Morgan County Comprehensive District Improvement Plan (CDIP) 2022-23

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: By June 2025, Morgan County schools will increase the combined reading and math percentage of proficient/distinguished students to 63.3% (elementary), 62.4% (middle), and 61.2% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023 there will be an increase from 44% to 49% at the elementary level, increase from 40% to 45% at the middle school level and from 46% to 51% at the high school of students scoring proficient/distinguished in Reading.	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity; Kentucky Virtual Library; Imagination Library; Classroom Library Updates; Implementation of Evidence-based Curriculums with Professional Development, Peer Observations	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs), weekly school walkthrough/coaching data, bi-weekly content PLCs, data analysis of classroom assessments and district Universal Screener (3 times annually)	$4,800 (Imagination Library - ARP)
		Establish a protocol for reviewing and revising the curriculum beyond pacing	Lesson plans and/or assessment notebooks, curriculum maps, content PLC minutes and agendas	The Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; lesson plans; content PLC minutes, development of curriculum maps	
	Design and Deliver Instruction	Allocate funding per state and federal matrices, non-supplanting of funds; guidance; local and SBDM policy (where applicable)	All students taught by a highly qualified certified teacher	Tentative (March 1) and final (May 1) allocations to SBDM Councils based on state and federal guidelines (Title I, Class-Size Reduction Teachers; Instructional Coach and Class-Size Reduction Teacher; Learning Loss Interventionists/Instructors)	$249,099 (SBDM Allocations - General Fund) $73,800.35 (MCHS Instructional Coach-Title I)

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Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
					$824,146.08 (Class Size Reduction Teachers- Title I) $843,913.58 (Learning Loss Instruction- ARP)
		Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success) Kindergarten Report Cards; Universal Design for Learning iReady; NearPod & Flocabulary	Coaching document data, school assessment and district universal screener data	Weekly District-level and principal walkthrough coaching documents, data analysis of student performance on classroom assessments and district Universal Screener (3 times annually)	$18,491 (iReady Universal Screener- ARP) $400 (Kindergarten Report Card- ARP) $1,688 (Intervention Social/Emotional MCMS - ARP) $17,314.69 (NearPod & Flocabulary - ARP)
		Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruency to the intent of the student learning intention supported by professional development for Clarity (Clarity for Learning & The Teacher Clarity Playbook); District Digital Learning Coach; peer	Increased student engagement evidenced by coaching documents data; Growth in Universal Screener Data	Data analysis from weekly district-level and principal walkthrough coaching documents and Coding Visit data from the Center for Instructional and Behavioral Research in Schools; lesson planning	$1,252 (Clarity PD Books - ARP IDEA) $80,451.15 (District Digital Learning Coach- ARP)

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras; professional development on Learning Intentions and Success Criteria, Peer Observations; Deeper Learning Teacher Leaders and Deeper Learning Professional Development; Edpuzzle; New Teacher Mentors. Nearpod & Flocabulary

Promoting increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, a random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning

Reduce Class Sizes K-12 thru Class Size Reduction Teachers; Special Education Teachers to Provide Co-teaching Resource; Special Education Instructional Assistants; RTI Instructional Assistants; Utilize a 9-12 Instructional Coach; Learning Loss Interventionists; Music Instructors (K-5) | | | $10,092 (Deeper Learning Professional Development- DL KEDC Grant)

$9,000 (Deeper Learning Teacher Leader Stipend Positions- DL KEDC Grant)

$7,160 (EdPuzzle- ARP)

$44,000 (Mentor Teacher Program - Title V)

$9,155.30 (Parent and Family Engagement- Title I)

$251,884.45 (Special Education Teachers - IDEA) |

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Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		CCEIS-related Supplemental Books/and Study Guides Ron Clark - Teaching Through Adversity, Facing Challenges, and Making a Difference Provide homeless funds to assist with regular supports of academic learning	Removal of barriers to learning	Student Information System FRYSC Reports MUNIS Reports	$453,569.64 (Special Education Instructional Assistants - Board-funded) $108,281.09 (Music Instructors - ARP) $14,494.70 (CCEIS Books/Study Guides - CCEIS) $20,000 (Ron Clark - ARP, Title IV) $6,000 (Homeless - Title I)
	Review, Analyze, and Apply Data	Ensure systems are in place to collect, analyze, and use data to drive classroom instruction	District and school-level meetings with an increased focus on data analysis using charts and graphs; Brigance Data; Star	Monthly minutes and agendas from the Comprehensive Coordinated Early Intervening Services (CCEIS)Team/Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities	$26,450 (AmeriCorps FRYSC Grant) $4,400 (Title I Crate - ARP)

