

Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district-level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *ShIPLEy*, *Baldrige*, etc.);
- **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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

Districts are not required to establish long-term achievement gap goals; however, districts must establish yearly targets.

Objective(s):

Please see chart below

Strategy:

Please see chart below

Activities:

Please see chart below

Progress Monitoring:

Please see chart below

Funding:

Please see chart below

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2026, increase proficiency with Special Education, English Language Learners, and African American students by 5 percent each year (Reading, Math, Science, Social Studies, and On-Demand Writing)</p> <p>By 2026, decrease in novice scores for Special Education, English Language Learners, and African American students by 5 percent each year. (Reading, Math, Science, Social Studies, and On-Demand Writing)</p>	<p>KCWP 1: Ensure ALL students have equitable access to a common curriculum of high-quality instructional resources, and instruction that is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students, and inclusive of cultural diversity.</p> <p>KCWP 2: Provide High-Quality evidence-based Instructional Resources to schools in order to provide students with resources that are engaging, accessible, and inclusive of cultural diversity and the perspectives of their communities.</p> <p>KCWP 2: Provide training for all schools in high-effect size, evidence-based instructional strategies to ensure aligned, highly effective instruction in all classrooms.</p> <p>KCWP 2: Continue to provide for staff and administrators in grades K-5, the learning, and increased understanding of how students learn to read. We will complete Language Essentials for Teachers of Reading and Spelling (LETRS), a comprehensive professional learning designed to provide a better understanding for teachers of the Science of Reading.</p> <p>KCWP 4 and 5: Develop a district-wide Multi-Tiered System of Supports (MTSS) where students will be monitored on a timely basis in three tiers of instruction, plus Tier 1+ and behavioral support. This monitoring will determine if the current level of support is not sufficient and if he or she needs to be moved to another level of support. This includes our district's virtual students, who may need additional support.</p>	<p>Provide initial Savvas vendor-led professional learning for all K-5 teachers to support the effective implementation of <i>myView Literacy</i>.</p> <p>Offer beginning-level vendor training to newly hired teachers and advanced-level training to teachers who have completed initial HQIR training.</p> <p>Expand professional vendor training opportunities to middle and high school teachers beginning in the 2026-2027 school year.</p> <p>Facilitate structured collaborative planning sessions in which teachers intellectually prepare lessons using HQIR to strengthen lesson internalization and instructional coherence.</p> <p>Engage school leadership in planning sessions to build shared understanding of HQIR expectations and instructional practices.</p> <p>Conduct HQIR-focused instructional walkthroughs at the elementary level using district-aligned look-fors to monitor implementation and identify areas for support.</p> <p>Implement targeted coaching cycles for teachers identified through walkthrough data as needing additional support with HQIR implementation.</p> <p>KCWP 5: Provide district new teacher training at the beginning of each year, academic and behavioral. Ensure each school has new teacher mentor systems in place for at least 1-2 years for new teachers.</p> <p>KCWP 2: Staff and administration will complete the LETRS science of reading training <u>over the course of 2 years</u>. Participants will complete online modules and virtual training.</p>	<p>Increased consistency and fidelity in HQIR instructional practices observed during walkthroughs.</p> <p>Improved quality of lesson delivery as evidenced by planning artifacts, coaching feedback, and observation data.</p> <p>Reduction in the number of teachers requiring intensive coaching cycles over time.</p> <p>Positive trends in student achievement data on HQIR-aligned assessments and district measures.</p> <p>Increased teacher confidence and capacity in using HQIR as reflected in professional learning feedback and implementation data.</p> <p>District-wide common end-of-unit assessments - end of each unit K-12.</p> <p>District Benchmarks- Star Renaissance for Reading/Math K-12 three times per year, and Pearson for other accountability areas, three times a year</p> <p>Kentucky Summative Assessment (KSA)- Spring each year</p> <p>SAT- high school students- March each year</p> <p>ACCESS state testing for English Language Learners (ELL) students- Winter, once per year</p>	<p>Review coaching cycle documentation and feedback to monitor growth in instructional practice.</p> <p>Novice reduction will be monitored by the district team, the school leadership team, and teachers on the common embedded unit assessments K-12</p> <p>District disaggregated data will be analyzed for all sub-groups <u>after each end-of-unit assessment</u>. Results will be analyzed by teachers, coaches, and school leaders</p> <p>At the district level, analyze district behavioral data periodically during the year to compare behavior incidents with black, Hispanic, White, students with disabilities (with IEP or Individual Education Plan), and Other.</p> <p>STAR CBM (Reading and Math) progress monitoring assessments will be completed by teachers or intervention teachers on students identified as at risk. Progress monitoring for intensive students.</p> <p>Response to Intervention (RTI) teams will analyze district screening and diagnostic reading data every 6 weeks during the year to monitor each student's progress in reading. RTI teams will develop the next steps for students as needed according to this data.</p> <p>Student support teams will analyze district behavioral data monthly during the year to monitor behavior incidents by individual student</p>	<p>District Equity Funds- General Fund-</p> <p>Equity Virtual Series Speakers- 5,000 (during school year)</p> <p><u>PD Academy</u> Equity Speakers- 20,000 ELL Trainer- 12,900 Special Ed Training- for special ed and regular ed teachers- 11,000</p> <p>Title I: Stipends for new teachers for New Teacher Academy and RM Training for New Teachers: \$15,000</p> <p>LETRS- paid by KDE</p> <p>Title II: Stipends for teachers and administrators completing LETRS- \$15,000</p> <p>Title 1 funds: Star, Star CBM, and Star Phonics Diagnostic- \$75,000</p> <p>Title II Funds: Direct Instruction Reading Mastery Consultant (Elementary Schools, Middle School)- \$88,000</p> <p>School Direct Instruction Reading Mastery Training (Elementary School and Middle School)- \$9400</p> <p>Title I: Summer School Program- \$250,000-salaries and supplemental curriculum resources</p>

