

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

Updated June 2023

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

Our district is continuing to focus on our core subject areas for the reading/math combined indicator and the separate indicator (i.e., social studies, science, and writing) as a district. These areas are of great concern for our district at all levels and we will continue to push for improvements for our students. COVID-19 has changed many priorities and concerns for our school district, with a priority of the learning loss for our students. The high number of students scoring at the novice level in almost every subject area is of great concern for the district. The data shows significant weaknesses in the subject areas of math and reading for the district and merits strong attention during the improvement planning process. Although all subject areas could use improvement, by far the most concerning data can be found in the math and reading areas along with the gap group of students with disabilities. Students with disabilities continue to score significantly lower than their peers in all subject areas. Most of our students with disabilities districtwide scored in the novice and apprentice categories.

If comparing scores from the past year to 2021-2022 accountability year, KPREP and/or KSA math scores showed that only 18.1% of elementary students, 21.7% of middle school students, and 29.2% of high school students reached proficiency in math. ACT scores show students scoring in math at 16.8%, which is lower than the state average. According to scores from the 2021-2022 in KSA math, students who reached proficiency was elementary averaged 22.33%, middle school averaged around a 20.48%, and the high school averaged about 12.2%. MAP scores show drops in averages with fall to spring comparison at the Elementary School showing that around 65% to 70% of students need intervention in reading or math; Clinton County Middle School MAP scores shows that 62% to 63% of students need intervention in reading or math; and Clinton County High School around 65% need intervention in reading or math.

After the release of the KSA scores for the Spring 2023 test scores, we have noticed several areas of new concern for the district. At AES, we saw a 5.1% decrease in the overall score from 49.9% in 2022 to 43.9% in 2023. The area of greatest concern at AES was in science, but after investigating the scores science was tested in 4th grade with a 12.6% drop from 2022 scores at 55.8% to 2023 scores at 43.2%. The high school also decreased in the science, social studies and writing scores with the main concern for science and social studies. This area dropped 24.2% with a 59.5% in 2022 to a 35.3% in 2023.

In addition to achievement scores, attendance is still an issue for the district. ADA has dropped from 94% in 2019-2020 school year to 91% in 2022-2023. Chronic absenteeism has not been reported in the past few years, but it is still problem facing this district. Other concerns include the social and emotional well-being or mental health status of our students in today's world.

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As a district, we want to provide access to and opportunities for a well-rounded education for all students, which includes providing a healthy and safe school environment. Safety is of utmost importance for all schools. We currently have two SROs working in the district who monitor the daily activities for each of the schools. Unfortunately, our district would love to hire more SROs; however, we have been unable to due to lack of applicants.

The district continues to see professional development as a need because of the changes made in education over the past few years. We have numerous option 6 teachers within the district. Professional development is needed to help faculty and staff to address the transitions for our students from one school to the next. Other PD needs include reteaching training for teachers to address tier 2 students within the regular classroom. After surveying the teachers in the spring of 2023 on the Guidance and Support/Professional Learning Survey, the three highest areas for professional development sessions and strategy work include Differentiation (46.6%), Specially Designed Instruction (35.6%), Comprehensive Intervention – tier 1, tier 2 and tier 3 (39.7%), Classroom Management (41.1%), and Effective Feedback (34.2%). Other areas for notable mention included KSA curriculum support, how people learn, co-teaching, and classroom discussion techniques.

Our students are behind before they enter kindergarten at the early childhood center. During the 2020-21 school year, the percentage of students kindergarten ready was 34% based on the Brigance Screener compared to the state average of 41%. It is a priority to work with faculty, staff, and administration to help identify the needed skills as a student transition from kindergarten through post-secondary, which may be a career or college. Some might call this profiles or skill sets; we identify this as the “stages for success” that students must learn before advancing on to the next level. Currently, our district’s Deeper Learning team is working on transitions to help vertically align curriculum from one school to the next. It is our goal to align all schools and grade levels in the future.

The district has only three national board-certified teachers in the district. Teacher turnover has been a problem in recent years with 11.0% in the 2019-2020 school report card, while another 22.0% of the teachers in the district for 2020-2021 have reached retirement age. Many have retired during the COVID years or took other jobs not in the education field. A top concern for our district will be to find teachers who are highly qualified to teach in our classrooms. The high school has only two full time math teachers who are employed by the district. Last year, one of the high school math teachers retired and another moved to the CFO position the previous year at the district level, which left vacancies at that school. Unfortunately, no one applied for these positions, and the school has had to pull multiple individuals from other schools to cover these classes.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

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List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

As a district, we are focusing on the KCWP 1: Design and Deploy Standards; KCWP 2: Design and Deliver Instruction; and KCWP 4: Review, Analyze and Apply Data to create and review assessment data.