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Reading/Accelerated Reader	(PLCs); SBDM; ESS; AmeriCorps Service Members	
Objective 2 By June 2023 there will be an increase from 26% to 31% at the elementary level and from 34% to 39% at the middle school level and from 37% to 42% at the high school level in students scoring proficient/distinguished in Math.	Design and Deploy Standards	Ensure the curriculum is taught at a high level of fidelity IXL Math; evidence-based curriculums (textbooks); Envision (K-8 Math); geometry books, Content PLC meetings, district, and school classroom walkthrough/coaching visits	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals, district walkthrough data	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs) using coaching tool data; weekly walkthrough coaching data	$81,540 (EnVision Math Renewal - ARP)
		Establish a protocol for reviewing and revising the curriculum beyond pacing through	Lesson plans and/or assessment notebooks; curriculum maps; content PLC Agendas, and Minutes	The Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; lesson plans; content PLC minutes, development of curriculum maps	
	Design and Deliver Instruction	Allocate funding per state and federal matrices, non-supplanting of funds; guidance; local and SBDM policy (where applicable)	All students taught by a highly qualified certified teacher	Tentative (March 1) and final (May 1) allocations to SBDM Councils based on state and federal guidelines (Title I, Class-Size Reduction Teachers; Instructional Coach and Class-Size Reduction Teacher; Learning Loss Interventionists/Instructors)	
		Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruency to the intent of the student learning intention supported by	Increased student engagement evidenced by coaching documents data, Growth in Universal Screener Data	Data analysis from weekly district-level and principal walkthrough coaching documents and Coding Visit data from the Center for Instructional and Behavioral Research in Schools; lesson planning	$1,000 (Effective Use of Technology PD - Title IV)

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		professional development for Clarity (Clarity for Learning & The Teacher Clarity Playbook); District Digital Learning Coach; peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras; professional development on Learning Intentions and Success Criteria, Peer Observations; Deeper Learning Teacher Leaders and Deeper Learning Professional Development; Edpuzzle; New Teacher Mentors; Nearpod & Flocabulary Promoting increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, a random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning Reduce Class Sizes K-12 thru Class Size Reduction Teachers; Special Education Teachers to Provide Co-teaching Resource; Special Education Instructional Assistants; RTI Instructional Assistants; Utilize a 9-12 Instructional Coach; Learning			$7,500 (MCMS STEM Materials - Title IV)

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Loss Interventionists; Music Instructors (K-5) CCEIS-related Supplemental Books/and Study Guides Ron Clark - Teaching Through Adversity, Facing Challenges, and Making a Difference Provide homeless funds to assist with regular supports of academic learning	Removal of barriers to learning	Student Information System FRYSC Reports MUNIS Reports	
	Review, Analyze, and Apply Data	Ensure systems are in place to collect, analyze, and use data to drive classroom instruction	District and school-level meetings with an increased focus on data analysis using charts and graphs	Monthly agendas and minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	

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

Goal 2: By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% (elementary), 60% (middle) and 70% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, there will be an increase from 23% to 28% at the elementary level; from 15% to 20% at the middle school level, and from 19% to 24% at the high school level of students scoring proficient/distinguished in science.	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity through evidence-based curriculums with vertical and horizontal alignment; Amplify Science K-8; SAVVAS Science 9-12, and SAVVAS Social Studies 9-12; SAVVAS Social Studies K-8	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals Walkthrough/coaching tool	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs) Weekly walkthrough/coaching data	$38,644.25 (SAVVAS 9-12 Social Studies - ARP) $232,747.12 (Amplify K-8th Science) ARP $34, 139.64 (SAVVAS Social Studies K-8 - ARP) $38,152.25 (SAVVAS Science 9-12)
		Establish a protocol for reviewing and revising the curriculum beyond pacing- Content PLC Meetings and Curriculum Mapping Meetings	Lesson plans and/or assessment notebooks, curriculum maps	Monthly agendas, minutes, and sign-ins from the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; lesson plans	
	Design and Deliver Instruction	Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success) Universal Design for Learning	Coaching document data	Weekly district-level and principal walkthrough/coaching data	

