

## Comprehensive District Improvement Plan (CDIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

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Explanations/Directions

**Goal:** Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

| Objective   | Strategy  | Activities  | Measure of Success  | Progress Monitoring   | Funding  |
|---|---|---|---|---|--|
| <p>Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p> | <p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p> | <p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p> | <p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p> | <p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p> | <p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p> |

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2025, Gallatin County Schools will increase the percentage of students scoring proficient in reading and math by 2025 as measured by state-required academic assessments.

|                              |            |        |      |       |                              |            |        |      |
|------------------------------|------------|--------|------|-------|------------------------------|------------|--------|------|
| Reading                      | Elementary | Middle | High | % P/D | Math                         | Elementary | Middle | High |
| 2022 Percent Proficient      | 40%        | 32%    | 34%  |       | 2022 Percent Proficient      | 27%        | 25%    | 29%  |
| 2025 Percent Proficient Goal | 55%        | 47%    | 49%  |       | 2025 Percent Proficient Goal | 42%        | 40%    | 44%  |

| Objective  | Strategy   | Activities  | Measure of Success  | Progress Monitoring   | Funding                                 |
|--|--|---|---|---|---|
| Objective 1<br>Increase percentage of students performing on grade level in Reading by 5% by EOY 2023 as measured by iReady diagnostics. | KCWP 1: Design and deploy standards through vertical alignment of standards.   | Complete phases 2, 3 and 4 of the curriculum development process. Professional learning on how to use the Model Curriculum Framework to develop a high quality district ELA curriculum. Review all ELA instructional resources making sure the district is using HQIRs. | District articulated ELA learning philosophy.<br><br>Professional learning documentation.<br><br>Meeting agendas and results. | 30-60-90 day planning   | Title I – iReady<br>Title II – Stipends |
|  |  | Coaching for instructional coaches.   | Coaching plans, scheduled activities  | 30-60-90 day planning   | Title I and II – IC salaries and travel |
|  | KCWP 2: Design and deliver instruction   | Implementation of instructional protocol.   | Professional Learning Documentation<br><br>Curriculum and planning documents.   | Principal Walk through data, unit plans/anchor charts and Observations                        | Title II                                |
|  |  | Maintain employment of district teachers.   | Student/teacher ratios  | Student access to teachers will be reviewed annually, as staffing allocations are determined. | ESSER II<br>ARP ESSER                   |
|  | Provide training and resources on differentiated instruction. Use of OVEC, CRRSA <a href="#">“Differentiation Toolkit”</a> . | Unit Plans/Curriculum Frameworks<br><br>PLC Progress Notes  | Lesson/Unit Plans, Walkthrough data, monitored by principals and instructional coaches  | Title I & II  |   |

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|                              |            |        |      |       |                              |            |        |      |
|------------------------------|------------|--------|------|-------|------------------------------|------------|--------|------|
| Reading                      | Elementary | Middle | High | % P/D | Math                         | Elementary | Middle | High |
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| Objective   | Strategy   | Activities   | Measure of Success   | Progress Monitoring   | Funding  |
|---|--|--|--|---|--|
|   | KCWP 3: Design and deliver assessment literacy   | The district will require current KSA released items to be included in ELA curriculum. Students will observe KSA like assessments and know what a proficient level response requires.  | Student work<br>Lesson plans   | Principals will observe the use of released items during instruction.   |  |
|   | KCWP4: Review, Analyze and Apply Data<br><br>Provide support to school leaders to identify priorities and actions to ensure protocols and practices are implemented effectively to analyze and monitor data to inform instruction. | Utilize and manage data from multiple sources (i-Ready, KSA, ACT...) to assess student progress and differentiation needs for reading instruction.   | Individual i-Ready growth for students, i-Ready student progress data, Percent of students meeting ACT Benchmark               | Data Analysis of Fall, Winter and Spring i-Ready administration (Academic Performance Committee/school and district leadership<br>Monthly data dive into i-Ready (Principal and Instructional Coach), | Title I for i-Ready<br>Title I & II for instructional coaches. |
|   |  | Engage in Professional Learning Communities to analyze student academic growth.  | Bi-weekly Teacher Data,<br>Bi-weekly PLC   | Data Analysis of student progress data (Individual Teachers and Grade Level/Content Teams) monthly PLC documentation  | General Fund   |
| Objective 2<br>Increase percentage of students performing on grade level in Math by 5% by EOY 2023 as measured by iReady diagnostics. | KCWP 1: Design and deploy standards through vertical alignment of standards.   | Complete phases 1, 2, 3 and 4 of the curriculum development process. Professional learning on how to use the Model Curriculum Framework to develop a high quality district Math curriculum. Review all Math instructional resources making sure the district is using HQIRs. | District articulated Math learning philosophy.<br><br>Professional learning documentation.<br><br>Meeting agendas and results. | 30-60-90 day planning   | Title I – iReady<br>Title II – Stipends                        |
|   |  | Coaching for instructional coaches.  | Coaching plans, scheduled activities   | 30-60-90 day planning   | Title I and II – IC salaries and travel                        |

