graduation.	No funding needed.
	Assure consideration and addressment of non-academic barriers to learning	Utilizing Family First and Cardinal Connection to remove non-cognitive barriers.	Data collected and presented by FRYSC	Bi-monthly as presented by the FRYSC coordinator at Advisory Council meetings.	GEER Grant

8: Other (Optional)

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

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

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

Monitoring and Support
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b></p>

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>