Goal 2: By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% (elementary), 60% (middle) and 70% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruency to the intent of the student learning target Professional development for District Digital Learning Coach; peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning CCEIS-related Supplemental Books/and Study Guides Provide homeless funds to assist with regular supports of academic learning Reduce Class Sizes K-12	Increased student engagement evidenced by coaching documents data; lesson plans	Weekly district-level and principal walkthrough/coaching data, twice-annual Coding Visit data from the Center for Instructional and Behavioral Research in Schools	$5,000 (Mr. Science - Title IV)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Special Education Teachers to Provide Co-teaching Resource; Special Education Instructional Assistants; RTI Instructional Assistants; Class Size Reduction Teachers; Learning Loss Interventionists. Utilize a 9-12 Instructional Coach Ron Clark - Teaching Through Adversity, Facing Challenges, and Making a Difference Mr. Science Student Program STEM Materials			
	Review, Analyze, and Apply Data	Ensure systems are in place to collect, analyze, and use data to drive classroom instruction	District and school-level meetings with an increased focus on data analysis using charts and graphs	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	

Goal 2: By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% (elementary), 60% (middle) and 70% (high).

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Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**

Goal 2: By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% (elementary), 60% (middle) and 70% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By June 2023, there will be an increase from 32% to 37% of elementary, from 31% to 36% of middle, and high school students will score from 41% to 46% proficient/distinguished in Social Studies.					
Objective 3 By June 2023, there will be an increase from 34% to 39% at the elementary level; from 38% to 43% at the middle school level, and from 41% to 46% at the high school level of students scoring proficient/distinguished in writing (combined on-demand and mechanics).	Design and Deploy Standards	Ensure the curriculum is taught at a high level of fidelity using evidence-based curriculums such as Document Based Questions Project; Peer Observations	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs)	
	Design and Deliver Instruction	Establish a protocol for reviewing and revising the curriculum beyond pacing	Lesson plans and/or assessment notebooks, curriculum maps	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; lesson plans, curriculum maps	

Goal 2: By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% (elementary), 60% (middle) and 70% (high).					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success) Universal Design for Learning; Special Education Teachers to Provide Co-teaching Resource. Class Size Reduction Teachers. Learning Loss Interventionists Provide homeless funds to assist with regular supports of academic learning	Coaching/walkthrough document data	Weekly district-level and principal walkthrough/coaching documents	
	Review, Analyze and Apply Data	Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruency to the intent of the student learning intention Professional development for District Digital Learning Coach; peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras Increased opportunities to respond through whole-brain teaching, Kagan Strategies, random selection	Increased student engagement evidenced by coaching documents data; lesson plans; coaching document data	Weekly district-level and principal walkthrough coaching documents, twice-annual Coding Visit data from the Center for Instructional and Behavioral Research in Schools	

Goal 2: By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% (elementary), 60% (middle) and 70% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning			
		Ensure systems are in place to collect, analyze, and use data to drive classroom instruction	District and school-level meetings with increased focus on data analysis using charts and graphs	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	
	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs)	
		Establish a protocol for reviewing and revising the curriculum beyond pacing	Lesson plans and/or assessment notebooks	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
	Design and Deliver Instruction	Ensure students understand learning expectations (learning targets, goal setting, and purpose and know the criteria for success) Universal Design for Learning	Coaching document data	Weekly district-level and principal walkthrough/coaching documents	

Updated May 2022

Goal 2: By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% (elementary), 60% (middle) and 70% (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruency to the intent of the student learning target Professional development for District Digital Learning Coach; peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, a random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning Reduce Class Sizes K-12 Utilize a 9-12 Instructional Coach	Increased student engagement evidenced by coaching documents data; lesson plans; coaching document data	Weekly district-level and principal walkthrough coaching documents, Coding Visit data from the Center for Instructional and Behavioral Research in Schools	
	Review, Analyze and Apply Data	Ensure systems are in place to collect, analyze, and use data to drive classroom instruction	District and school-level meetings with an increased focus on data analysis using charts and graphs	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional	

Goal 2: By June 2025, Morgan County schools will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 60% (elementary), 60% (middle) and 70% (high).					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
				Learning Communities (PLCs) agendas and sign-in sheets	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, the percentage of students in the Economically Disadvantaged Group scoring at the proficient/distinguished level in Reading will increase from 41% to 46% at the elementary level; from 31% to 36% at the middle school level; from 43% to 48% at the high school level.	Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students