Goal 1 (State your reading and math goal.): By 2025, Gallatin County Schools will increase the percentage of students scoring proficient in reading and math by 2025 as measured by state-required academic assessments.

|                              |            |        |      |       |                              |            |        |      |
|------------------------------|------------|--------|------|-------|------------------------------|------------|--------|------|
| Reading                      | Elementary | Middle | High | % P/D | Math                         | Elementary | Middle | High |
| 2022 Percent Proficient      | 40%        | 32%    | 34%  |       | 2022 Percent Proficient      | 27%        | 25%    | 29%  |
| 2025 Percent Proficient Goal | 55%        | 47%    | 49%  |       | 2025 Percent Proficient Goal | 42%        | 40%    | 44%  |

| Objective | Strategy  | Activities   | Measure of Success   | Progress Monitoring   | Funding  |
|-----------|---|--|--|---|--|
|           | KCWP 2: Design and deliver instruction  | Implementation of instructional protocol.  | Professional Learning Documentation<br><br>Curriculum and planning documents.                                    | Principal Walk through data, unit plans/anchor charts and Observations  | Title II   |
|           |   | Maintain employment of district teachers.  | Student/teacher ratios   | Student access to teachers will be reviewed annually, as staffing allocations are determined.   | ESSER II<br>ARP ESSER  |
|           |   | Provide training and resources on differentiated instruction. Use of OVEC, CRRSA <a href="#">“Differentiation Toolkit”</a> .   | Unit Plans/Curriculum Frameworks<br><br>PLC Progress Notes   | Lesson/Unit Plans, Walkthrough data, monitored by principals and instructional coaches  | Title I & II   |
|           | KCWP 3: Design and deliver assessment literacy  | The district will require current KSA released items to be included in Math curriculum. Students will observe KSA like assessments and know what a proficient level response requires. | Student work<br>Lesson plans   | Principals will observe the use of released items during instruction.   |  |
|           | KCWP4: Review, Analyze and Apply Data<br><br>Provide support to school leaders to identify priorities and actions to ensure protocols and practices are | Utilize and manage data from multiple sources (i-Ready, KSA, ACT...) to assess student progress and differentiation needs for reading instruction.                                     | Individual i-Ready growth for students, i-Ready student progress data, Percent of students meeting ACT Benchmark | Data Analysis of Fall, Winter and Spring i-Ready administration (Academic Performance Committee/school and district leadership<br>Monthly data dive into i-Ready (Principal and Instructional Coach), | Title I for i-Ready<br>Title I & II for instructional coaches. |

Goal 1 (State your reading and math goal.): By 2025, Gallatin County Schools will increase the percentage of students scoring proficient in reading and math by 2025 as measured by state-required academic assessments.

| Reading                      | Elementary | Middle | High | % P/D | Math                         | Elementary | Middle | High |
|------------------------------|------------|--------|------|-------|------------------------------|------------|--------|------|
| 2022 Percent Proficient      | 40%        | 32%    | 34%  |       | 2022 Percent Proficient      | 27%        | 25%    | 29%  |
| 2025 Percent Proficient Goal | 55%        | 47%    | 49%  |       | 2025 Percent Proficient Goal | 42%        | 40%    | 44%  |

  

| Objective | Strategy   | Activities  | Measure of Success                    | Progress Monitoring  | Funding      |
|-----------|--|---|---------------------------------------|--|--------------|
|           | implemented effectively to analyze and monitor data to inform instruction. | Engage in Professional Learning Communities to analyze student academic growth. | Bi-weekly Teacher Data, Bi-weekly PLC | Data Analysis of student progress data (Individual Teachers and Grade Level/Content Teams) monthly PLC documentation | General Fund |

