

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.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the district will focus its efforts upon 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 (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By May 2030, the district will increase the reading percentage of proficient and distinguished to 89.6% in elementary, 87.7% in middle, and 82.1% in high school. In math, the district will increase the percentage of proficient and distinguished to 84.1% in elementary, 86.0% in middle, and 73.9% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2021, the district will increase the reading percentage of proficient and distinguished to 80.1% in elementary, 76.5% in middle, and 65.7% in high school. In math, the district will increase the percentage of proficient and distinguished to 69.6% in elementary, 73.2% in middle, and 50.2% in high school.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Math – Since last year, math improvement focus has been on high school classes – primarily Algebra I, Geometry, and Algebra II. Teachers in these courses have worked during summer 2019 professional development and throughout the current school year to deconstruct standards into learning targets, group targets into units, share and polish best teaching practices for specific math strategies, and build unit assessments with rigorous questions that are congruent to targets. In addition, all math teachers in grades have built digital pathway lessons for some learning targets.</p> <p>Reading - Reading teachers across the spectrum of grade levels participated in reading-specific training in summer 2019, and are still in the process of implementing their work. Grades K-5 teachers were trained in the tenets of SLI (Systematic Literacy Instruction) and built classroom reading plans. Implementation monitoring is ongoing by building administrators and central office administrators. Teachers in grades 6-12 currently built and are currently implementing digital pathway lessons, as well as</p>	<p>Reduction in gap and increased student performance</p>	<p>Progress check through Curriculum, Instruction, and Assessment principals' meetings: January 2021 and March 2021</p>	<p>\$0</p>

Goal 1 (State your proficiency goal.): By May 2030, the district will increase the reading percentage of proficient and distinguished to 89.6% in elementary, 87.7% in middle, and 82.1% in high school. In math, the district will increase the percentage of proficient and distinguished to 84.1% in elementary, 86.0% in middle, and 73.9% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>inquiry-based learning lessons. These are also being monitored by building and central office administrators. In addition, teachers spent time building awareness of new reading standards. In summer 2021, they will do heavy deconstructing standards work and revision of all unit assessments.</p>			
		<p>SHARED Learning - Teachers will participate in job embedded training and in summer 2021 PD on specific planning outcomes that are mandatory for SHARED learning teaching partnerships. In addition, during the 2020-21 school year, building and central office administrators will implement accountability structures such as targeted walk-through observations of planning sessions and continued observations of SHARED learning instruction.</p>			
		<p>Digital Pathways - Teachers in all grade levels 4-12 built and are implementing multiple digital pathways lessons. Teachers continue to build and implement more digital pathway lessons.</p>			
		<p>Math Acceleration - In all schools, individualized acceleration pathways will be built for students. All students at the 70th percentile or above receive accelerated math</p>			

Goal 1 (State your proficiency goal.): By May 2030, the district will increase the reading percentage of proficient and distinguished to 89.6% in elementary, 87.7% in middle, and 82.1% in high school. In math, the district will increase the percentage of proficient and distinguished to 84.1% in elementary, 86.0% in middle, and 73.9% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>instruction. This will allow more of our students to reach AB or BC Calculus with no adjustment (doubling up) of schedules. 100% of our students will have the opportunity to take Pre-Calculus as a senior without schedule adjustment, or AB Calculus by adjusting schedules (doubling up).</p>			
		<p>Inquiry-Based Learning: During summer 2021 professional development, teachers in grades 6-12 English, Science, and Social Studies participated in the continued scaling and expansion of inquiry-based learning lessons. In December 2019, administrators were trained on Inquiry-Based learning walk-through observation protocols in and effort to provide better feedback to teachers and promote growth. In summer 2021 professional development, IBL will be scaled to grades 4 and 5 teachers.</p>			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May 2030, the district will increase the science percentage of proficient and distinguished to 78.6% in elementary, 70.4% in middle, and 69.6% in high school. In writing, the district will increase the percentage of proficient and distinguished to 83.8% in elementary, 65.6% in middle, and 81.9% in high school. In social studies, the district will increase the percentage of proficient and distinguished to 86.4% in elementary and 82.9% in middle school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2020, the district will increase the science percentage of proficient and distinguished to 59.1% in elementary, 43.4% in middle, and 41.9% in high school. In writing, the district will increase the percentage of proficient and distinguished to 69.0% in elementary, 34.2% in middle, and 65.4% in high school. In social studies, the district will increase the percentage of proficient and distinguished to 73.9% in elementary and 67.4% in middle school.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Writing: In summer 2019 professional development, and through ongoing job-embedded training, teachers across grade levels have participated in learning opportunities for incorporating best practices for classroom writing instruction. Building administrators have planned strategically, updated school-wide writing plans, and are monitoring implementation through walk-through observations and Professional Learning Community meetings. Central office administrators are also assisting with walk-through observations and instructional coaching. A strategic plan has been developed for adjustments that need to be made in the 2020-21 school year and moving forward with PD time allocated in summer 2021 to build the foundations.</p> <p>Science: In summer 2019 professional development, teachers worked to understand standards, bundle them into phenomenon units, and build assessments that promote critical thinking along with mastery of content and science skills. In addition, science teachers built and</p>	<p>Diminished gaps and increased student performance</p>	<p>Progress check through Curriculum, Instruction, and Assessment principals' meetings: January 2021 and March 2021</p>	<p>\$0</p>

