# 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

## 1: State Assessment Results in reading and mathematics

| Goal 1 (State your reading and math goal 1 yr/3 yr.): By May 2023 and May 2025, KSA reading and math indicator scores will increase:  Elementary: From 49.7 to 54.0/75.0  Jr. High: From 48.0 to 55.0/70.0  Sr. High: From 67.7 to 76.9/80.0 | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Elementary  \*By May 2023, KSA math % P/D will increase from 37 to 50  \*By May 2023, KSA reading % P/D will increase from 29 to 40 | [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) | Reading Activities:  Scholastic Literacy K-5 program   * + Whole Group implementation support   + Cohort 1 Coaching (Nov, Jan, Feb, March)   + Cohort 2 Coaching * Student Goal Setting based on individual STAR results * Orton Gillingham refresher training and ongoing support for K-2, and for 3-5 for Intermediate OG with utilization of Recipe for Reading phonics progressions in conjunction with Scholastic Literacy resources & tools. * Project Based Learning & Innovative Teaching   Math Activities:   * HMH Into Math K-5 program implementation * Student Goal Setting based on individual STAR results * Utilization of a Math Interventionist for RTI supports * NKCES/CRSSA curriculum & staff development support * Teacher Leader development (Primary/Intermediate Staff representative) via NKCES for Math Implementation * Project Based Learning & Innovative Teaching   WIN Reading & Math - K-5 everyday for 30 minutes each   * RTI Tier 2 & 3 - pull out and collaborative services with Math/Reading Interventionist and instructional support staff * Student Reflection/Self-Assessment and Goal Setting-STAR, Freckle, and other assessments   Incorporation of Renaissance Tools:   * Daily use of Freckle (Reading & Math) - adaptive assignments based on STAR assessments, as well as teacher assigned tasks aligned with current standards * MyOn - teacher module creation based on standards; student self-selection of texts (preference of texts with AR Tests)   Vertical Teacher Leader PLC (monthly)   * Ensure congruence is present between standards, learning targets, and assessment measures. * Proficiency rubric development and standards alignment with integration of high quality corrective instruction and 2nd chance assessments   + Student created rubrics (Academic & Behavior) * Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery   ANET support and Coaching through participating in the HQIR Pilot - ELA | KSA Results  Renaissance Data (STAR & Freckle)  Formative Assessments Data  Teacher created Benchmark Assessments Data  Feedback through ANET Coaching | * KSA Results (Yearly) * STAR data (3 times per year & interim) * Freckle reports (Weekly) * Accelerated Reader reports (Weekly) * RTI Data (Every 4-6 weeks) * PLC Data (Twice Monthly) * Informal & Formal Observation Data (Ongoing) * Teacher Benchmark assessments (Quarterly) * Lesson plans (Weekly) * Student Grades (Monthly) | General fund  Title 1 funds  SBDM funds  KYCL Grant  21st Century Grant  ESS  FRYSC | |
| Objective 2  Jr. High  \*By May 2023 and May 2025, KSA reading P/D % scores will increase from 27% to 40%  \*By May 2023 and May 2025, KSA math P/D% scores will increase from 32% to 50% | **Reading Activities:**   * Scholastic Literacy Coaching-Vocabulary/Morphology Focus * Student-focused Fridays with Student Goal Setting based on Star Results * Focused reading strategies in Advisory time, based on student Star data * NoRedInk usage in English classes   **Math Activities:**   * Math IXL for differentiated instruction * Math Coaching Plan-Weekly Team Meetings, Co-teaching, team/department planning, weekly observations with feedback; regular peer observations with feedback   **Reading & Math Activities:**   * Project Based Learning & Innovative Teaching * Student Reflection and Goal Setting-STAR, Freckle, and other assessments   **Teacher Professional Learning and Instructional Focus:**   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting   Backwards planning/Assessment Review & Revision  ANET support and Coaching to strengthen assessment practices and identify a HQIR for needed content areas. | * Renaissance/Star/   Freckle Data   * KSA results * Math IXL Data * Panorama SEL Planning * Progress Learning * Feedback from ANET support | * KSA Results (Yearly) * Renaissance/Star Data (Three Times Per Year) * Freckle Data (Weekly) * IXL Math Data (Weekly) * Progress Learning Data (Monthly) * Student Grades (Monthly) * PLC Data (Twice Monthly) | * Title I * General Fund * Striving Readers Grant * KYCL Grant * ESS | |
| Objective 3  Sr. High  \*By May 2023 and May 2025, KSA reading P/D% scores will increase from 53% to 68%  \*By May 2023 and May 2025, KSA math P/D% scores will increase from 54% to 69% | **Reading Activities:**   * Coaching-Vocabulary/Morphology Focus * Student-focused Fridays with Student Goal Setting based on Star Results * Focused reading strategies in Advisory time, based on student Star data * NoRedInk usage in English classes   **Math Activities:**   * Math IXL for differentiated instruction * Math Coaching Plan-Weekly Team Meetings, Co-teaching, team/department planning, weekly observations with feedback; regular peer observations with feedback   **Reading & Math Activities:**   * Project Based Learning & Innovative Teaching * Student Reflection and Goal Setting-STAR, Freckle, and other assessments   **Teacher Professional Learning and Instructional Focus:**   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting   **Backwards planning/Assessment Review & Revision**   * Backward planning with assessments * Revise assessments to ensure alignment to standards * Inclusion of hands-on activities and labs for application and higher level projects/ assignments * TCT Practice built into Science classes at least once per semester * Incorporate Project Based Learning & Innovative Teaching   **Teacher Professional Learning and Instructional Focus:**   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting * Backwards planning/Assessment Review & Revision * ANET support and Coaching to strengthen assessment practices and identify a HQIR for needed content areas. | * Title I * General Fund * Striving Readers Grant * KYCL Grant * ESS | |