	<p>KCWP 4 and 5:</p> <p>Develop a districtwide system of assessments, protocols, and decision rules that will identify a student's need for remediation, both academic and behavioral. Assessments will include formative assessment, screeners, and diagnostic tools. Progress monitoring of students in Tiers 2 and 3 interventions will be used to indicate if a student is progressing or needs further assistance.</p> <p>Provide all schools with highly effective research and evidence-based reading, math, behavioral, and social-emotional programs and interventions.</p>	<p>Continue to provide professional learning for our leadership and staff in areas such as i.e. EL student learning strategies, trauma-informed care, and social-emotional learning.</p> <p>KCWP 5:</p> <p>Provide ongoing training, time, and resources needed for teams of teachers and leadership to develop highly coordinated Response to Intervention (RTI) and Positive Behavior Intervention Programs (PBIS) for students who are identified for support. Include training for implementation of formative assessment, screeners, and diagnostics. <u>On-site training will be provided to all schools.</u></p> <p>KCWP 5:</p> <p>Provide Tier 1-3 support for staff for grades 6-12 using a train-the-trainer model. Admin, coaches, and teacher leads have attended the RTI at Work conference to learn how to implement a schoolwide intervention system and will implement and grow this process over several years.</p> <p>KCWP 5:</p> <p>Provide coaching for principals, coaches, and teachers from a consultant for research-based Reading Interventions, Reading Mastery, and Corrective Reading interventions. (PreK, ES, MS) The consultant will be on-site an average of <u>once per month or as needed per school.</u></p> <p>Provide training for principals, behavior coaches, school psychologists, school counselors, and teachers from a behavior specialist in the areas of Positive Behavior Intervention Supports (PBIS). Training will be on-site and at Leadership <u>once per month.</u></p> <p>KCWP 4:</p> <p>Each school will conduct Response to Intervention and Student Support team meetings every 6-8 weeks to monitor/analyze each student's academic, behavioral, and social-emotional progress. <i>(Classroom teachers, as well as EL teachers, special ed teachers, intervention teachers, and speech teachers, will take part in these meetings as they apply to their students)</i></p> <p>The district will provide on-site job-embedded training to teachers, intervention teachers, and administrators on how to analyze student data in graphs in Tier 1+, Tier 2, and Tier 3 instruction.</p>	<p>Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.</p> <p>Yearly teacher retention data measured by years of experience in CIPS - <u>Upbeat Survey - in-house school surveys</u></p> <p>Star CAT - Reading and Math-Benchmark Data- 3 times per year - disaggregate data by individual student-level characteristics- K-8.</p> <p>Star CBM Foundational Math and Reading Diagnostics for grades K-8- <u>3 times per year.</u></p> <p>Analyze district behavioral data annually, especially in the area of in and out-of-school suspensions - disaggregate data by individual student-level characteristics</p> <p>Quality of School Climate and Safety Indicator Survey- completed with Kentucky Summative Assessments (KSA) each year.</p>	<p>characteristics – monitor for decreases within and out of school suspensions for White, Black, and Special Education Students.</p> <p>Quality of School Climate and Safety Indicator Survey- completed by students with Kentucky Summative Assessments (KSA)- <u>annually - disaggregate data</u> by individual student-level characteristics</p>	
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		(This training will take place during actual RTI meetings)			
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State Assessment Results in Reading and Mathematics

Kentucky’s accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year Goal:

Please see chart below

Objective(s):

Please see chart below

Strategy:

Please see chart below

Activities:

Please see chart below

Progress Monitoring:

Please see chart below

Funding:

Please see chart below

<p>Goal 1 (State your proficiency goal):</p> <p>By 2029, the district will increase the reading percentage of proficient/distinguished students from 47% to 67.9% (elementary); from 29% to 58.4% (middle); and from 31% to 47.4% (high).</p> <p>By 2029, the district will increase the math percentage of proficient/distinguished students from 35% to 61.3% (elementary); from 24% to 50.7% (middle); and from 24% to 43.8% (high).</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2026, the district will increase the reading percentage of proficient/distinguished students from 47% to 61.1% (elementary); from 29% to</p>	<p>KCWP 1:</p> <p>Collaboratively quality control, implement, and monitor our districtwide curriculum K-12 (units and assessments) that ensures ALL students have</p>	<p>KCWP 1:</p> <p>District-level administrators, principals, instructional coaches, and teacher leaders in K-12 will quality control our current curriculum to ensure its alignment with the Kentucky Academic Standards. This team will use <u>teacher survey data</u> from</p>	<p>District-wide common end-of-unit assessments - end of each unit K-12.</p> <p>Curriculum surveys will be offered to teachers <u>after every 1-2 units</u> of instruction.</p>	<p>Plan-Do-Study-Act (PDSA) will be developed in collaboration with schools each year. <u>Focus areas in each PDSA and monitoring visits will vary from school to school.</u></p> <p>A flashback system to monitor ongoing mastery of standards will be developed and</p>	<p>Title I</p> <p>Curriculum quality control team stipends- 20,000</p> <p>Mastery Connect Formative Assessment Platform- 51,000</p> <p>District Benchmark Assessments for Science and Social Studies in Accountability Grade Levels (Pearson)- 32,000</p>