Goal 2 (State your separate academic indicator goal.): By May 2030, the district will increase the science percentage of proficient and distinguished to 78.6% in elementary, 70.4% in middle, and 69.6% in high school. In writing, the district will increase the percentage of proficient and distinguished to 83.8% in elementary, 65.6% in middle, and 81.9% in high school. In social studies, the district will increase the percentage of proficient and distinguished to 86.4% in elementary and 82.9% in middle school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>are currently implementing digital pathway lessons, inquiry-based learning lessons, and an a strategic spiral review set of flashback items to keep 8th-10th grade content fresh on students minds as they progress through our pathway of science courses.</p>			
		<p>Social Studies: In summer 2019 professional development, teachers worked to understand the new social studies standards, organize them into units (providing historical and cultural context for their classes), and gather resources for teaching. In summer 2021 professional development, the teachers will build unit assessments that promote critical thinking along with mastery of content and social studies skills. In addition, they will work on deconstructing the social studies standards into learning targets, as well as building inquiry-based learning lessons (including compelling and supporting questions, primary and secondary sources, and assessment tasks) that will be used in their classrooms.</p>			
		<p>SHARED Learning: Teachers will participate in job embedded training and in summer 2021 PD on specific planning outcomes that are</p>			

Goal 2 (State your separate academic indicator goal.): By May 2030, the district will increase the science percentage of proficient and distinguished to 78.6% in elementary, 70.4% in middle, and 69.6% in high school. In writing, the district will increase the percentage of proficient and distinguished to 83.8% in elementary, 65.6% in middle, and 81.9% in high school. In social studies, the district will increase the percentage of proficient and distinguished to 86.4% in elementary and 82.9% in middle school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>mandatory for SHARED learning teaching partnerships. In addition, during the 2020-21 school year, building and central office administrators and teachers will implement accountability structures such as targeted walk-through observations of planning sessions and continued observations of SHARED learning instruction.</p>			
		<p>Digital Pathways: Teachers in all grade levels 4-12 built and are implementing multiple digital pathways lessons - screencast lessons for a learning target built into Google Forms, with intuitive capability for assessing and re-teaching students who need support with specific content. In summer 2020 and into the 2020-21 school year, teachers will build and implement more digital pathway lessons.</p>			
		<p>Inquiry-Based Learning: During summer 2021 professional development, teachers in grades 6-12 English, Science, and Social Studies participated in the continued scaling and expansion of inquiry-based learning lessons. Administrators have been trained on Inquiry-Based learning walk-</p>			

Goal 2 (State your separate academic indicator goal.): By May 2030, the district will increase the science percentage of proficient and distinguished to 78.6% in elementary, 70.4% in middle, and 69.6% in high school. In writing, the district will increase the percentage of proficient and distinguished to 83.8% in elementary, 65.6% in middle, and 81.9% in high school. In social studies, the district will increase the percentage of proficient and distinguished to 86.4% in elementary and 82.9% in middle school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		through observation protocols in and effort to provide better feedback to teachers and promote growth. In summer 2020 professional development, IBL will be scaled to grades 4 and 5 teachers.			