2: State Assessment Results in science, social studies and writing

| Goal 2 (State your science, social studies, and writing goal 1yr/3yr): By May 2023, school level KSA science, social studies and writing indicator scores will increase:  Elementary: From 47.4 to 50.0/69.0  Jr. High: From 46.8 to 48.0/63.0  Sr. High: From 44.5 to 47.0/58.5 | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Elementary  \*By May 2023, KSA science % P/D will increase from 21 to 40  \*By May 2023, KSA social studies % P/D will increase from 32 to 48 | [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) | Writing Activities:   * Embedded within Scholastic Literacy   + Utilization of Writing Rubric   + Student created rubrics * ODW Focus with student conferencing * Review & revision of Literacy/Writing policies via SBDM   Science Activities:   * Mystery Science program utilized K-5 * NKCES Support * Revise assessments to ensure alignment to standards; inclusion of hands-on activities; application of higher level projects/assignments * Utilization of TCTs to increase student capacity to expose students to the process & for staff to adjust instructional practices * Project Based Learning & Innovative Teaching   + Student created rubrics   Reading Activities:   * Scholastic Literacy K-5 program   + Whole Group implementation support   + Cohort 1 Coaching (Nov, Jan, Feb, March)   + Cohort 2 Coaching * Student Goal Setting based on individual STAR results * Orton Gillingham refresher training and ongoing support for K-2, and for 3-5 for Intermediate OG with utilization of Recipe for Reading phonics progressions in conjunction with Scholastic Literacy resources & tools. * Project Based Learning & Innovative Teaching   Incorporation of Renaissance Tools:   * Daily use of Freckle (Reading & Math) - adaptive assignments based on STAR assessments, as well as teacher assigned tasks aligned with current standards * MyOn - teacher module creation based on standards; student self-selection of texts (preference of texts with AR Tests)   Vertical Teacher Leader PLC (monthly)   * Ensure congruence is present between standards, learning targets, and assessment measures. * Proficiency rubric development and standards alignment with integration of high quality corrective instruction and 2nd chance assessments   + Student created rubrics (Academic & Behavior) * Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery * All staff utilize a teacher created progress monitoring report for midterms to monitor standards mastery for each student.     Teacher Professional Learning and Instructional Focus:   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting * Implementation of Cognitive Coaching strategies * Backward planning with assessments * Revise assessments to ensure alignment to standards | KSA Results  Renaissance Data (STAR & Freckle)  Formative Assessments Data  Teacher created Benchmark Assessments Data  TCTs in Science | KSA Results (Yearly)  STAR data (3 times per year & interim)  Freckle reports (Weekly)  Accelerated Reader reports (Weekly)  RTI Data (Every 4-6 weeks)  PLC Data (Twice Monthly)  Informal & Formal  Observation Data (Ongoing)  Teacher Benchmark assessments (Quarterly)  Lesson plans (Weekly)  Student Grades (Monthly) | General fund  Title 1 funds  SBDM funds  KYCL Grant  21st Century Grant  ESS  FRYSC | |
| Objective 2  Jr. High  \*Increase Science P/D% scores from 20% to 40% by KSA Spring 2023.  \*Increase Social Studies indicator scores from 28% to 42% by KSA Spring 2023. | * Backward planning with assessments * Revise assessments to ensure alignment to standards * Inclusion of hands-on activities and labs for application and higher level projects/ assignments * TCT Practice built into Science classes at least once per semester * Incorporate Project Based Learning & Innovative Teaching   **Teacher Professional Learning and Instructional Focus:**   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting * Backwards planning/Assessment Review & Revision | * KSA results * TCT data/reports * Classroom assessment data * No Red Ink data (Writing) | * KSA Results (Yearly) * TCT Practice (Twice Per Year) * Classroom Assessment Data (Monthly) * Student Grades (Monthly) * PLC Data (Twice Monthly) * No Red Ink Data (Weekly) | * General Fund * KYCL Grant * ESS | |
| Objective 3  Sr. High  Increase KSA Science P/D% scores from 9% to 25% by Spring 2023.  Increase KSA Social Studies indicator scores from 27% to 42% by Spring 2023. |
| * Revise assessments to ensure alignment to standards * Inclusion of hands-on activities and labs for application and higher level projects/ assignments * CT Practice built into Science classes at least once per semester * Incorporate Project Based Learning & Innovative Teaching   **Reading Activities:**   * Project Based Learning & Innovative Teaching * Student Reflection and Goal Setting-STAR, Freckle, and other assessments   **Teacher Professional Learning and Instructional Focus:**   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting   **Backwards planning/Assessment Review & Revision**   * Backward planning with assessments * Revise assessments to ensure alignment to standards * Inclusion of hands-on activities and labs for application and higher level projects/ assignments * TCT Practice built into Science classes at least once per semester * Incorporate Project Based Learning & Innovative Teaching   **Teacher Professional Learning and Instructional Focus:**   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting * Backwards planning/Assessment Review & Revision | * KSA results * TCT data/reports * Classroom assessment data * No Red Ink Data | * KSA Results (Yearly) * TCT Practice (Twice Per Year) * Classroom Assessment Data (Monthly) * Student Grades (Monthly) * PLC Data (Twice Monthly) * No Red Ink Data (weekly) | * General Fund * KYCL Grant * ESS | |