<p>49.5% (middle); and from 31% to 36.2% (high).</p> <p>Objective 2:</p> <p>By 2026, the district will increase the math percentage of proficient/distinguished students from 35% to 53% (elementary); from 24% to 40.1% (middle); and from 24% to 31.8% (high).</p>	<p>equitable access to a common curriculum and instruction that is aligned to the Kentucky Academic Standards, is culturally relevant, accessible to all students, and inclusive of cultural diversity.</p> <p>KCWP 2:</p> <p>Provide job-embedded training and observation feedback on-site for schools in high-effect size, evidence-based instructional strategies to ensure aligned, culturally relevant, highly effective instruction in all classrooms.</p> <p>KCWP 2:</p> <p>The District Curriculum Director will provide collaborative district planning time for grades K-2 and 3-5 in all content areas. Additional time will be provided for grades 6-12 to work within their PLCs.</p> <p>KCWP 2:</p> <p>Elementary schools will implement a supplemental system of support for foundational math skills K-5.</p> <p>KCWP 3:</p> <p>Align all schools with a balanced assessment system in our district, and all schools will align with the Kentucky Academic Standards with classroom assessment for learning, district common end-of-unit assessments, district benchmark assessments, and the Kentucky State Assessment.</p> <p>KCMP 4:</p> <p>Develop a data-driven decision-making environment in our district. Provide training around formative assessment and data-driven decision-making to monitor student progress and provide ongoing feedback that students and teachers can</p>	<p>each unit and assessment data to assist in the revision of the curriculum to ensure alignment with the Kentucky Academic Standards. These quality control sessions will <u>occur once per month- or as needed.</u></p> <p>KCWP 2:</p> <p>Provide unit-by-unit district collaborative planning sessions for all content areas, K-2 and 3-5. Sessions will be led by lead teachers, instructional coaches, and administrators.</p> <p>KCWP 2:</p> <p>Each elementary school will implement a math fact program daily for grades K-5 (ex. <i>XtraMath, Rocket Math</i>). Data will be monitored by both administration and teachers on a daily/weekly basis.</p> <p>KCWP 4:</p> <p>District leadership will provide training, modeling, and guidance to principals, instructional coaches, interventionists, and lead teachers in developing systems for analyzing and interpreting all data to adjust instruction for students through leadership meetings, school-based training, and modeling in actual situations with teachers present.</p> <p>Provide students support to prepare them to take the SAT at our high school. Students will use Mastery Prep throughout the year to prepare for the SAT in the Spring of each year.</p> <p>KCWP 2:</p> <p>District Focus Visits: will be <u>provided 2-4 times per year</u> for each school with each school's leadership team. Collaboration with on-site walkthroughs with a focus on improving instructional strategies that are highly effective and culturally responsive.</p> <p>Provide training and guidance for our virtual teachers to ensure online students receive equitable access to a rigorous curriculum.</p>	<p>District Benchmarks- Star Renaissance for Reading/Math K-12 three times per year, and Pearson for other accountability areas, three times a year</p> <p>Kentucky Summative Assessment (KSA)- Spring of each year</p> <p>SAT- high school students- March each year</p> <p>Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.</p> <p>ACCESS state testing for English Language Learners (ELL) students- Winter, once per year</p> <p>District Focus Visit Data- data will focus on clear learning target data, learner engagement, and rigor. District visits and schools will use the Eleot for observation data.</p> <p>IMPACT survey data – every 2 years</p>	<p>analyzed by teachers, coaches, and school leaders <u>on a regular basis.</u></p> <p>District-wide common end-of-unit assessment results will be monitored during the year by teacher PLCs, coaches, school leaders, and district-level leaders on an <u>ongoing basis each year after each assessment.</u></p> <p>Staff surveys will be used to determine the future professional needs of teachers.</p> <p>District benchmark assessments will be <u>monitored in December, February, and April/May each year.</u> Results will be analyzed by teachers, coaches, school leaders, and district-level leaders. The next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u>, where needed, to be determined by the data.</p> <p>Kentucky Summative Assessment data will be analyzed by teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></p> <p>STAR Universal Math/Reading Screener will be used to progress monitor students who score at the intensive level on their benchmark screener assessments.</p> <p>SAT practice will be implemented and data will be analyzed by high school teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></p> <p>District disaggregated data will be analyzed for all sub-groups for all the above <u>assessments when administered.</u> Results will be analyzed by teachers, coaches, school leaders, and district-level leaders.</p> <p>Edgenuity data will be monitored and analyzed <u>each day</u> by virtual teachers for all virtual academy students.</p> <p>District Focus Visit Data- district team will complete Eleot and CLT walkthroughs with the school teams collaboratively. The team will discuss scoring and the next steps for the school. Data from walkthroughs will be analyzed by district leadership, school leadership, and teachers. <u>Walkthroughs will take place 2-3 times per year, more in more intensive schools.</u></p> <p>IMPACT survey data will be analyzed by district leadership, school leadership, and teachers.</p>	<p>Star, Star CBM, and Star Phonics-\$75,000 Edgenuity- 25,000 XtraMath and Rocket Math(Elementary)-\$ 2500 IXL- MS and HS students- \$18,000</p> <p>HHS School Improvement Funds-</p> <p>Mastery Prep for SAT Program and Bootcamp: 15,000 Edulastic Assessment Platform - HHS- 8,000</p>
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	<p>use to improve teaching and learning.</p> <p>Provide (CIPS) virtual students and families with the support and resources they need to be successful and progress through their KAS-aligned online program.</p>				
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Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies, and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in science, social studies, and writing