3: Growth

Goal 3 (State your growth goal.): By May 2030, the district will increase the reading percentage of proficient and distinguished to 89.6% in elementary, 87.7% in middle, and 82.1% in high school. In math, the district will increase the percentage of proficient and distinguished to 84.1% in elementary, 86.0% in middle, and 73.9% in high school. The district will reduce the percentage of novice in all schools to 3% or below.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2020, the district will increase the reading percentage of proficient and distinguished to 80.1% in elementary, 76.5% in middle, and 65.7% in high school. In math, the district will increase the percentage of proficient and distinguished to 69.6% in elementary, 73.2% in middle, and 50.2% in high school. The district will reduce the percentage of novice in all schools to 5% or below.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Math - In 2019-20, the math improvement focus was primarily on high school classes. This Fall, given the COVID 19 math gaps as shown in our Fall MAP testing, all schools are working to minimize the effect of the lack of in-person instruction. We are focusing on that primary instruction as well as the accelerated opportunities. We have looked at the daily schedules to find extra time as needed to cover math content appropriately and to ensure student success. We will maintain using current curriculum and assessments for all students.</p> <p>Reading - Reading teachers across the spectrum of grade levels participated in reading-specific training in summer 2019, and are now in the process of implementing their work. Grades K-5 teachers were trained in the tenets of SLI (Systematic Literacy Instruction) and built classroom reading plans. Implementation monitoring is ongoing by building administrators and central office administrators. Teachers in grades 6-12 currently built and are currently implementing digital pathway lessons, as well as inquiry-based learning lessons.</p>	<p>Diminished gaps and increased student performance</p>	<p>Progress check through Curriculum, Instruction, and Assessment principals' meetings: January 2021 and March 2021</p>	<p>\$0</p>

Goal 3 (State your growth goal.): By May 2030, the district will increase the reading percentage of proficient and distinguished to 89.6% in elementary, 87.7% in middle, and 82.1% in high school. In math, the district will increase the percentage of proficient and distinguished to 84.1% in elementary, 86.0% in middle, and 73.9% in high school. The district will reduce the percentage of novice in all schools to 3% or below.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>These are also being monitored by building and central office administrators. In addition, teachers spent time building awareness of new reading standards. In summer 2021, they will do heavy deconstructing standards work and revision of all unit assessments.</p> <p>SHARED Learning: Teachers will participate in job embedded training and in summer 2021 PD on specific planning outcomes that are mandatory for SHARED learning teaching partnerships. In addition, building and central office administrators and teachers will implement accountability structures such as targeted walk-through observations of planning sessions and continued observations of SHARED learning instruction.</p> <p>I</p> <p>Digital Pathways - Teachers in all grade levels 4-12 built and are implementing multiple digital pathways lessons - screencast lessons for a learning target built into Google Forms, with intuitive capability for assessing and re-teaching students who need support with specific content. In summer 2020 and into the 2020-21 school year, teachers will build and implement more digital pathway</p>			

Goal 3 (State your growth goal.): By May 2030, the district will increase the reading percentage of proficient and distinguished to 89.6% in elementary, 87.7% in middle, and 82.1% in high school. In math, the district will increase the percentage of proficient and distinguished to 84.1% in elementary, 86.0% in middle, and 73.9% in high school. The district will reduce the percentage of novice in all schools to 3% or below.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>lessons.</p> <p>Math Acceleration: In all schools, individualized acceleration pathways will be built for students. All students at the 70th percentile or above receive accelerated math instruction. This will allow more of our students to reach AB or BC Calculus with no adjustment (doubling up) of schedules. 100% of our students will have the opportunity to take Pre-Calculus as a senior without schedule adjustment, or AB Calculus by adjusting schedules (doubling up).</p>			
		<p>Inquiry-Based Learning: During summer 2020 professional development, teachers in grades 6-12 English, Science, and Social Studies participated in the continued scaling and expansion of inquiry-based learning lessons. In December 2019, administrators were trained on Inquiry-Based learning walk-through observation protocols in and effort to provide better feedback to teachers and promote growth. In summer 2021 professional development, IBL will be scaled to grades 4 and 5 teachers.</p>			