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Explanations/Directions

Indicator	Status			Change		
	Elem	MS	HS	Elem	MS	HS
State Assessment Results in reading and mathematics	42.2 Low	53.7 Low	70.3 Medium	+0.3 Increase	+5.6 Increase	+15 Sig. Inc.
State Assessment Results in science, social studies and writing	43.2 Low	52.7 Low	35.3 Medium	-6.3 Declined	+9.2 Sig. Inc.	-12.1 Sig. Dec.
English Learner Progress	N/A			N/A		
Quality of School Climate and Safety	71.9 Low	63.7 Low	67.6 Medium	2.2 Decline	0.7 Maintained	+4.6 Sig. Inc.
Postsecondary Readiness (high schools and districts only)	N/A	N/A	106.5	N/A	N/A	+4.9 Increase
Graduation Rate (high schools and districts only)	N/A	N/A	95	N/A	N/A	+1.3 Maintained

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. Objectives should address state assessment results and/or aligned formative assessments. 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 the district will take 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

<p>Goal 1 -- By spring of 2026, Clinton County District will increase the percentage of students scoring proficient or distinguished in:</p> <ul style="list-style-type: none"> ● reading for elementary from 26% to 41%; for middle school from 37% to 52%; for high school from 46% to 61% ● math for elementary from 22% to 37%; for middle school 29% to 44%; for school from 24% to 39% <p>as measured by state assessments.</p> <p>(Some of the scores/data have been suppressed from public view and cannot be used in the data points)</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2024, Clinton County District will increase the percentage of students scoring proficient or distinguished in reading for elementary from 26% to 31%; for middle school from 37% to 42%; for high school from 46% to 51%; and in math for elementary from 22% to 27%; for middle school 29% to 34%; for school from 24% to 29%, as measured by state assessments.</p>	<p>(KCWP 1) As a district, we are purposefully developing and refining a system to Design and Deploy standards to increase rigor for instruction through a protocol for reviewing, revising, and aligning curriculum for instruction in Reading and Math.</p>	<p>The district implemented a new tool (Deconstruction Tool) for teachers to use to deconstruct standards, place activities, assessments and make reflections on lessons. We began this at the beginning of the year and will continue to work on monitoring the tool and having discussions about the tool in PLCs. To ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted curriculum for reading and math for all grade levels.</p>	<p>Increase student achievement by using the Deconstruction Tool to create lessons and assessments in the shared Google Drive.</p> <p>Increase the usage of the Deconstruction tool with activities, assessments, and reflections that are congruent to correct Kentucky Academic Standards.</p>	<p>District and school administration and Curriculum Specialists will monitor Deconstruction Tool from the Google Drive each nine weeks for completion.</p> <p>Deconstruction tool will be reviewed each 9 weeks for completion.</p>	<p>General Fund</p>
	<p>(KCWP 2) As a district, implement a system to design and deliver instruction for tier 2 and tier 3 students, in order to ensure that all students have equitable access to meaningful learning experiences through different learning strategies.</p>	<p>District and School personnel will receive on-going training and support to improve instruction in reading and math by the purchase of professional growth materials. All staff will receive PD sessions with GRREC for reteaching strategies to be used for instruction from professional growth materials.</p>	<p>Purchase professional resources to use with PD sessions (i.e., Tools for A Successful School Year; Tools for Promoting Active, In-Depth Learning; Tools for Thoughtful Assessment; and Tool</p>	<p>All professional growth books were purchased by September 2023 to be used with a GRREC training for all faculty and staff district wide. Reteach Sessions with GRREC will occur throughout the year</p>	<p>General Funds / ESSER - \$10,000</p>

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Goal 1 -- By spring of 2026, Clinton County District will increase the percentage of students scoring proficient or distinguished in:

- reading for elementary from 26% to 41%; for middle school from 37% to 52%; for high school from 46% to 61%
- math for elementary from 22% to 37%; for middle school 29% to 44%; for school from 24% to 39%

as measured by state assessments.

(Some of the scores/data have been suppressed from public view and cannot be used in the data points)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Building and district administration teams will use the eWalk program weekly to gather data from classroom instruction to provide evidence of appropriate grade level standards addressed by the identification of learning targets to help guide instruction.	for Classroom Instruction that Works) Increase the number of walkthroughs by reviewing the eWalk reports	Weekly walkthroughs will be performed by district administration, building principal / assistant principals, and curriculum specialist. eWalk data will be reviewed at monthly Leadership / Principal and CIA meetings.	General Fund \$7,000
	(KCWP 4) The district will implement and refine a system for reviewing, analyzing, and applying data results to ensure we elicit, interpret, and act on meaningful evidence of student learning. (KCWP #4)	The district will provide ongoing training and support for assessment development as teachers create new formative and summative assessments that align with standards, learning targets, and instruction. Teachers will align assessments to standards and link to their Deconstruction Tool.	Increase student performance on formative and summative assessments. Increase the usage of Edulastic during PLCs for assessment data reports.	Reports are pulled monthly by administrations at the district and school level administration to review usage of the program, PLC protocols through PLC agendas and minutes, PLC Google Drives monthly in meetings. Deconstruction Tools are monitored by school and district administration at each nine weeks for completion.	General Fund, Gear Up \$20,000
		District and school leaders have restructured the PLC protocols and began implementation this school year. Administration will ensure that teachers have meaningful conversations around student	Increase student performance on formative and summative assessments.	Reports are pulled monthly by administrations at the district and school level administration to review usage of program, PLC protocols through PLC agendas and minutes, PLC Google Drives.	General Fund

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Goal 1 -- By spring of 2026, Clinton County District will increase the percentage of students scoring proficient or distinguished in:

- reading for elementary from 26% to 41%; for middle school from 37% to 52%; for high school from 46% to 61%
- math for elementary from 22% to 37%; for middle school 29% to 44%; for school from 24% to 39%

as measured by state assessments.