## 3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives)

By May 2023, the percentage of economically disadvantaged students scoring novice in reading will decrease by 10%.

| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| Objective 1  Elementary  Reduce the percentage of students identified as economically disadvantaged scoring novice in reading on the Kentucky Summative Assessment from 48% to 43.2% and from 54% to 48.6% in Math. | [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) | Reading Activities:   * Scholastic Literacy K-5 program   + Whole Group implementation support   + Cohort 1 Coaching (Nov, Jan, Feb, March)   + Cohort 2 Coaching * Student Goal Setting based on individual STAR results * Orton Gillingham refresher training and ongoing support for K-2, and for 3-5 for Intermediate OG with utilization of Recipe for Reading phonics progressions in conjunction with Scholastic Literacy resources & tools. * Project Based Learning & Innovative Teaching   Math Activities:   * HMH Into Math (new) K-5 program implementation * Student Goal Setting based on individual STAR results * Utilization of a Math Interventionist for RTI supports * NKCES/CRSSA curriculum & staff development support * Teacher Leader development (Primary/Intermediate Staff representative) via NKCES for Math Implementation * Project Based Learning & Innovative Teaching   + Student created rubrics   WIN Math - K-5 everyday for 30 minutes each   * Utilize the district policy for Response to Intervention (RtI) to ensure that student data is collected, analyzed, and used to provide appropriate academic support to students in need * RTI Tier 2 & 3 - pull out and collaborative services with Math Interventionist and instructional support staff * Student Reflection/Self-Assessment and Goal Setting-STAR, Freckle, and other assessments   Incorporation of Renaissance Tools:   * Daily use of Freckle (Math) - adaptive assignments based on STAR assessments, as well as teacher assigned tasks aligned with current standards   Vertical Teacher Leader PLC (monthly)   * Ensure congruence is present between standards, learning targets, and assessment measures. * Proficiency rubric development and standards alignment with integration of high quality corrective instruction and 2nd chance assessments * Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery * All staff utilize a teacher created progress monitoring report for midterms to monitor standards mastery for each student.     Teacher Professional Learning and Instructional Focus:   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting * Implementation of Cognitive Coaching strategies | KSA Results  Renaissance Data (STAR & Freckle)  Formative Assessments Data  Teacher created Benchmark Assessments Data | KSA Results (Yearly)  Classroom  Assessment Data (Monthly)  Student Grades (Monthly)  PLC Data (Twice Monthly)  Informal & Formal  Observation Data (Ongoing)  Lesson plans (Weekly) | General fund  Title 1 funds  SBDM funds  21st Century Grant  KyCL Grant  ESS  FRYSC |
| Objective 2  Jr. High  Reduce the percentage of students identified as economically disadvantaged scoring novice in reading on the Kentucky Summative Assessment from 55% to 49.5% and from 56% to 50.4% in Math. | **Reading Activities:**   * Scholastic Coaching-Vocabulary/Morphology Focus * Student-focused Fridays with Student Goal Setting based on Star Results * Focused reading strategies in HEAT time, based on student Star data   **Math Activities:**   * Math IXL for differentiated instruction * Math Coaching Plan-Weekly Team Meetings, Co-teaching, team/department planning, weekly observations with feedback; regular peer observations with feedback   **Reading & Math Activities:**   * Project Based Learning & Innovative Teaching * Student Reflection and Goal Setting-STAR, Freckle, and other assessments   **Teacher Professional Learning and Instructional Focus:**   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting * Backwards planning/Assessment Review & Revision | * Renaissance/Star/   Freckle Data   * KSA results * Math IXL Data * NoRedInk Data | * KSA Results (Yearly) * Renaissance/Star Data (Three Times Per Year) * Freckle Data (Weekly) * IXL Math Data (Weekly) * Student Grades (Monthly) * PLC Data (Twice Monthly) | * Title I * General Fund * KYCL Grant * ESS |
| Objective 3  Reduce the percentage of students identified as economically disadvantaged scoring novice in reading on the Kentucky Summative Assessment from 52% to 46.8% by Spring of 2023. |
| Re **Reading Activities:**   * Scholastic Coaching-Vocabulary/Morphology Focus * Student-focused Fridays with Student Goal Setting based on Star Results * Focused reading strategies in HEAT time, based on student Star data   **Reading Activities:**   * Project Based Learning & Innovative Teaching * Student Reflection and Goal Setting-STAR, Freckle, and other assessments   Teacher Professional Learning and Instructional Focus:   * Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this) * Teacher-led PLCs Focusing on Student Data and Assessment * Review & Revision of Standards Based Grading & Reporting * Backwards planning/Assessment Review & Revision | * Renaissance/Star/Freckle Data * KSA results * NoRedInk Data | * KSA Results (Yearly) * Renaissance/Star Data (Three Times Per Year) * Freckle Data (Weekly) * Student Grades (Monthly) * PLC Data (Twice Monthly) | * Title I * General Fund * KYCL Grant * ESS |