4: Achievement Gap

Goal 4 (State your achievement gap goal.): Goal 1: By May 2030, increase the reading proficient and distinguished rates for:

- Economically Disadvantaged students to 86.2% in elementary, 82.1% in middle, and 78.2% in high school.
- Students with Disabilities to 84.1% % in elementary, 73.5% in middle, and 68.9% in high school.

In math, the district will increase the reading proficient and distinguished rates for:

- Economically Disadvantaged students to 78.4% in elementary, 80.6% in middle, and 69.4% in high school.
- Students with Disabilities to 74.1% in elementary, 73.5% in middle, and 65.8% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2020, increase the reading proficient and distinguished rates for:</p> <ul style="list-style-type: none"> • Economically Disadvantaged students to 73.6% in elementary, 65.7% in middle, and 58.3% in high school. • Students with Disabilities to 69.6% % in elementary, 49.4% in middle, and 40.6% in high school. <p>In math, the district will increase the reading proficient and distinguished rates for:</p> <ul style="list-style-type: none"> • Economically Disadvantaged students to 58.7% in elementary, 62.9% in middle, and 41.6% in high school. • Students with Disabilities to 50.6% in elementary, 49.4% in middle, and 40.6% in 	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Math - In 2019-20, the math improvement focus was primarily on high school classes. This Fall, given the COVID 19 math gaps as shown in our Fall MAP testing, all schools are working to minimize the effect of the lack of in-person instruction. We are focusing on that primary instruction as well as the accelerated opportunities. We have looked at the daily schedules to find extra time as needed to cover math content appropriately and to ensure student success. We will maintain using current curriculum and assessments for all students.</p> <p>Reading - Reading teachers across the spectrum of grade levels participated in reading-specific training in summer 2019, and are now in the process of implementing their work. Grades K-5 teachers were trained in the tenets of SLI (Systematic Literacy Instruction) and built classroom reading plans. Implementation monitoring is</p>	<p>Diminished gaps and increased student performance</p>	<p>Progress check through Curriculum, Instruction, and Assessment principals' meetings: January 2021 and March 2021</p>	<p>\$0</p>

Goal 4 (State your achievement gap goal.): Goal 1: By May 2030, increase the reading proficient and distinguished rates for:

- Economically Disadvantaged students to 86.2% in elementary, 82.1% in middle, and 78.2% in high school.
- Students with Disabilities to 84.1% % in elementary, 73.5% in middle, and 68.9% in high school.

In math, the district will increase the reading proficient and distinguished rates for:

- Economically Disadvantaged students to 78.4% in elementary, 80.6% in middle, and 69.4% in high school.
- Students with Disabilities to 74.1% in elementary, 73.5% in middle, and 65.8% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
high school.		<p>ongoing by building administrators and central office administrators. Teachers in grades 6-12 currently built and are currently implementing digital pathway lessons, as well as inquiry-based learning lessons. These are also being monitored by building and central office administrators. In addition, teachers spent time building awareness of new reading standards. In summer 2021, they will do heavy deconstructing standards work and revision of all unit assessments.</p> <p>SHARED Learning: Teachers will participate in job embedded training and in summer 2021 PD on specific planning outcomes that are mandatory for SHARED learning teaching partnerships. In addition, during the 2019-20 and 2020-21 school years, building and central office administrators and teachers will implement accountability structures such as targeted walk-through observations of planning sessions and continued observations of SHARED learning instruction.</p> <p>Digital Pathways - Teachers in all grade levels 4-12 built and are</p>			

Goal 4 (State your achievement gap goal.): Goal 1: By May 2030, increase the reading proficient and distinguished rates for:

- Economically Disadvantaged students to 86.2% in elementary, 82.1% in middle, and 78.2% in high school.
- Students with Disabilities to 84.1% % in elementary, 73.5% in middle, and 68.9% in high school.

