

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 Kentucky's six (6) Key Core Work Processes 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 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. Professional learning documentation. Meeting agendas and results.	30-60-90 day planning	Title I – iReady 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 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 ARP ESSER
	Provide training and resources on differentiated instruction. Use of OVEC, CRRSA “Differentiation Toolkit” .	Unit Plans/Curriculum Frameworks PLC Progress Notes	Lesson/Unit Plans, Walkthrough data, monitored by principals and instructional coaches	Title I & II	

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	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 Lesson plans	Principals will observe the use of released items during instruction.	
	KCWP4: Review, Analyze and Apply Data 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 Monthly data dive into i-Ready (Principal and Instructional Coach),	Title I for i-Ready Title I & II for instructional coaches.
		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
Objective 2 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. Professional learning documentation. Meeting agendas and results.	30-60-90 day planning	Title I – iReady Title II – Stipends
		Coaching for instructional coaches.	Coaching plans, scheduled activities	30-60-90 day planning	Title I and II – IC salaries and travel

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and deliver instruction	Implementation of instructional protocol.	Professional Learning Documentation 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 ARP ESSER
		Provide training and resources on differentiated instruction. Use of OVEC, CRRSA “Differentiation Toolkit” .	Unit Plans/Curriculum Frameworks 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 Lesson plans	Principals will observe the use of released items during instruction.	
	KCWP4: Review, Analyze and Apply Data 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 Monthly data dive into i-Ready (Principal and Instructional Coach),	Title I for i-Ready 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.

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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 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 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 ARP ESSER	
				Provide training and resources on differentiated instruction. Use of OVEC, CRRSA "Differentiation Toolkit" .		Unit Plans/Curriculum Pacing Guides 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 science, social studies and writing curriculum. Students will observe KSA like assessments and know what a proficient level response requires.		Student work 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 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 Bi-weekly Teacher Data	Unit Plans/Anchor Charts Data Analysis of student progress data (Individual Teachers) i-Ready lesson progression	General Fund 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 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. 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: <ul style="list-style-type: none"> • “Look for Tool” • co-teaching plans • walkthrough observations IEP reviews, Master	DOSE check-ins with special educators and monitoring of progress monitoring data in IC.	General Fund 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 " Differentiation Toolkit ". Specifically focusing on instructional strategies that are evidence based and proven to work with students with disabilities.	Unit Plans/Curriculum Pacing Guides PLC Progress Notes	Lesson/Unit Plans, Walkthrough data, monitored by principals and instructional coaches	Title I & II
Objective 2 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 Bi-weekly Teacher Data	Unit Plans/Anchor Charts Data Analysis of student progress data (Individual Teachers) i-Ready lesson progression	General Fund 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 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. Ensure that Students with Disabilities have access to grade	Classroom observations reveal an understanding and compliance with expectations as related to: <ul style="list-style-type: none">• "Look for Tool"• co-teaching plans	DOSE check-ins with special educators and monitoring of progress monitoring data in IC.	General Fund 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"> • walkthrough observations IEP reviews, Master Schedules, Classroom Observations.		
		Provide training and resources on differentiated instruction. Use of OVEC, CRRSA " Differentiation Toolkit ". Specifically focusing on instructional strategies that are evidence based and proven to work with students with disabilities.	Unit Plans/Curriculum Pacing Guides 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 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"> • "Look for Tool" • differentiated instruction • walkthrough observations PSP reviews, Master Schedules, Classroom Observations.	ESL coordinator check-ins with regular educators and monitoring of progress monitoring data in IC.	General Fund Professional Development Title I Title III
		Provide training and resources on differentiated instruction. Use of OVEC, CRRSA " Differentiation Toolkit ". Specifically focusing on instructional strategies that are evidence based and proven to work with English Learners.	Unit Plans/Curriculum Pacing Guides Professional Learning Plan 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 PSPs	ESL coordinator check-ins with regular educators and monitoring of progress monitoring data in IC.	ESSER II ARP ESSER Title I 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. Current Indicators: ES=73.5, MS=60.3, HS=60.6					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Climate Indexes by 10. ES to 86.1 MS to 73.4 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. 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 School schedule 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 Increase Safety Indexes by 10. ES to 80.8 MS to 67.1 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. 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 School schedule 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 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"> • have opportunities to demonstrate transition readiness in various ways • are counseled in opportunities beginning in middle school • have progress monitoring and feedback opportunities aligned with TR • are supported in being successful within the opportunities or paths taken to demonstrate readiness 	Transcript ILP 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 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 The 4 Year Cohort rate will increase from 94.2% to 96%. 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. IC Early warning tool. 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, Title Funds ESSER II 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. Increased number of credits earned during regular school hours.	Persistence to graduation report. Absentee reports. IC Early warning tool	ESSER II 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
<p>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.</p> <p>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.</p> <p>This plan will be presented to the Board of Education at the regularly scheduled December 13th meeting for approval. Once approved it will be uploaded into Cognia.</p>