Three- to Five-Year Goal:

Please see chart below

Objective(s):

Please see chart below

Strategy:

Please see chart below

Activities:

Please see chart below

Progress Monitoring:

Please see chart below

Funding:

Please see chart below

Goal:

By 2029, the district will increase the science percentage of proficient/distinguished students from 42% to 55.3% (elementary); from 15% to 42% (middle); and from 12% to 45.5% (high).

By 2029, the district will increase the social studies percentage of proficient/distinguished students from 34% to 70.4% (elementary); from 19% to 56.9% (middle); and from 25% to 35% (high).

By 2029, the district will increase the writing percentage of proficient/distinguished students from 18% to 58.9% (elementary); from 29% to 40.6% (middle); and from 27% to 60.7% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2026, the district will increase the science percentage of proficient/distinguished students from 42% to 45.7% (elementary); from 15% to 29.5% (middle); and from 12% to 33.8% (high).</p> <p>Objective 2:</p> <p>By 2026, the district will increase the social studies percentage of proficient/distinguished students from 34% to 64.1% (elementary); from 19% to 47.6% (middle); and from 25% to 28.1% (high).</p> <p>Objective 3:</p> <p>By 2026, the district will increase the writing percentage of proficient/distinguished students from 18% to 50.1% (elementary); from 29% to 32.1% (middle); and from 27% to 52.3% (high).</p>	<p>KCWP 1: Collaboratively develop, implement, and monitor our districtwide K-12 curriculum in Social Studies, the Sciences, and Writing that ensures all students have equitable access to a common curriculum and instruction that is aligned to the KAS, is culturally relevant, accessible to all students (This includes our district's virtual students, which may need additional supports), and inclusive of cultural diversity.</p> <p>Provide opportunities in the content areas for students to develop critical thinking and collaboration skills.</p> <p>KCWP 2: The District Curriculum Director will provide collaborative district planning time for grades K-5- all content areas, including SS, Science and Writing.</p> <p>Ensure opportunities are scheduled daily for students to write in Reading, English, Math, Sciences, and Social Studies classes for a variety of purposes and for a variety of audiences.</p>	<p>KCWP 1: To ensure our curriculum is being followed and to increase the effectiveness of instruction, district leadership will provide assistance, modeling, and guidance to principals and instructional coaches around giving teachers feedback on unit plans and formative assessment development throughout the process at the school level on a <u>monthly basis, or as needed.</u></p> <p>KCWP 2: <u>During unit plan feedback sessions,</u> teams will ensure that opportunities to read and write regularly in SS and Science are provided frequently, with checks for comprehension and application of concepts in new situations.</p> <p><u>During the unit plan feedback session,s</u> teams will ensure that students have opportunities to develop critical thinking skills through project development, problem solving, and collaboration with other students.</p> <p>KCWP 2: Provide <u>unit-by-unit district collaborative planning sessions</u> for all content areas K-5. Sessions will be led by lead teachers and administrators. Content area leads will bring plans back to schools and present to the team, instructional coaches, and administrators.</p> <p>KCWP 1: Provide training and guidance for our virtual teachers in order to ensure online students receive equitable access to a rigorous curriculum in the areas of SS and the Sciences.</p>	<p>District-wide common end-of-unit assessments - end of each unit K-12.</p> <p>District Benchmarks- Star Renaissance for Reading/Math K-12 three times per year, and Pearson for other accountability areas, three times a year</p> <p>Kentucky Summative Assessment (KSA)- Spring each year</p> <p>SAT- high school students- March each year</p> <p>District disaggregated data will be analyzed for all sub-groups for all the above assessments after each end-of-unit assessment.</p> <p>Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.</p>	<p>A flashback system to monitor ongoing mastery of standards will be developed and analyzed by teachers, coaches, and school leaders <u>on a daily basis.</u></p> <p>District-wide common end-of-unit assessment results in SS and the Sciences will be monitored during the year by teacher PLCs, coaches, school leaders, and district-level leaders on an <u>ongoing basis each year after each assessment.</u></p> <p>District benchmark assessments will be <u>monitored in November, February, and April each year.</u> Results will be analyzed by teachers, coaches, school leaders, and district-level leaders. The next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark,</u> where needed, determined by the data.</p> <p>Kentucky Summative Assessment data will be analyzed by teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></p> <p>SAT practice will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and next steps created for struggling students on a regular basis throughout the year.</u></p> <p>District disaggregated data will be analyzed for all sub-groups for all the above assessments when administered. Results will be analyzed by teachers, coaches, school leaders, and district-level leaders.</p> <p>Edgenuity data will be monitored and analyzed on an ongoing basis by virtual teachers for all virtual academy students.</p> <p>Curriculum surveys will be given to teachers after every 1-2 units of instruction. Results will be analyzed by SS and the Sciences curriculum quality control team.</p>	<p>Title I Funds- Curriculum quality control team stipends- 20,000</p> <p>Pearson- Science and Social Studies \$32,000</p> <p>District common assessments- Housed in Mastery Connect: 51,000 for grades K-8</p> <p>Edulastic-\$8,000</p> <p>Career exploration labs -37,000 elementary</p> <p>Remaining Esser Funds- Maker Space and portions of our Career Exploration labs</p> <p>MS Career Lab- Total: \$110,685.00 - 80 % from General Funds and 20% from HMS Funds</p>