In math, the district will increase the reading proficient and distinguished rates for:

- Economically Disadvantaged students to 78.4% in elementary, 80.6% in middle, and 69.4% in high school.
- Students with Disabilities to 74.1% in elementary, 73.5% in middle, and 65.8% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>implementing multiple digital pathways lessons - screencast lessons for a learning target built into Google Forms, with intuitive capability for assessing and re-teaching students who need support with specific content. In summer 2020 and into the 2020-21 school year, teachers will build and implement more digital pathway lessons.</p>			
		<p>Math Acceleration: In all schools, individualized acceleration pathways will be built for students. All students at the 70th percentile or above receive accelerated math instruction. This will allow more of our students to reach AB or BC Calculus with no adjustment (doubling up) of schedules. 100% of our students will have the opportunity to take Pre-Calculus as a senior without schedule adjustment, or AB Calculus by adjusting schedules (doubling up).</p>			

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By May 2030, increase the percentage of students who are deemed Transition Ready from 78.5% to 90%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2021, increase the percentage of students who are deemed Transition Ready from 78.5% to 83%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>During the 2019-20 school year, building and central office administrators, as well as CTE (Career and Technical Education) teachers worked to examine CTE courses and pathways provided in our programs to determine whether additional industry certifications opportunities for students exist. Some new opportunities have been added for this year's students. In summer 2020 and throughout the 2020-21 school year, CTE courses and the program as a whole will be re-structured to maximize opportunities for industry certifications, internships, externships, apprenticeships, exceptional work experiences, and dual credit. Course standards and formative assessments will be aligned horizontally and vertically to prepare students for the assessments within their pathway.</p> <p>Inquiry-Based Learning: During summer 2020 professional development, teachers in grades 6-12 English, Science, and Social Studies participated in the continued scaling and expansion of inquiry-based learning lessons. In December 2019, administrators were trained on Inquiry-Based learning walk-through observation</p>	<p>Higher academic performance, persistence to graduation, and transition success</p>	<p>Quarterly progress checks through meetings between district administrators and counselors, and quality checks once per semester with counselors, district administration, and building principals</p>	<p>\$0</p>

Goal 5 (State your transition readiness goal.): By May 2030, increase the percentage of students who are deemed Transition Ready from 78.5% to 90%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		protocols in and effort to provide better feedback to teachers and promote growth. In summer 2020 professional development, IBL will be scaled to grades 4 and 5 teachers.			

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By May 2030, maintain the graduation rate at 95% or above. The current graduation rate for the district is 98.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2021, maintain the graduation rate at 95% or above. The current graduation rate for the district is 98.2%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>During the 2019-20 school year, building and central office administrators, as well as CTE (Career and Technical Education) teachers have worked to examine CTE courses and pathways provided in our programs to determine whether additional industry certifications opportunities for students exist. Some new opportunities have been added for this year's students. In summer 2020 and throughout the 2020-21 school year, CTE courses and the program as a whole will be re-structured to maximize opportunities for industry certifications, internships, externships, apprenticeships, exceptional work experiences, and dual credit. Course standards and formative assessments will be aligned horizontally and vertically to prepare students for the assessments within their pathway.</p> <p>Inquiry-Based Learning: During summer 2020 professional development, teachers in grades 6-12 English, Science, and Social Studies participated in the continued scaling and expansion of inquiry-based learning lessons. Administrators have been trained on</p>	<p>Higher academic performance, persistence to graduation, and transition success</p>	<p>Quarterly progress checks through meetings between district administrators and counselors, and quality checks once per semester with counselors, district administration, and building principals</p>	<p>\$0</p>

Goal 6 (State your graduation rate goal.): By May 2030, maintain the graduation rate at 95% or above. The current graduation rate for the district is 98.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Inquiry-Based learning walk-through observation protocols in and effort to provide better feedback to teachers and promote growth. In summer 2020 professional development, IBL will be scaled to grades 4 and 5 teachers.</p>			
		<p>Through the ILP process, individualized plans for each student will be developed, implemented, and monitored. These plans will guide course selection, career pathways, credit recovery, and other supports needed in order for a student to persist to graduation.</p>			

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.

Response: