# 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.

|  |
| --- |
| The greatest area of weakness for the schools continues to be closing the proficiency gap between economically and non-economically disadvantaged students. For mathematics, 3rd grade having 79% of non-gap students reaching proficiency while only 51% of gap learners do. 4th grade had 41% of non-gap learners reaching proficiency to 28% of gap learners. 7th grade had 46% of non-gap learners reach proficiency while 22% of gap learners did. 8th grade had 42% of non-gap learners reach proficiency and only 26% of gap learners. 10th grade had 48% of non-gap learners reach proficiency while 29% of gap learners did.Grade 3 reading had 75% of non-gap learners reach proficiency while 54% of gap learners did. 6th grade had 41% of non-gap learners reach proficiency while only 27% of gap learners did. 7th grade had 65% of non-gap learners reach proficiency and 45% of gap learners reached proficiency. 8th grade had 61% of non-gap learners score proficiency and 25% of gap learners score proficiency.For social studies, grade 5 had 61% of non-gap learners score proficiency and 40% of gap learners score proficiency. Grade 8 had 48% of non-gap learners score proficiency and 21% of gap learners score proficiency. For science, grade 4 had 50% of non-gap learners score proficiency and 33% of gap learners. For grade 7, 57% of non-gap learners scored proficiency and 16% of gap learners. |

**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.

|  |
| --- |
| **KCWP 1: Design and Deploy Standards -** Teachers and administrators collaborate on pacing and curriculum to assist in consistency across the district.**KCWP 2: Design and Deliver Instruction -** Walkthroughs of classrooms indicate the strengths and weaknesses in rigor and design and delivery of instruction. With continued support from the West Kentucky Education Cooperative (WKEC) and district instructional supervisors, teachers receive professional learning throughout the school year that is based on high-quality instructional resources and research-based instructional practices. |

**Indicator**

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

|  |  |  |
| --- | --- | --- |
| **Indicator** | **Status – ES/MS/HS** | **Change – ES/MS/HS** |
| State Assessment Results in reading and mathematics | 65.6/52.4/57.3 | 9.4/-5.9/9.2 |
| State Assessment Results in science, social studies and writing | 64.4/53.3/53.9 | 9.2/-0.6/0.8 |
| English Learner Progress |  |  |
| Quality of School Climate and Safety | 72.9/60.4/57.2 | 2.5/-2.8/-4.1 |
| Postsecondary Readiness (high schools and districts only) | 94.2 | 10.2 |
| Graduation Rate (high schools and districts only) | 95.5 | -0.4 |

Explanations/Directions

| **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 [Kentucky’s six (6) Key Core Work Processes](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | 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 2025, 70% of all students will be proficient in reading and mathematics. |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By 2024, proficiency in reading will be at 56% for ES, 60% for MS, and 57% for HS.  | KCWP 1: Design and Deploy StandardsCurriculum will be aligned and congruent with the standards.Ensure the curriculum(s) is taught at a high level of fidelity. | Analyzing curriculum 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Continued review of curriculum mapping will occur to identify instructional gaps and to ensure alignment to KAS. |
| KCWP 2: Design and Deliver InstructionEnsure ongoing professional development in the area of best practice/high yield instructional strategies. | Education Cooperative professional learning opportunities | Increased use of research-based instructional strategies as noted through classroom observations. | Attendance sheets collected weekly by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies. | Member of WKEC – no funds needed for professional learning opportunities |
| LETRS – KY Reading Academy |
| KCWP 3: Design and Deliver Assessment LiteracyEnsure the curriculum(s) is taught at a high level of fidelity. | 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 conducted daily. Data will be reviewed by faculty to guide instruction. | ESSER - $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; 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Objective 2By 2024, proficiency in mathematics will be at 54% for ES, 55% for MS, and 53% for HS. | KCWP 1: Design and Deploy StandardsCurriculum will be aligned and congruent with the standards.Ensure the curriculum(s) is taught at a high level of fidelity. | Analyzing curriculum 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Continued review of curriculum mapping will occur to identify instructional gaps and to ensure alignment to KAS. |
| KCWP 2: Design and Deliver InstructionEnsure ongoing professional development in the area of best practice/high yield instructional strategies. | Education Cooperative professional learning opportunities | Increased use of research-based instructional strategies as noted through classroom observations. | Attendance sheets collected weekly by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies. | Member of WKEC – no funds needed for professional learning opportunities |
| KCM professional learning opportunities |
| KCWP 3: Design and Deliver Assessment LiteracyEnsure the curriculum(s) is taught at a high level of fidelity. | 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 conducted daily. Data will be reviewed by faculty to guide instruction. | ESSER - $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; 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |

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

| Goal 2 (State your science, social studies, and writing goal.): By May 2025, 70% of all students will be proficient in science, social studies, and writing. |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By 2024, proficiency for science will be at 49% for ES, 46% for MS, and 42% for HS. | KCWP 1: Design and Deploy StandardsCurriculum will be aligned and congruent with the standards.Ensure the curriculum(s) is taught at a high level of fidelity. | Analyzing curriculum 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Continued review of curriculum mapping will occur to identify instructional gaps and to ensure alignment to KAS. |
| KCWP 2: Design and Deliver InstructionEnsure ongoing professional development in the area of best practice/high yield instructional strategies. | Education Cooperative professional learning opportunities | Increased use of research-based instructional strategies as noted through classroom observations. | Attendance sheets collected weekly by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies. | Member of WKEC – no funds needed for professional learning opportunities |
| KCWP 3: Design and Deliver Assessment LiteracyEnsure the curriculum(s) is taught at a high level of fidelity. | 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 conducted daily. Data will be reviewed by faculty to guide instruction. | ESSER - $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; 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Objective 2By 2024, proficiency for social studies will be at 54% for ES, 58% for MS, and 52% for HS. | KCWP 1: Design and Deploy StandardsCurriculum will be aligned and congruent with the standards.Ensure the curriculum(s) is taught at a high level of fidelity. | Analyzing curriculum 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Continued review of curriculum mapping will occur to identify instructional gaps and to ensure alignment to KAS. |
| KCWP 2: Design and Deliver InstructionEnsure ongoing professional development in the area of best practice/high yield instructional strategies. | Education Cooperative professional learning opportunities | Increased use of research-based instructional strategies as noted through classroom observations. | Attendance sheets collected weekly by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies. | Member of WKEC – no funds needed for professional learning opportunities |
| KCWP 3: Design and Deliver Assessment LiteracyEnsure the curriculum(s) is taught at a high level of fidelity. | 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 conducted daily. Data will be reviewed by faculty to guide instruction. | ESSER - $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; 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Objective 3By 2024, proficiency for Writing will be at 54% for ES, MS, and HS. | KCWP 1: Design and Deploy StandardsCurriculum will be aligned and congruent with the standards.Ensure the curriculum(s) is taught at a high level of fidelity. | Analyzing curriculum 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Continued review of curriculum mapping will occur to identify instructional gaps and to ensure alignment to KAS. |
| KCWP 2: Design and Deliver InstructionEnsure ongoing professional development in the area of best practice/high yield instructional strategies. | Education Cooperative professional learning opportunities | Increased use of research-based instructional strategies as noted through classroom observations. | Attendance sheets collected weekly by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies. | Member of WKEC – no funds needed for professional learning opportunities |
|  | KCWP 3: Design and Deliver Assessment LiteracyEnsure the curriculum(s) is taught at a high level of fidelity. | 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 conducted daily. Data will be reviewed by faculty to guide instruction. | ESSER - $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; 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |

## 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 1For all economically disadvantaged students:By 2024, proficiency in reading will be at 56% for ES, 60% for MS, and 57% for HS; and proficiency in mathematics will be at 54% for ES, 55% for MS, and 53% for HS. | KCWP 1: Design and Deploy StandardsCurriculum will be aligned and congruent with the standards.Ensure the curriculum(s) is taught at a high level of fidelity. | Analyzing curriculum 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Continued review of curriculum mapping will occur to identify instructional gaps and to ensure alignment to KAS. |
| KCWP 2: Design and Deliver InstructionEnsure ongoing professional development in the area of best practice/high yield instructional strategies. | Education Cooperative professional learning opportunities | Increased use of research-based instructional strategies as noted through classroom observations. | Attendance sheets collected weekly by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies. | Member of WKEC – no funds needed for professional learning opportunities |
| LETRS – KY Reading Academy |
| KCM professional learning opportunities |
| KCWP 3: Design and Deliver Assessment LiteracyEnsure the curriculum(s) is taught at a high level of fidelity. | 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 conducted daily. Data will be reviewed by faculty to guide instruction. | ESSER - $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; 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Objective 2For all economically disadvantaged students:By 2024, proficiency for science will be at 49% for ES, 46% for MS, and 42% for HS; proficiency for social studies will be at 54% for ES, 58% for MS, and 52% for HS; and proficiency for Writing will be at 54% for ES, MS, and HS. | KCWP 1: Design and Deploy StandardsCurriculum will be aligned and congruent with the standards.Ensure the curriculum(s) is taught at a high level of fidelity. | Analyzing curriculum 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |
| Continued review of curriculum mapping will occur to identify instructional gaps and to ensure alignment to KAS. |
| KCWP 2: Design and Deliver InstructionEnsure ongoing professional development in the area of best practice/high yield instructional strategies. | Education Cooperative professional learning opportunities | Increased use of research-based instructional strategies as noted through classroom observations. | Attendance sheets collected weekly by facilitators. Meeting agendas prepared by facilitators that details the instructional practices being demonstrated. Classroom observation conducted by administration will demonstrate implementation of strategies. | Member of WKEC – no funds needed for professional learning opportunities |
| KCWP 3: Design and Deliver Assessment LiteracyEnsure the curriculum(s) is taught at a high level of fidelity. | 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 conducted daily. Data will be reviewed by faculty to guide instruction. | ESSER - $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; 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |

## 4: English Learner Progress

| Goal 4 (State your English learner goal.): By 2025, each EL student will progress at least 2 levels on the ACCESS assessment. |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By 2024, each EL student will progress at least 1 level on the ACCESS assessment. | KWCP 4: Review, Analyze and Apply DataIncrease 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. | ESSER - $23,000 for district common assessmentGeneral 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. | ESSER - $23,000 for district common assessmentGeneral Fund - $20,000 for intervention program assessment |

**5**: **Quality of School Climate and Safety**

| Goal 5 (State your climate and safety goal.): By May 2025, 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 1By 2024, all schools will have a “medium” or greater indicator score as determined by the Accountability Indicator and Overall Cut Scores table. | KCWP 6: Establishing Learning Culture and EnvironmentEnsure 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 2025, 100% of all graduating students will demonstrate postsecondary readiness. |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By 2024, 90% of all graduating students will demonstrate postsecondary readiness.  | KCWP 1: Design and Deploy Standards | Maintain at least five career pathways for students | Increase number of students enrolled in a career pathway. | 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. | ESSER - $12,000 for test preparation programs.General Fund - $20,000 for intervention program assessment. |
| 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 2025, maintain an average freshman graduation rate of 96%. |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1By 2023, obtain an average freshman graduation rate of 96%. | KCWP 5: Design, Align and Deliver SupportDesign, align, and deliver necessary supports to identify and assist all students. | 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 |
| 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 EnvironmentAssure consideration and addressment of non-academic barriers to learning | 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. |
| 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 |
| Mentors for students | 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. |