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Please see chart below

Objective(s):

Please see chart below

Strategy:

Please see chart below

Activities:

Please see chart below

Progress Monitoring:

Please see chart below

Funding:

Please see chart below

Goal:

By 2029, the district will increase the attainment rate of our English Language Learner (ELL) students on the ACCESS test from 5.4% to 9.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2026, the district will increase the attainment rate of our English Language Learner (ELL) students on the ACCESS test from 5.4% to 7%</p>	<p>KCWP 6: Training for all non-EL certified teachers and EL teachers who are teaching ELs in the regular classroom.</p> <p>KCWP 1: District monitoring to ensure WIDA ELD standards and framework are taught with fidelity.</p> <p>KCWP 2: Setting up systems and processes for effective planning, delivering, and monitoring of the EL program of services.</p> <p>KCWP 4: Effective monitoring of ELs as well as those who have exited the program.</p> <p>KCWP 2: Effective collaboration between EL teachers, regular education teachers, including classroom</p>	<p>SIOP Training for all non-EL certified teachers, as well as newer EL teachers who are teaching ELs.</p> <p>The district will use the ELlevation Platform, giving EL teachers and administrators greater access to information and effective measurement, creating a higher level of accountability.</p> <p>Ongoing New EL teacher training throughout the year. Provided by the Director of Exceptional Children.</p> <p>Professional development focused on working with EL students in the district PD Academy each year.</p> <p>Small group language groups will be conducted for students who score a 2 or less on the reading and writing domains.</p> <p>The district will provide all teachers with access to a series of equity speakers throughout the year, which will support their understanding of equity in</p>	<p>STAR Renaissance (Universal Screener) Benchmark Data- 3 times per year - disaggregate data by individual student-level characteristics</p> <p>STAR Phonics- Diagnostic Assessment- measures students' mastery of phonics - provided for students to indicate more clearly where a student is struggling in phonics acquisition (1-9)</p> <p>Foundational Math Skills Screener for grades K-8- <u>3 times per year</u>.</p> <p>District-wide common end-of-unit assessments - end of each unit K-12.</p> <p>District Benchmarks- Star Renaissance for Reading/Math K-12 three times per year, and Pearson for other accountability areas, three times a year</p>	<p>STAR CBM progress monitoring will be completed by teachers, intervention teachers, and coaches on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or as determined by the teacher.</u> (K-6)</p> <p>Foundational Math Skills Progress Monitoring assessments will be completed by teachers or intervention teachers on students identified as at risk. Progress monitoring for intensive students <u>will be given on a weekly basis. On-Watch students twice per month, and benchmark students once per-month or as determined by the teacher.</u> (K-8)</p> <p>Novice reduction will be monitored by the district team with the school leadership team, and teachers on the common embedded unit assessment disaggregated results - results will be <u>analyzed after each end of unit</u> common assessment (K-12)</p>	<p>General Funds: Equity Speakers- 6,000 (during school year)</p> <p><u>CIPS PD Academy</u> Equity Speakers- 20,000</p> <p>Title III: ELL Trainer- 12,900</p> <p>SIOP Training- 18,000</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>teachers, special ed teachers, and intervention teachers.</p>	<p>curriculum and instruction for our students of color, as well as their understanding of these students' cultures.</p> <p>Site visits for our schools to schools with exemplary model EL programs- to address the needs of EL students and teachers who work with our students.</p> <p>EL teachers will attend RTI meetings at each of their schools to assist in addressing the reading needs of our EL students.</p>	<p>ACCESS state testing for English Language Learners (ELL) students- Winter, once per year</p> <p>Kentucky Summative Assessment (KSA)- Spring each year</p> <p>SAT- high school students- March each year</p> <p>District disaggregated data will be analyzed for all sub-groups for all the above assessments.</p> <p>Continually monitor virtual students' progress and grades with our online curriculum program- Edgenuity.</p>	<p>District-wide common end-of-unit assessment results will be monitored during the year by teacher PLCs, coaches, and school leaders, and district-level leaders on an <u>ongoing basis each year after each assessment.</u></p> <p>Progress on English language proficiency will be monitored by each school and at the district level for each of the four language proficiency domains (K-12). (ACCESS)</p> <p>Kentucky Summative Assessment data will be analyzed by teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></p> <p>ACCESS state testing for English Language Learners (ELL) students- <u>analyzed by ELL teachers, school leaders, and district leaders annually.</u></p> <p>SAT practice will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and next steps created for struggling students regularly throughout the year.</u></p>	

Priority Indicator #3: Quality of School Climate and Survey

Three- to Five-Year Goal:

Please see chart below.

Objective(s):

Please see chart below.

Strategy:

Please see chart below.

Activities:

Please see chart below.

Progress Monitoring:

Please see chart below.

Funding:

Please see chart below.

Goal:

By 2029, the district will increase the index score of our Quality of School Climate and Safety Survey by 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Continue development of a robust MTSS framework which will address <u>social, emotional, and behavioral success</u>.</p> <p>Objective 2: Reduce the number of exclusionary discipline incidents with a focus on disproportionality among student groups such as racial, gender, and exceptionality.</p> <p>Objective 3: Enhance trauma awareness throughout the school community</p> <p>Objective 4:</p>	<p>Develop a systematic process in schools to monitor discipline incidents, with a focus on student groups such as racial, gender, and exceptionality.</p> <p>Build capacity in school leadership teams to create effective systems of intervention in their schools.</p> <p>Alignment of MTSS systems in all schools according to the CIPS MTSS Guidance Document (in progress)</p> <p>Enhancing trauma awareness throughout the school community</p> <p>Developing trauma-informed discipline policies</p> <p>Providing services and programs designed to reduce the negative impact of trauma, support critical</p>	<p>Each school will disaggregate discipline data monthly with a focus on the use of exclusionary discipline across all student groups.</p> <p>Assess each school's implementation of Safe & Civil Schools' Foundations (School Wide Positive Behavior Supports) processes and practices. Provide professional development and coaching to schools needing support.</p> <p>Continue to develop Tier 3 behavioral interventions using a variety of strategies such as FBAs and BIPs, School-Based Mental Health Counseling.</p> <p>Positive behavior supports/PBIS. Restorative practices. De-escalation training for all staff. Routine self-regulation & calming strategy practice. Calm corners. Enhancing emotional vocabulary. Teach about brain stress response/SEL. Anti-bullying program. Safe Crisis Management for designated staff.</p>	<p>Improvement in Safe & Civil Schools <i>Implementation Checklist</i></p> <p>Reduction in exclusionary discipline</p> <p>Reduction of exclusionary discipline among all student groups. Reduction in disproportionate use of exclusionary discipline.</p> <p>Support Team members complete the <i>Trauma Informed Schools Checklist</i>.</p> <p>Improvement in state- administered Impact Kentucky survey results and in school and department-level survey results.</p> <p>Program Participation and Completion Rates</p> <p>Mentor-Student Pairing Data</p>	<p><u>Mid-year and end of year</u> in Safe & Civil Schools <i>Implementation Checklist</i></p> <p>Each school will review behavior referral data and exclusionary discipline data <u>monthly</u> and set goals for reduction, in consultation with district staff</p> <p>Each school will review exclusionary discipline data across student groups <u>monthly</u> and set goals for the reduction of disproportionality, in consultation with district staff</p> <p>Schools will complete the Trauma-Informed Schools checklist <u>at the beginning and middle</u> of the school year and set goals for improvement.</p> <p>KDE Impact Kentucky Survey results; <u>annual report, interim school survey results</u>.</p> <p>Teacher retention surveys <u>are implemented annually</u> by the personnel department.</p>	<p>School Improvement Funds – School-based funds- - Behavior Management Training- 30,000</p> <p>General Fund- Employee Assistance Program - \$21,000 annually</p> <p>Upbeat Survey- 9,000</p> <p>School Security Officers- Each officer approx. 86,000</p> <p>SAFE System- 810,039.00 Capital Funds Request</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Enhance staff well-being through intentional efforts at the district and school levels.</p> <p>Objective 5:</p> <p>Continue to plan for immediate and long-term strategies to address school safety.</p> <p>KCWP 6: Establishing Learning Culture and Environment.</p> <p>What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>learning, and foster a positive and safe school environment for every student.</p> <p>Create a district and school staff wellbeing framework to support staff at all levels.</p> <p>Provide information for staff members on how they can find social-emotional support for themselves outside of the school environment.</p> <p>Develop ways to collect perceptions of work-related stress from staff members.</p> <p>Conducting an assessment of the school climate (including but not limited to inclusiveness and respect for diversity)</p> <p>Ensuring that all students are known well by at least one adult in the school setting</p> <p>Continue to plan for immediate and long-term strategies to address school safety.</p>	<p>Train staff in trauma-informed & resiliency-oriented practices, including building staff resilience and wellness.</p> <p>Provide trauma impact and support services information to parents and community partners at family and community events.</p> <p>Remind staff to observe HWC-identified students using a trauma & resilience lens. Emphasize universal trauma-informed and resilience-building approaches. Staff are trained annually on Handle with Care.</p> <p>Provide families & students with resources and information about trauma & resilience. Host informational events to raise awareness across the entire community.</p> <p>Share resources regarding staff well-being with schools via District Leadership meetings and Principal meetings, as well as individual school meetings.</p> <p>Provide Employee Assistance Program (outside provider) to provide direct therapeutic support to staff members at no cost to them</p> <p>Conduct semi-annual UpBeat staff surveys, similar to Impact, to assess perceptions of work-related stress.</p> <p>Share resources regarding staff well-being with schools via District Leadership meetings and Principal meetings, as well as individual school meetings.</p> <p>Mentorship programs where students are paired with staff mentors who check in regularly, help set academic and personal goals, and provide guidance.</p> <p>Implement staff advising pods to promote staff-student connection. Adopt a true MTSS model to connect universal activities.</p> <p>Provide School Security Officers for student and staff safety as is possible through our district budget to schools in our district.</p> <p>Provide a system (SAFE System for Education) for staff and student safety on our high school and middle school campus, where teachers can contact the front office and administrators directly from anywhere in the school using a device worn on their person for immediate assistance.</p>	<p>Mentorship Session Frequency and Attendance</p> <p>Upbeat Survey results</p> <p>Attendance and Completion Rates</p> <p>Professional Development for Staff</p> <p>Collaboration with Mental Health Professionals</p> <p>Tier 1:</p> <p>-Positive Behavior Interventions and Supports (PBIS): Use PBIS frameworks to promote and reinforce positive behaviors in all students.</p> <p>Tier 2:</p> <p>-Counseling Services: Provide access to school counselors or social workers who can work with students needing additional support.</p> <p>Tier 3:</p> <p>-Collaboration with External Mental Health Services: Partner with community mental health providers to facilitate access to specialized services for students in need.</p> <p>-Crisis Intervention Teams: Establish crisis response teams to support students experiencing acute trauma or emotional distress.</p>	<p>Quality of School Climate and Safety Indicator Survey- completed by students with Kentucky Summative Assessments (KSA)- <u>annually - disaggregate data</u> by individual student-level characteristics</p>	