Behavior Screener- Student Risk Screening Scale (SRSS)

Social-Emotional Interventions (MCMS) *Why Try?* and *Skill streaming*

STAR Reading and Accelerated Reader | Summative assessments, performances, projects, progress monitoring data for individual students | Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; individual Response to Intervention (RTI) data, IEP Progress Monitoring Data, bi-weekly results from STAR Math for TSI purposes | $19,398.72 (STAR Reading and Accelerated Reader- ARP)

$8,536 (CCEIS-related Supplies - CCEIS) |
| | | Ensure that all users (interventionists, teachers, administrators) of assessment data use information to benefit student learning

Title, I Crate | Data from formative and summative assessments, performances, projects

District and school data analysis RTI data analysis | Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs); student progress reports | |
| | Design and Deliver Instruction | Implement the MTSS Framework with applicable checklists and documentation tools

Special Education Teachers to Provide Co-teaching Resources; Special Education Instructional Assistants; Class Size Reduction | Data from formative and summative assessments/performances/projects determines next steps for students and leads to their success on assessments/performances/ projects | Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and | |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers; Learning Loss Interventionists; RTI Instructional Assistants		sign-in sheets, District Multi-Tiered System of Supports Monitoring Visit Data	
		Provide homeless funds to assist with regular supports of academic learning	Strategies will maximize student learning opportunities	Observations, walk-through data	
		Trainings for co-teaching (MCMS/MCHS)			
		CCEIS-related Supplemental Books/and Study Guides			
	Establishing Learning Culture and Environment	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems	Communication with stakeholder documentation	Ongoing Parent contact logs will reflect when parents have been contacted when intervention support is needed. Progress reports and individual student Google Sheets detailing student progress toward meeting individual goals during Response to Intervention (RTI)	$249,099 (FRYSC Directors - State Grant)
		FRYSC Home Visits			
		Homeless Support Services; Parent/Teacher Conferences; Kindergarten Jumpstart; Freshman Orientation			
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	Positive Behavioral Instructional Supports (PBIS) Behavior Data	Infinite Campus reports will reflect the number of office discipline referrals Positive Behavioral Instructional Supports (PBIS) Plans	
		Provide behavior-specific praise and reinforcement	Weekly and/or monthly public display of praise for positive student behaviors	District and school-level coaching documents	

Updated May 2022

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By June 2023, the percent of students in the Disability – With IEP Category scoring at the proficient level in Reading will increase from 27% to 32% at the elementary level; from 14% to 19% at the middle school level and from 13% to 18% at the high school level.	Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students District Resource Teacher	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis IEP Progress Monitoring Data	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	$73,849 (District Resource Teacher - ARP)
		Ensure that all users of assessment data use the information to benefit student learning	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
	Design and Deliver Instruction	Implement the MTSS Framework with applicable checklists and documentation tools Extended School Services After School Learning Loss Instruction CCEIS-related Professional Development for Special Education Teachers and Instructional Assistants CCEIS-related Professional Trainings Provided by CCEIS Consultant Special Education Teachers to Provide Co-teaching Resource	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	$79,005 (STATE ESS GRANT) $50,686 (CCEIS-related PD - CCEIS) $5,000 (CCEIS Consultant - CCEIS)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide homeless funds to assist with regular supports of academic learning			
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, make those instructional adjustments Walkthrough/Coaching Visits focused on co-teaching evidence-based practices	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Parent contact logs will reflect parents have been contacted when intervention support is needed. Progress reports and individual student Google Docs detailing student progress toward meeting individual goals during Response to Intervention (RTI)	
	Establishing Learning Culture and Environment	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems	Data analysis showing student growth for Response to Intervention (RTI) Students	Infinite Campus reports will reflect the number of office discipline referrals	
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	Positive Behavioral Instructional Supports (PBIS) Data	District and school-level coaching documents	
		Behavior Universal Screener Student Risk Screening Scale (SRSS)	Decreased office referrals Decreased low and high incidence behaviors among disability students - with an IEP Reduced behavioral infractions	Individual IEP Progress Monitoring Data Office Referral Data	
Objective 3 By June 2023, the percent of students in the Economically Disadvantaged Category scoring	Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students	Data from formative and summative assessments, performances, projects	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Proficient/Distinguished in Math will increase from 23% to 28% at the elementary level; from 29% to 34% at the middle school level and from 30% to 35% at the high school level.		District Resource Teacher	Decreased low and high incidence behaviors District and school data analysis RTI data analysis	(MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	
		Ensure that all users of assessment data use information to benefit student learning	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	
	Design and Deliver Instruction	Implement the MTSS Framework with applicable checklists and documentation tools Extended School Services After School Learning Loss Instruction Provide homeless funds to assist with regular supports of academic learning STAR Math	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	$2,210 (STAR Math MCMS- ARP)
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, make those instructional adjustments	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Parent contact logs will reflect when parents have been contacted when intervention support is needed. Progress reports and individual student Google Docs detailing student progress toward meeting	