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

| Goal 2 (State your science, social studies, and writing goal.): By 2025, Gallatin County Schools will increase the students scoring proficient in Science, Social Studies and Writing as measured by state-required academic assessments. |            |  |      |   |            |   |      |  |            |                       |      |
|---|------------|--|------|---|------------|---|------|--|------------|-----------------------|------|
| Science   | Elementary | Middle   | High | Social Studies  | Elementary | Middle  | High | Writing  | Elementary | Middle                | High |
| 2022 Actual   | 22%        | 14%  | 11%  | 2022 Actual   | 33%        | 20%   | 34%  | 2022 Actual  | 25%        | 22%                   | 34%  |
| 2025 Goal   | 37%        | 29%  | 26%  | 2025 Goal   | 48%        | 35%   | 49%  | 2025 Goal  | 40%        | 37%                   | 49%  |
| Objective   |            | Strategy                                       |      | Activities  |            | Measure of Success  |      | Progress Monitoring  |            | Funding               |      |
| Objective 1<br>Increase science, social studies and writing proficiency by 5% and decrease the percentage of novice students as indicated on KSA spring 23.   |            | KCWP 2: Design and deliver instruction         |      | Implementation of instructional protocol.   |            | Professional Learning Documentation<br><br>Curriculum and planning documents. |      | Principal Walk through data, unit plans/anchor charts and Observations                   |            | Title II              |      |
|   |            |  |      | Maintain employment of district teachers.   |            | Student/teacher ratios  |      | Student access to teachers is reviewed annually, as staffing allocations are determined. |            | ESSER II<br>ARP ESSER |      |
|   |            |  |      | Provide training and resources on differentiated instruction. Use of OVEC, CRRSA <a href="#">"Differentiation Toolkit"</a> .  |            | Unit Plans/Curriculum Pacing Guides<br><br>PLC Progress Notes                 |      | Lesson/Unit Plans, Walkthrough data, monitored by principals and instructional coaches   |            | Title I & II          |      |
| Objective 1   |            | KCWP 3: Design and deliver assessment literacy |      | The district will require current KSA released items to be included in science, social studies and writing curriculum. Students will observe KSA like assessments and know what a proficient level response requires. |            | Student work<br>Lesson plans  |      | Principals will observe the use of released items during instruction.                    |            |                       |      |
|   |            | KCWP 1: Design and Deploy Standards            |      | Teachers will engage in an intentional process to review  |            | Unit Plans/Curriculum Pacing Guides   |      | Lesson plans, walkthrough data, unit plans/curriculum pacing                             |            |                       |      |

Goal 2 (State your science, social studies, and writing goal.): By 2025, Gallatin County Schools will increase the students scoring proficient in Science, Social Studies and Writing as measured by state-required academic assessments.

| Science     | Elementary | Middle | High | Social Studies | Elementary | Middle | High | Writing     | Elementary | Middle | High |
|-------------|------------|--------|------|----------------|------------|--------|------|-------------|------------|--------|------|
| 2022 Actual | 22%        | 14%    | 11%  | 2022 Actual    | 33%        | 20%    | 34%  | 2022 Actual | 25%        | 22%    | 34%  |
| 2025 Goal   | 37%        | 29%    | 26%  | 2025 Goal      | 48%        | 35%    | 49%  | 2025 Goal   | 40%        | 37%    | 49%  |

| Objective | Strategy   | Activities   | Measure of Success | Progress Monitoring | Funding |
|-----------|--|--|--------------------|---------------------|---------|
|           | Developing and employing systems and strategies to ensure that the current curriculum is valid/aligned to KAS and that monitoring systems are in place to ensure that the curriculum is implemented with fidelity. | curriculum plans from 21-22 to analyze implementation. |                    | guide analysis      |         |