Priority Indicator #4: Postsecondary Readiness

Three- to Five-Year Goal:

Please see chart below.

Objective(s):

Please see chart below.

Strategy:

Please see chart below.

Activities:

Please see chart below.

Progress Monitoring:

Please see chart below.

Funding:

Please see chart below.

Goal:

By 2029, the district will increase its Postsecondary Readiness rate from 77.8% to 90%.

By 2029, the district will increase the percentage of students meeting college-ready benchmarks on SAT/KYOTE from 45% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2026, increase the Postsecondary Readiness rate from 77.8% to 81%.</p> <p>Objective 2:</p> <p>By 2026, increase the percentage of students meeting college-ready benchmarks from 45% to 50%.</p>	<p>Review, analyze, and apply data results to improve the number of students who meet the academic benchmark</p> <p>Design and align academic systems where all students are prepared to successfully meet the academic requirements to be postsecondary-ready.</p> <p>Review, analyze, and apply data results to improve the number of students who meet the career-ready benchmark.</p> <p>Design and align academic systems in the career pathway programs, where all students are prepared to successfully meet the career-ready requirements.</p> <p>Align Career Technical Education offerings to industry needs to ensure suitable pathways for students.</p>	<p>Partner with the Southern Regional Education Board (SREB) to work with teachers, school leaders, and district leaders to strengthen CTE programming by providing coaching, professional learning, and hands-on support to improve instructional practices and student outcomes.</p> <p>Ensure a focus on aligning pathways to Kentucky’s workforce needs and provide targeted supports to increase student completion and certification success.</p> <p>In high school PLC’s, teachers need to actively review and embed the SAT standards for English, Math, and Reading in all their high school core academic courses.</p> <p>District and school leadership at the high school level need to identify and provide students with the opportunities to meet the Academic Ready Benchmarks multiple times during the student’s high school career.</p> <p>Create and monitor a watch list for students performing below academic and career-ready standards</p> <p>District and school leadership teams need to explore the best option for each individual student in terms of</p>	<p>National Clearinghouse data on college enrollment and graduation.</p> <p>KDE data of employed graduates.</p> <p>Increase the number of students meeting the SAT Benchmark and KYOTE Benchmark scores</p> <p>AP, IB, SAT Benchmark, and KYOTE Benchmarks will be monitored for all students at each grade level up to graduation</p> <p>Additional benchmarking opportunities will be created to increase benchmark totals.</p> <p>Successful academic dual credit completion will increase for each class upon graduation.</p> <p>Increase the number of options students have access to become career-ready.</p>	<p>CTE classroom walkthrough data to monitor rigor and relevance in the CTE classroom</p> <p>Assessment analysis to monitor the rigor and relevance of assessments and performance tasks in CTE</p> <p>Common end-of-unit assessment results will be monitored during the year by teacher PLCs, coaches, and school leaders, and district-level leaders on an <u>ongoing basis each year after each assessment.</u></p> <p>District benchmark assessments will be <u>monitored in November, February, and April each year.</u> Results will be analyzed by teachers, coaches, school leaders, and district-level leaders. The next steps will be developed by school teams. District leadership will analyze and provide support <u>after each benchmark</u>, where needed, determined by the data.</p> <p>Kentucky Summative Assessment data will be analyzed by teachers, school leaders, coaches, and district-level leaders <u>on an annual basis.</u></p> <p>SAT practice will be provided for students through Mastery Prep. Data will be <u>monitored, analyzed, and the next steps created for struggling students on a regular basis all year.</u></p>	<p>SREB - \$23,000 out of HHS Title funds, Perkins funds, and DW Title funds</p> <p>CTE state funding- 187,722</p> <p>Board PD CTE Funding- 86,129</p> <p>Perkins funding- 104,049</p> <p>Board PD- Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129 Young Scholars Academy- NKU- 91,600</p> <p>Local Area Vocation Education Centers grant plus 10% match- 5.4M</p> <p>Board PD- Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Establish the learning culture and environment where students can explore their postsecondary career options for success after high school</p> <p>Increase work-based mentoring programs for students to provide real-life experiences in a student's career pathway</p>	<p>successfully completing academic dual credit options when appropriate</p> <p>District and school leadership need to work with regional programs, 2- and 4-year colleges, and other local districts to ensure that the most appropriate options are offered to our students to achieve career readiness.</p> <p>District and school leadership teams need to explore the best option for each individual student in terms of successfully completing career-ready dual credit options.</p> <p>In all career pathway programs, teachers need to review and embed the appropriate end-of-program assessment standards and requirements for industry certificates as they plan and deliver instruction to their students.</p> <p>In all career pathway programs, school leadership, program advisory teams, and teachers need to provide opportunities for students to experience real-life experiences related to their career pathway. Create a referral system with administrators and staff to place students in these programs.</p> <p>High school students will take field trips to explore career fields in the Northern Kentucky area.</p>	<p>Increase the number of students getting a grade of "C" or higher in dual credit career-related courses.</p> <p>Increase in the number of students who meet the career-ready requirements.</p> <p>Increase the number of field trips and increase the number of classroom presentations by professionals</p> <p>Upgrades to the Chapman Building in order to provide a state-of-the-art experience for our Career and Technical Education students.</p>	<p>Edgenuity data will be monitored and analyzed <u>daily</u> by virtual teachers for all virtual academy students.</p> <p>The leadership team <u>meets monthly</u> and review watch list of students performing below academic readiness and creates strategies to address individual student needs.</p> <p>The leadership team <u>meets monthly</u> and reviews interventions for students not meeting academic readiness.</p> <p>The leadership team will <u>meet monthly</u> with academic coaches to review the academic progress of students taking dual credit classes and discuss necessary interventions</p> <p>Monitor the <u>watch list monthly</u> of students who are working to be career-ready but are not meeting the necessary requirements identified by the leadership team.</p> <p>The leadership team will meet monthly with CTE coaches to review the academic progress of students taking dual credit classes and discuss necessary interventions.</p>	<p>Young Scholars Academy- NKU-102,697</p>