Updated May 2022

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Class Size Reduction Teachers Learning Loss Interventionists Special Education Teachers		individual goals during Response to Intervention (RTI)	
Objective 4 By June 2023, the percent of students with a Disability – With IEP Category scoring proficient in Math will increase from 15% to 20% at the elementary level; from 14% to 19% at the middle school level and from 13% to 18% at the high school level.	Establishing Learning Culture and Environment	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems Infinite Campus District Resource Teacher Special Education Teachers to Provide Co-teaching Resource	Data analysis showing student growth for Response to Intervention (RTI) Students	Parent contact logs will reflect when parents have been contacted when intervention support is needed	

Updated May 2022

4: English Learner Progress

Goal 4: By June 2025, all English Language (EL) Students will progress at least 2 levels.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By June 2023, all English Language Students will progress at least .5 levels.	Design and Deliver Instruction	Professional development for administration, Regular and EL Teacher(s) via online PD models via World-Class Instructional Design and Assessment (WIDA)	School Professional Development Plans updated based on need	Language Instruction Educational Program (LIEP) at each school results in a structured English Immersion Program Annual Professional Development Logs	
			Teacher Professional Development updated based on his/her areas of need	Weekly Observation data will reflect when the General Education Teachers work in collaboration with the ELL Teacher	
	Review, Analyze, and Apply Data	Monitor results from WIDA ACCESS in English Proficiency and Growth based on January administration for EL online assessment for grades 1-2 and the K-ACCESS for Kindergarten as required by the Kentucky Department of Education	Students in the EL Program exit	Records will show a 4.5 or higher overall composite proficiency level on Tier B or Tier C ACCESS for ELL and in grades 1-12 and for Alternate ACCESS students, a score of P2 or higher Overall Composite will be recorded	
	Design, Align, and Deliver Support	Monitor students after they exit the Language Instruction Educational (LIEP) Program - Quarterly for 4 years	No student prematurely exited, for any academic deficits alleviated with successful participation in the regular academic program comparable to their never EL-Peers	Bi-weekly data will show monitoring of students' academic performance on a regular basis, documented in student records (performance on standardized assessments, grades, GPA, teacher observations, parent observations/feedback, promotion and graduation requirements met)	

5: Quality of School Climate and Safety

Goal 5: By 2025, Morgan County Schools will increase the combined Climate Index and Student Safety Index for an increased Indicator Score of the Quality of School Climate and Safety to 96.2% (Elementary); 78.1% (Middle); and 78.3 (High).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, all schools will increase the Climate Index from 88.8% to 93.8% (Elementary); from 71.3% to 76.3% (Middle); and from 72.2% to 77.2% (High).	Establishing Learning Culture and Environment	Implement social-emotional learning (SEL) curriculum promoting shared leadership opportunities among all school communities to elevate a positive and supportive culture for learning.	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
		District-wide Positive Behavioral Instructional Supports (PBIS) Trauma Care Plan Calming Kits, and Positive Actions	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs); FRYSC Parent & Family Survey Data	
Objective 2 By June 2023, all schools will increase the Safety Index from 83.6% to 88.6% (Elementary); from 64.8% to 69.8% (Middle); and from 64.4% to 69.4%.	Establishing Learning Culture and Environment	Ensure processes are in place to communicate with and support parents/families to address barriers to learning Internet Digital Drivers Licenses for students Health Smart Curriculum Forrest Quillen (KSP) Bullying Program for Students with Follow-up based on survey data	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs); FRYSC Parent & Family Survey Data	$2,800 (MCMS/MCHS Health Smart Curriculum - Title IV) $3,000 (Forrest Quillen - Title IV) $7,000 (Joe Washington - Title IV & ARP)

| Goal 5: By 2025, Morgan County Schools will increase the combined Climate Index and Student Safety Index for an increased Indicator Score of the Quality of School Climate and Safety to 96.2% (Elementary); 78.1% (Middle); and 78.3 (High). |||||||

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Joe Washington (Social/Emotional Student Program) PBIS Training & Implementation			$12,000 (PBIS Training & Implementation - Title IV)
		Wong, Harry, and Rosemary Wong. *The First Days of School: How to Be an Effective Teacher.* Singapore: Harry Wong Publications, 2018.	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Annual Professional Development Logs Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	

6: Postsecondary Readiness

Goal 6: By June 2025, postsecondary readiness for high school seniors will increase by six percent (from 79.7% in 2019 to 85.7% in 2024).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, transition readiness for high school seniors will increase by two percent (from 76% to 81%)	Design and Deliver Instruction	Utilize the Persistence to Graduation Tool/Early Warning Tool and College Equipped Readiness Tool (CERT) to assist in identifying students at risk for remediation, failure and/or ultimately graduation	Successful completion	Credit Recovery data, Extended School Services data, and Response to Intervention data Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	$8,088 (CERT - MCHS - ARP)
		Develop a protocol and monitoring document tool for student progress in meeting their ILP goals and transition goals (use of career pathways, Advance Kentucky, Dual Credit courses, etc.) ACT Coaching for Students ACT Grade 11 Prep	Successful completion Baseline Data, Tool for Instructional Growth/Planning	Credit Recovery data, Extended School Services data, and Response to Intervention data Monthly agendas, sign-ins, and meeting minutes of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	$6,000 (ACT Coaching for Students - Title IV) $5,800 (ACT 11th Grade - Title IV)

7: Graduation Rate

Goal 7: By June 2025, the four-year graduation rate will maintain at 97% or higher.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By June 2023, the four-year Cohort graduation rate will maintain at 97.6% or higher.	Review, Analyze and Apply Data	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure and/or ultimately graduation	District and school-level meetings with increased focus on data analysis using charts and graphs	Credit Recovery data, Extended School Services data, and Response to Intervention data Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
		Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure and/or ultimately graduation	District and school-level meetings with increased focus on data analysis using charts and graphs	Credit Recovery data, Extended School Services data, and Response to Intervention data Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	
	Establishing Learning Culture and Environment	Ensure the effective implementation of Truancy Diversion Program, including how violations are addressed, how documentation and meetings will occur and how communication measures will be conducted	One call system to notify of student absences, letters home	District data team will monitor student attendance by grade level to determine if measures are effective Monthly agendas, sign-ins, and meeting minute of the Comprehensive Coordinated Early Intervening Services (CCEIS)Team, Multi-Tiered System of	

Goal 7: By June 2025, the four-year graduation rate will maintain at 97% or higher.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		(including parents/guardians, administration, and local law enforcement if applicable); after five absences, Truancy Diversion meetings at middle and high school on a weekly basis will reduce the number of absences, increase student achievement and attendance will keep students on track to graduate		Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	

8: ACT Average Composite

Goal 8: By June 2025, the ACT Average Composite Score will increase from 17.5 to 19 or higher.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By June 2023, the ACT Average Composite Score will increase from 17.5 to 18	Design and Deliver Instruction	ACT Coaching for Students; ACT Grade 11 Prep	Baseline Data; Tool for Instructional Growth and Planning	District and school-level meetings with an increased focus on data analysis using charts and graphs	

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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

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:
The Morgan County School District, with Morgan County Middle School, identified for Targeted Support and Improvement (TSI), will 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 will review and approve the revised school improvement plan for Morgan County Middle School (KRS 160.346(4)(a)).