### 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<br>Increase proficiency in Reading by 5% for students with disabilities and decrease the percentage of novice students with disabilities as indicated on KSA spring 23. | KCWP 5: Design, Align, Deliver Support   | Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified.   | Unit/Lesson Plans<br>Bi-weekly Teacher Data  | Unit Plans/Anchor Charts<br>Data Analysis of student progress data (Individual Teachers)<br>i-Ready lesson progression | General Fund<br>Title I – i-Ready        |
|   |  | Implementation of MTSS- teachers will identify students through data analysis who need targeted support in specific academic and/or social emotional areas. They will provide targeted interventions, and utilize progress monitoring tools to measure growth. The team will meet every 6-8 weeks to review data and determine movement among the tiers for individual students. | RTI progress monitoring data will reveal impact of interventions on individual student growth  | i-Ready diagnostic data<br>i-Ready lesson progression  | Title I – i-Ready                        |
|   | KCWP 2: Design and Deliver Instruction Focus: Assure processes and systems, such as Co-Teaching, are in place to ensure Tier 1 instruction and assessments meet the intent of the grade level standards and that school/district leadership determine the most appropriate and effective high-yield strategies are | Ensure co-teaching teams are provided: on-going, job embedded professional learning to improve educational effectiveness in working with Students with Disabilities.<br><br>Ensure that Students with Disabilities have access to grade level content to the maximum extent appropriate with their non-disabled peers, including formative and summative assessments of          | Classroom observations reveal an understanding and compliance with expectations as related to:<br><ul style="list-style-type: none"> <li>• “Look for Tool”</li> <li>• co-teaching plans</li> <li>• walkthrough observations</li> </ul> IEP reviews, Master | <b>DOSE check-ins with special educators and monitoring of progress monitoring data in IC.</b>                         | General Fund<br>Professional Development |

| Objective  | Strategy   | Activities   | Measure of Success  | Progress Monitoring  | Funding                                  |
|--|--|--|---|--|--|
|  | implemented with students' cultural, social, and developmental needs in mind.  | grade level content.   | Schedules, Classroom Observations.  |  |  |
|  |  | Provide training and resources on differentiated instruction. Use of OVEC, CRRSA " <a href="#">Differentiation Toolkit</a> ". Specifically focusing on instructional strategies that are evidence based and proven to work with students with disabilities.  | Unit Plans/Curriculum Pacing Guides<br><br>PLC Progress Notes   | Lesson/Unit Plans, Walkthrough data, monitored by principals and instructional coaches                                 | Title I & II                             |
| Objective 2<br>Increase proficiency in Math by 5% for students with disabilities and decrease the percentage of novice students with disabilities as indicated on KSA spring 23. | KCWP 5: Design, Align, Deliver Support   | Identify curricular modification needs using pre-assessment strategies, and use data results to "frontload" concepts where high levels of below proficient prerequisite skills are identified.   | Unit/Lesson Plans<br>Bi-weekly Teacher Data   | Unit Plans/Anchor Charts<br>Data Analysis of student progress data (Individual Teachers)<br>i-Ready lesson progression | General Fund<br>Title I – i-Ready        |
|  |  | Implementation of MTSS- teachers will identify students through data analysis who need targeted support in specific academic and/or social emotional areas. They will provide targeted interventions, and utilize progress monitoring tools to measure growth. The team will meet every 6-8 weeks to review data and determine movement among the tiers for individual students. | RTI progress monitoring data will reveal impact of interventions on individual student growth   | i-Ready diagnostic data<br>i-Ready lesson progression  | Title I – i-Ready                        |
|  | KCWP 2: Design and Deliver Instruction Focus: Assure processes and systems, such as Co-Teaching, are in place to ensure Tier 1 instruction and assessments meet the intent of the grade level standards and that | Ensure co-teaching teams are provided: on-going, job embedded professional learning to improve educational effectiveness in working with Students with Disabilities.<br><br>Ensure that Students with Disabilities have access to grade  | Classroom observations reveal an understanding and compliance with expectations as related to:<br><ul style="list-style-type: none"><li>• "Look for Tool"</li><li>• co-teaching plans</li></ul> | <b>DOSE check-ins with special educators and monitoring of progress monitoring data in IC.</b>                         | General Fund<br>Professional Development |

| Objective | Strategy  | Activities  | Measure of Success  | Progress Monitoring  | Funding      |
|-----------|---|---|---|--|--------------|
|           | school/district leadership determine the most appropriate and effective high-yield strategies are implemented with students' cultural, social, and developmental needs in mind. | level content to the maximum extent appropriate with their non-disabled peers, including formative and summative assessments of grade level content.  | <ul style="list-style-type: none"> <li>• walkthrough observations</li> </ul> IEP reviews, Master Schedules, Classroom Observations. |  |              |
|           |   | Provide training and resources on differentiated instruction. Use of OVEC, CRRSA " <a href="#">Differentiation Toolkit</a> ". Specifically focusing on instructional strategies that are evidence based and proven to work with students with disabilities. | Unit Plans/Curriculum Pacing Guides<br><br>PLC Progress Notes   | Lesson/Unit Plans, Walkthrough data, monitored by principals and instructional coaches | Title I & II |

4: English Learner Progress

| Goal 4 (State your English learner goal.): By 2025, Gallatin County Schools will increase the English Learner Progress Indicator from 47.2 to 53 as indicated on the KSA spring 23. |   |   |   |  |  |
|---|---|---|---|--|--|
| Objective   | Strategy  | Activities  | Measure of Success  | Progress Monitoring  | Funding  |
| Objective 1<br>Reduce the percentage of students receiving 0 growth points by 10%.  | KCWP 2: Design and Deliver Instruction Focus: Assure processes and systems, such as push-in and pull-out, are in place to ensure Tier 1 instruction and assessments meet the intent of the grade level standards and that school/district leadership determine the most appropriate and effective high-yield strategies are implemented with students' cultural, social, and developmental needs in mind. | Ensure that English Learners have access to grade level content to the maximum extent appropriate with their peers, including formative and summative assessments of grade level content.   | Classroom observations reveal an understanding and compliance with expectations as related to: <ul style="list-style-type: none"> <li>• "Look for Tool"</li> <li>• differentiated instruction</li> <li>• walkthrough observations</li> </ul> PSP reviews, Master Schedules, Classroom Observations. | ESL coordinator check-ins with regular educators and monitoring of progress monitoring data in IC. | General Fund<br>Professional Development<br><br>Title I<br>Title III |
|   |   | Provide training and resources on differentiated instruction. Use of OVEC, CRRSA " <a href="#">Differentiation Toolkit</a> ". Specifically focusing on instructional strategies that are evidence based and proven to work with English Learners. | Unit Plans/Curriculum Pacing Guides<br>Professional Learning Plan<br><br>PLC Progress Notes   | Lesson/Unit Plans, Walkthrough data, monitored by principals and instructional coaches             | Title I & II   |
|   |   | Provide additional instructional support staff for push-in and pull-out services.   | Master Schedules<br>PSPs  | ESL coordinator check-ins with regular educators and monitoring of progress monitoring data in IC. | ESSER II<br>ARP ESSER<br>Title I<br>Title III                        |
|   |   |   |   |  |  |



5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): By 2023, each school will increase the QSCS indicator by 10 points as indicated on KSA spring 23.<br>Current Indicators: ES=73.5, MS=60.3, HS=60.6 |   |   |  |  |               |
|--|---|---|--|--|---------------|
| Objective  | Strategy  | Activities  | Measure of Success   | Progress Monitoring  | Funding       |
| Objective 1<br>Increase Climate Indexes by 10.<br>ES to 86.1<br>MS to 73.4<br>HS to 73.2   | KCWP 6: Establishing Learning Culture and Environment | School staff will analyze school climate survey results with all stakeholders, seek input, set goals and develop activities to address identified needs.                              | School Climate Committee meeting agendas and minutes.                        | Principals will monitor by participating in school climate meetings.<br><br>Follow up student surveys. | General Funds |
|  |   | School staff will review climate survey results with students. Students will be provided with opportunities to ask questions, seek clarifications and provide feedback to the school. | Lesson plan<br>School schedule<br>Changed school procedures and or policies. | Principals will monitor possible policy and procedure changes for implementation.                      |               |
|  |   | District MTSS/PBIS committee will analyze district QSCS data and recommend areas of focus to school teams.  | District MTSS meeting agendas and minutes                                    | District MTSS coordinators will follow up with school level MTSS teams.                                |               |
| Objective 2<br>Increase Safety Indexes by 10.<br>ES to 80.8<br>MS to 67.1<br>HS to 77.9  | KCWP 6: Establishing Learning Culture and Environment | School staff will analyze school safety survey results with all stakeholders, seek input, set goals and develop activities to address identified needs.                               | School Safety Committee meeting agendas and minutes.                         | Principals will monitor by participating in school safety meetings.<br><br>Follow up student surveys.  | General Funds |
|  |   | School staff will review climate survey results with students. Students will be provided with opportunities to ask questions, seek clarifications and provide feedback to the school. | Lesson plan<br>School schedule<br>Changed school procedures and or policies. | Principals will monitor possible policy and procedure changes for implementation.                      |               |
|  |   | District MTSS/PBIS committee will analyze district QSCS data and recommend areas of focus to school   | District MTSS meeting agendas and minutes                                    | District MTSS coordinators will follow up with school level MTSS teams.                                |               |

Goal 5 (State your climate and safety goal.): By 2023, each school will increase the QSCS indicator by 10 points as indicated on KSA spring 23.

Current Indicators: ES=73.5, MS=60.3, HS=60.6

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|------------|--------------------|---------------------|---------|
|           |          | teams.     |                    |                     |         |

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By 2023, Gallatin County students will increase the post-secondary readiness indicator by 10 points as indicated on SY23 school report card.

| Objective   | Strategy                                   | Activities  | Measure of Success                   | Progress Monitoring   | Funding         |
|---|--|---|--------------------------------------|---|-----------------|
| Objective 1<br>Close the gap between all students and economically disadvantaged students. All students are outperforming economically disadvantaged students 70.4 to 61.4. | KCWP 5: Design, align and deliver support. | Beginning in 8th grade, create a system/protocol to monitor the progress and effectiveness of all program opportunities including the CCATC and dual credit offerings, to ensure students from underperforming demographics in the area of Transition Readiness: <ul style="list-style-type: none"> <li>• have opportunities to demonstrate transition readiness in various ways</li> <li>• are counseled in opportunities beginning in middle school</li> <li>• have progress monitoring and feedback opportunities aligned with TR</li> <li>• are supported in being successful within the opportunities or paths taken to demonstrate readiness</li> </ul> | Transcript<br>ILP<br>Master Schedule | Increased percentage of students from underperforming demographics with increased Transition Readiness scores | Perkins         |
|   |  | Update existing career pathways with new equipment and program possibilities to make them more relevant and engaging.   | Program of Studies<br>Pathway Guide  | Remodeled and updated classrooms/school based enterprises.  | State CTE Grant |
|   |  | Develop district pathways   | Program of Studies                   | Published information that is   | General Funds   |

Goal 6 (State your postsecondary goal.): By 2023, Gallatin County students will increase the post-secondary readiness indicator by 10 points as indicated on SY23 school report card.

| Objective | Strategy | Activities                                      | Measure of Success | Progress Monitoring                         | Funding         |
|-----------|----------|---|--------------------|---|-----------------|
|           |          | publication to promote available opportunities. | Pathway Guide      | aesthetically attractive and very engaging. | State CTE Grant |



7: Graduation Rate

| Goal 7 (State your graduation rate goal.): By 2023, Gallatin County Schools will increase the Graduation Indicator to 97 as measured by state accountability calculations. |  |  |   |  |  |
|--|--|--|---|--|--|
| Objective  | Strategy   | Activities   | Measure of Success  | Progress Monitoring  | Funding  |
| Objective 1<br>The 4 Year Cohort rate will increase from 94.2% to 96%.<br>The 5 Year Cohort rate will increase from 95.8% to 98%.  | KCWP6: Establishing a learning culture and environment to ensure that all available resources are deployed to assist students in need. | (Condition) The school will develop a systems of support for students that miss multiple days of school. School admin and FYRC coordinator will conduct home visits when students are missing school.              | Student attendance records, IC grade performance  | Student attendance will be monitored daily and home visits will be conducted weekly.<br>IC Early warning tool.<br>IC persistence to graduation report.                                 |  |
|  |  | (Practice) The school will offer a credit recovery program for students that face significant barriers in the traditional classroom placement. A certified teacher will be assigned to credit recovery placements. | Edgenuity reports, IC grade performance, credits awarded  | Weekly reports will indicate adequate performance. Students not meeting prearranged performance goals will receive adjustments to their virtual learning and teacher contact schedule. | General Funds,<br>Title Funds<br>ESSER II<br>ARP ESSER |
|  |  | Additional SEL supports will be provided through PBIS strategies. Wellness room, Renew Academy, PBIS Store, Check in - check out   | Reduced number of absences and discipline referrals.<br>Increased number of credits earned during regular school hours. | Persistence to graduation report.<br>Absentee reports.<br>IC Early warning tool  | ESSER II<br>ARP ESSER                                  |

### 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 district will use 30-60-90 day plans to monitor and support the improvement plans of the Elementary and Middle Schools. Principals will develop 30-60-90 day plans to specifically address our current TSI areas. The CAO will conduct monthly reviews with the principals to monitor 30-60-90 day activities. A color coding system will indicate if activities are complete, are in the process or not yet started. These plans will also be on SBDM agendas as well as included in monthly Board of Education Meetings until the school/district exits the TSI status. When the district finds activities not completed within established timelines additional support for implementation will result. The district will monitor master schedules, i-Ready diagnostic reports, and classroom instruction.

This plan will be presented to the Board of Education at the regularly scheduled December 13<sup>th</sup> meeting for approval. Once approved it will be uploaded into Cognia.