Priority Indicator #5: Graduation Rate

Three- to Five-Year Goal:

Please see chart below.

Objective(s):

Please see chart below.

Strategy:

Please see chart below.

Activities:

Please see chart below.

Progress Monitoring:

Please see chart below.

Funding:

Please see chart below.

Goal:

By 2029, the district will increase its 4-year graduation rate from 90% to 95%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By 2026, increase the 4-year graduation rate from 90% to 92%.</p>	<p>District and school leadership will target students quarterly at all high school grade levels to monitor students who are falling behind academically.</p> <p>District and school leadership will review all high school grade levels by subpopulations to monitor students who are falling behind academically.</p> <p>Design and align academic systems in the career pathway programs, where all students are prepared to successfully meet the career-ready requirements.</p> <p>Align Career Technical Education offerings to industry needs to ensure suitable pathways for students.</p>	<p>District leadership will require school leadership to report the number of students who are falling behind at each grade level quarterly, and then a plan to address the problem.</p> <p>District leadership will request quarterly failure data by sub-population (specifically EL students and special education students) and ask for a specific plan to address these groups if there is a problem with numbers.</p> <p>Tier 2 interventions will be put in place for students who are not at mastery of specific standards.</p> <p>District and school leadership teams need to explore the best option for each individual student in terms of successfully completing career-ready dual credit options.</p> <p>In all career pathway programs, teachers need to review and embed the appropriate end-of-program assessment standards and requirements for industry certificates as they plan and deliver instruction to their students.</p>	<p>Quarterly decrease in the failure rate.</p> <p>Increase the number of students meeting the SAT Benchmark and KYOTE Benchmark scores</p> <p>AP, IB, SAT Benchmark, and KYOTE Benchmarks will be monitored for all students at each grade level up to graduation</p> <p>Additional benchmarking opportunities will be created to increase benchmark totals.</p> <p>Successful academic dual credit completion will increase for each class upon graduation.</p> <p>Increase the number of options students have access to become career-ready.</p> <p>Increase in the number of students who meet the career-ready requirements.</p>	<p>District and school leadership will meet to discuss failure lists and interventions that will help students be successful.</p> <p>District and school leadership will meet to discuss the failure list of special ED and EL students and discuss the necessary interventions that are being provided to help the students be successful.</p> <p>The leadership team <u>meets monthly</u>, reviews a watch list of students performing below academic readiness, and creates strategies to address individual student needs.</p>	<p>HHS Title I and HHS ESS: Summer School - Credit Recovery- 30,000</p> <p>CTE state funding- 187,722</p> <p>Board PD CTE Funding- 86,129</p> <p>Perkins funding- 86,647</p> <p>Board PD- Dual Credit- Bluegrass and Gateway- 89,697 AP and IB- 86,129 Young Scholars Academy- NKU- 91,600</p> <p>Local Area Vocation Education Centers grant plus 10% match- 5.4M</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Establish a learning culture and environment where students can explore their postsecondary career options for success after high school</p> <p>Increase work-based mentoring programs for students to provide real-life experiences in a student's career pathway</p>	<p>In all career pathway programs, school leadership, program advisory teams, and teachers need to provide opportunities for students to experience real-life experiences related to their career pathway. Create a referral system with administrators and staff to place students in these programs.</p> <p>Upgrades to the Chapman Building in order to provide a state-of-the-art experiences for our Career and Technical Education students.</p>	<p>Increase the number of field trips and increase the number of classroom presentations by professionals</p>		