For **Turnaround Leadership**, the district will monitor the comprehensive transformation of Morgan County Middle School to achieve accelerated, meaningful, and sustainable increases in student achievement through improved school leadership and school district support (KRS 160.346) through the following:
  o District Leadership Team (DLT) Review of the 2021-22 Kentucky Summative Assessment Results with emphasis on the subgroup population of Disability – With IEP
  o DLT and Principal data analysis meeting to plan next steps
  o Chief Academic Officer and Superintendent reveal 2021-22 KSA Results to Board of Education in Regular October Meeting
  o DLT assists the principal in the revision of the Comprehensive School Improvement Plan
  o SBDM Coordinator and Chief Academic Officer guidance to SBDM Council assisting principal with presentation of 2021-22 KSA Results
  o SBDM Coordinator guidance to SBDM Council on review of 2021-22 CSIP and overview of the Key Core Work Processes
  o SBDM Coordinator guidance to SBDM Council on identification of strategies and activities within the CSIP that address the underperforming group/targeted subgroup (Disability – With IEP Group) and formulation of narrative information regarding additional requirements of Turnaround Leadership, Critical Resource Inequities, Evidence-Based Interventions, and Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
  o Collaboration with MCHS Assistant Principal and MCMS Assistant Principal for Behavior & Input in Student Information System
  o Principal assigns Assistant Principal and Counselor with Scheduled Work Events (Extra-Curricular) enabling Principal to focus on instruction
  o Principal and Staff prioritize students at or below the 10th percentile with the goal to prioritize all students 25th percentile and below by the end of the school year
  o Director of Student Services and Assistant Principal audit discipline referrals in the student information system to identify commonalities
  o KEDC and Principal develop School Administration Roles & Responsibilities Chart
  o Counselor attends KEDC Counselor Cadre and Intervention Training
  o KDE Effective Learning Environments Observation Tool (ELEOT) Walkthroughs
  o DLT collaboration with Project Link for modeling co-teaching

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Monitoring and Support

To accomplish **Identification of Critical Resources Inequities**, the district will monitor the comprehensive transformation of Morgan County Middle School to help ensure the allocation and use of resources (people, time, schedules, materials, rigorous content, quality teaching and money) create student experiences that enable all children to reach empowering, rigorous learning outcomes through the following:
   o DLT review of Morgan County Middle School's Allocation and use of resources, any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed
   o Superintendent transfer of exceptional child instructor to MCMS based on student need
   o Chief Academic officer assists Principal in creating a list of students recommended for Learning Loss and Extended School Services
   o Director of Student Services provides "check-ins" with students most in need
   o Following district PLC, Director of Special Education (DOSE) follow-up with Principal to assist with School PLC
   o DOSE provides professional development related to Inclusion
   o District collaboration with local co-op to conduct a Root Cause Analysis
   o Data tracking (time/services, interventions, SRSS-ie Data to graph and determine intervention groups)
   o Social-Emotional Curriculum for Response to Intervention "Why Try?" and "Skillstreaming"
   o Program to allow additional progress monitoring to monitor growth of Tier I instructions and Special Education Students (STAR Reading and STAR Math)
   o PBIS Training and Implementation
   o District Resource Teacher serves by working directly with special education teachers modeling instruction, including co-teaching and assistance with correct implementation of IEPs including completion of paperwork and appropriate ways of conducting meetings.
 	
The district will monitor the comprehensive transformation of Morgan County Middle School to help ensure CSIP activities for the targeted subgroup (Disability – with IEP) address the areas of need identified through analysis of academic and non-academic data through the Incorporation of **Evidence-based Interventions**. The district will monitor the evidence-based practice to ensure it is implemented with fidelity through walkthroughs:
   o Clarify and share clear learning intentions and the Kentucky Academic Standards for all content areas. This includes both the regular education and the disability with IEP subgroup.
   o Explicit teaching and modeling of grade-level Kentucky Academic Standards for all students
   o Regularly incorporated student discussion for the purpose of active engagement and high achievement
   o Higher-order questioning that allows for demonstrations of thinking, challenging of claims, and the development of higher-order questioning during peer-to-peer questioning and discussion
   o Timely and accurate feedback on student work
   o Co-Teaching among regular education and special education teachers
   o Implementation of PBIS with fidelity
   o Trauma-informed Care Professional Learning

Monitoring and Support

The following **Additional Actions** will address the causes of underperformance:
 	
● Trauma-informed Care training by KEDC
● Trauma Stories
● Schoolwide PBIS Walkthrough by KEDC
● DOSE and Deputy Superintendent assist Principal in staff training of analysis of IEPs using DOSE-created IEP Analysis Checklist
● Audit Infraction System
● Professional Learning Community on check-in/check-out systems with KEDC
● Threat Assessment vs. Risk Assessment (Virginia CSTAG, Columbia Screener)
● Universal Screeners Administered and Data Analyzed:
    ○ iReady- Core Instruction
    ○ SRSS- Behavior
● Monitoring of fidelity of the Multi-Tiered System of Support to ensure all students are receiving evidence-based interventions to prevent the over identification of students with special needs