## 4: English Learner Progress

| Goal 4 (State your English learner goal.): By May 2023, the percentage of English Learners scoring novice in reading will decrease by 10%. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1**  Elementary  By May 2023, the percentage of English Learners scoring novice in reading will decrease by 10%. | [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) | **ELL RTI:**  ELL Teacher will perform scaffolded pullouts for students in need of servicing.  **Incorporation of Renaissance Tools:**  Daily use of Freckle - adaptive assignments based on STAR assessments, as well as teacher assigned tasks aligned with current standards | * Renaissance/   Star/Freckle Data   * KSA results * ACCESS results | * KSA Results (Yearly) * ACCESS Results (Yearly) * Renaissance/Star Data (Three Times Per Year) * Freckle Data (Weekly) * Student Grades (Monthly) * PLC Data (Twice Monthly) | * Title I * General Fund * KYCL Grant * ESS | |
| **Objective 2**  Jr. High  By May 2023, the percentage of English Learners scoring novice in reading will decrease by 10%. | **ELL RTI:**  ELL Teacher will perform scaffolded pullouts for students in need of servicing.  **Reading Activities:**  Scholastic Coaching-Vocabulary/Morphology Focus  Student-focused Fridays with Student Goal Setting based on Star Results  Focused reading strategies in HEAT time, based on student Star data  **Reading Activities:**  Project Based Learning & Innovative Teaching  Student Reflection and Goal Setting-STAR, Freckle, and other assessments  **Teacher Professional Learning and Instructional Focus:**  Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this)  Teacher-led PLCs Focusing on Student Data and Assessment  Review & Revision of Standards Based Grading & Reporting  Backwards planning/Assessment Review & Revision | * Renaissance/   Star/Freckle Data   * KSA results * ACCESS results | * KSA Results (Yearly) * ACCESS Results (Yearly) * Renaissance/Star Data (Three Times Per Year) * Freckle Data (Weekly) * Student Grades (Monthly) * PLC Data (Twice Monthly) | * Title I * General Fund * KYCL Grant * ESS | |
| **Objective 3**  Sr. High  By May 2023, the percentage of English Learners scoring novice in reading will decrease by 10%. | **ELL RTI:**  ELL Teacher will perform scaffolded pullouts for students in need of servicing.  **Reading Activities:**  Scholastic Coaching-Vocabulary/Morphology Focus  Student-focused Fridays with Student Goal Setting based on Star Results  Focused reading strategies in HEAT time, based on student Star data  **Reading & Math Activities:**  Project Based Learning & Innovative Teaching  Student Reflection and Goal Setting-STAR, Freckle, and other assessments  **Teacher Professional Learning and Instructional Focus:**  Move from a GRADING culture to a LEARNING Culture (PD/PLCs to support this)  Teacher-led PLCs Focusing on Student Data and Assessment  Review & Revision of Standards Based Grading & Reporting  Backwards planning/Assessment Review & Revision | * Renaissance/Star/Freckle Data * KSA results * ACCESS Results | * KSA Results (Yearly) * ACCESS results (Yearly) * Renaissance/Star Data (Three Times Per Year) * Freckle Data (Weekly) * Student Grades (Monthly) * PLC Data (Twice Monthly) | * Title I * General Fund * KYCL Grant * ESS | |

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

| Goal 5 (State your climate and safety goal 1yr/3yr): By May 2023, school level Quality of School Climate and Safety indicator scores will increase:  Elementary: From 75.4 to 77.0/90.0  Jr. High: From 69.1 to 75.0/90.0  Sr. High: From 66.5 to 68.0/85.0 | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1:  Elementary  \*Decrease the number of students reporting that *Students being mean or hurtful to other students is true* from 76% to 30%  \*Decrease the number of students reporting that students *being mean or hurtful to other students online is true* from 50% to 20% | [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) | **Counseling Groups:**  K-5 counselors will provide classroom guidance for dealing with these types of social issues.  Lessons will be geared towards appropriate age-leveled scaffolding and provide opportunities for authentic conversations to occur.  **Panorama:**  Panorama is a new SEL platform that will be used to helps us gather data on students' social emotional learning (SEL), the process of developing key skills for academic and life success. The survey asks questions about several research-based categories: perseverance, self-management, self-efficacy, and social awareness.  **Quaver:**  QuaverSEL is an interactive onlinesocial and emotional learning (SEL) curriculum. Quaver uses music, movement, and highly engaging visual presentations to connect with students and teach SEL skills. There are over 250 lessons for grades pre-K-5, and new content is added monthly. The curriculum addresses all core competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), covering the five basic SEL skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.  **PBIS:**  The PBIS team holds monthly meetings to analyze data and make informed decisions about addressing behaviors in the school. The team also plans and facilitates school-wide reward systems and celebrations.  **Class Dojo:**  Class DoJo is utilized for real-time feedback for students and parents. This is used to help develop self-regulation and determine cause and effect relationships between behaviors and consequences. | Counseling Groups  Panorama  Quaver  Sources of Strength  PBIS  Class Dojo | Panorama Survey Results (Quarterly)  Quaver feedback (Monthly)  Counseling Referrals (Monthly)  PBIS Behavior Data (Monthly)  Class Dojo Reports (Weekly) | General fund  Title 1 funds  SBDM funds  21st Century Grant  KyCL Grant  ESS  FRYSC | |
| Objective 2:  Jr. High  \*Decrease the number of students that report that *bullying is a problem at our school* from 46% to 30%  \*Decrease the number of students that report *The consequences for breaking school rules are not the same for all students* from 33% to 20% | **Counseling Groups:**  6-8 counselor will provide classroom guidance for dealing with these types of social issues.  Lessons will be geared towards appropriate age-leveled scaffolding and provide opportunities for authentic conversations to occur.  **Panorama:**  Panorama is a new SEL platform that will be used to help us gather data on students' social emotional learning (SEL), the process of developing key skills for academic and life success. The survey asks questions about several research-based categories: perseverance, self-management, self-efficacy, and social awareness.  **Source of Strength**  **PBIS:**  The PBIS team holds monthly meetings to analyze data and make informed decisions about addressing behaviors in the school. The team also plans and facilitates school-wide reward systems and celebrations. | Counseling Groups  Panorama  Second Step  PBIS  Sources of Strength | Panorama Survey Results (Quarterly)  Counseling Referrals (Monthly)  PBIS Behavior Data (Monthly) | General fund  Title 1 funds  SBDM funds  KyCL Grant  ESS  FRYSC | |
| Objective 3:  Sr. High  \*By May 2023, decrease the number of students that think *bullying is a major problem for our school* from 43% to 20%  \*By May 2023, decrease the number of students that *believe students from this school don’t respect each other’s differences* from 43% to 20% |
| **Counseling Groups:**  6-8 counselor will provide classroom guidance for dealing with these types of social issues.  Lessons will be geared towards appropriate age-leveled scaffolding and provide opportunities for authentic conversations to occur.  **Panorama:**  Panorama is a new SEL platform that will be used to help us gather data on students' social emotional learning (SEL), the process of developing key skills for academic and life success. The survey asks questions about several research-based categories: perseverance, self-management, self-efficacy, and social awareness.  **Source of Strength**  **PBIS:**  The PBIS team holds monthly meetings to analyze data and make informed decisions about addressing behaviors in the school. The team also plans and facilitates school-wide reward systems and celebrations. | Counseling Groups  Panorama  Second Step  PBIS  Sources of Strength | Panorama Survey Results (Quarterly)  Counseling Referrals (Monthly)  PBIS Behavior Data (Monthly) | General fund  Title 1 funds  SBDM funds  KyCL Grant  ESS  FRYSC | |

**6: Postsecondary Readiness**

| Goal 6 (State your postsecondary goal 1yr/3yr): By May 2023, the percentage of students who are Postsecondary Ready will increase from 94.6 to 95.0/105.0. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1:  Sr. High  Students identified as Postsecondary Ready will increase from 94.6% to 95% by May 2023 | [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) | Students will have opportunities to attain career readiness through various ATC/CTE programs as identified in the ILP.  Students will have opportunities to attain academic readiness through dual credit offerings at various participating postsecondary institutions.  Students that have not met benchmark will be enrolled in Transition Readiness courses for ELA/Math and will take the KYOTE exam to demonstrate readiness. | KYOTE exam will be facilitated for Transition Readiness  Students enrolled in a career pathway or have met standards for academic readiness.  Students who are not academic ready (via ACT) are enrolled in dual credit classes in order to attain academic readiness. | CTE/TEDS  Infinite Campus  KYOTE | N/A | |

## 7: Graduation Rate

| Goal 7 (State your graduation rate goal 1yr/3yr.): By May 2023, the four year graduation rate will increase from 96.4 to 96.6/98.0. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Graduation rate will increase from 96.4% to 98% | [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) | Students will have opportunities for personalized learning in an effort to acquire graduation requirements.  Students will develop an Individualized Learning Plan (ILP) to drive learning opportunities based upon students’ goals.  Students will use ILP to accelerate learning and credit accumulation.  Students will be engaged in an Advisory course where students will meet with their advisors weekly to ensure they are moving toward graduation.  All high school students will be on track to graduate on time.  School Administrators will provide opportunities for personalized learning for students to acquire graduation requirements | All high school students will be on track to graduate on time.  ILP’s  YouScience  Infinite Campus  Panorama | ILP’s  YouScience  Infinite Campus  Panorama  Advisory | ESS  KyCL grant  FRYSC  General Fund | |

## 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 - Williamstown Jr. High** |
| --- |
| **Consider:** 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.  **Response:** District administration will work closely with building administration to ensure goals and objections continue to be addressed, monitored, and evaluated to determine growth in identified areas. Through bi-monthly meetings, our leadership team will discuss progress and make adjustments as needed to ensure continuous improvement. The BOE will be provided the CSIP/CDIP to review and approve and updates will be given quarterly on the progress of growth. |