(Some of the scores/data have been suppressed from public view and cannot be used in the data points)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessment data during Professional Learning Communities by grade level or content areas. Teachers will use a google slide presentation to place their data from assessments for grade and/or content levels.	Increase the usage of Edulastic during PLCs for assessment data reports.	PLCs Protocols using Edulastic reports for teachers monthly in meetings.	

2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2: By spring of 2026, Clinton County District will increase the percentage of students scoring proficient or distinguished in:</p> <ul style="list-style-type: none"> ● science- elementary to 34 %; middle school from 26% to 41%; high school to 23% ● social studies- elementary to 41%; middle school from 13% to 28%; high school from 21% to 36% ● writing from- elementary from 14% to 29%; middle school from 28% to 43%; high school from 51% to 66% <p>as measured by state assessments.</p> <p>(Some of the scores/data have been suppressed from public view and cannot be used in the data points)</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By spring of 2026, Clinton County District will increase the percentage of students scoring proficient or distinguished in:</p> <ul style="list-style-type: none"> ● science- elementary to 24%; middle school from 26% to 31%; high school to 13 % ● social studies- elementary to 31%; middle school from 13% to 18%; high school from 21% to 26% ● writing from- elementary from 14% to 19%; middle school from 28% to 33%; high school from 51% to 56% <p>as measured by state assessments.</p>	<p>(KCWP 1) As a district, we are purposefully developing and refining a system to Design and Deploy standards to increase rigor for instruction through a protocol for reviewing, revising, and aligning curriculum for instruction in Reading and Math.</p>	<p>The district implemented a new tool (Deconstruction Tool) for teachers to use to deconstruct standards, place activities, assessments and make reflections on lessons. We began this at the beginning of the year and will continue to work on monitoring the tool and having discussions about the tool in PLCs. To ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted curriculum for reading and math for all grade levels.</p>	<p>Increase student achievement by using the Deconstruction Tool to create lessons and assessments in the shared Google Drive.</p> <p>Increase the usage of the Deconstruction tool with activities, assessments, and reflections that are congruent to correct Kentucky Academic Standards.</p>	<p>District and school administration and Curriculum Specialists will monitor Deconstruction Tool from the Google Drive each nine weeks for completion.</p> <p>Deconstruction tool will be reviewed each 9 weeks for completion.</p>	<p>General Fund</p>
	<p>(KCWP 2) As a district, implement a system to design and deliver instruction for tier 2 and tier 3 students, to ensure that all students have equitable access to meaningful learning experiences through different learning strategies.</p>	<p>District and School personnel will receive on-going training and support to improve instruction in reading and math by the purchase of professional growth materials. All staff will receive PD sessions with GRREC for reteaching strategies to be used for instruction from professional growth materials.</p>	<p>Purchase professional resources to use with PD sessions (i.e., Tools for A Successful School Year; Tools for Promoting Active, In-Depth Learning; Tools for Thoughtful Assessment; and Tool</p>	<p>All professional growth books were purchased by September 2023 to be used with a GRREC training for all faculty and staff district wide. Reteach Sessions with GRREC will occur throughout the year</p>	<p>General Funds / ESSER - \$10,000</p>

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Goal 2: By spring of 2026, Clinton County District will increase the percentage of students scoring proficient or distinguished in:

- science- elementary to 34 %; middle school from 26% to 41%; high school to 23%
- social studies- elementary to 41%; middle school from 13% to 28%; high school from 21% to 36%
- writing from- elementary from 14% to 29%; middle school from 28% to 43%; high school from 51% to 66%

as measured by state assessments.

(Some of the scores/data have been suppressed from public view and cannot be used in the data points)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Building and district administration teams will use the eWalk program weekly to gather data from classroom instruction to provide evidence of appropriate grade level standards addressed by the identification of learning targets to help guide instruction.	for Classroom Instruction that Works) Increase the number of walkthroughs by reviewing the eWalk reports.	Weekly walkthroughs will be performed by district administration, building principal / assistant principals, and curriculum specialist. eWalk data will be reviewed at monthly Leadership / Principal and CIA meetings.	General Fund \$7,000
	(KCWP 4) The district will implement and refine a system for reviewing, analyzing, and applying data results to ensure we elicit, interpret, and act on meaningful evidence of student learning. (KCWP #4)	The district will provide ongoing training and support for assessment development as teachers create new formative and summative assessments that align with standards, learning targets, and instruction. Teachers will align assessments to standards and link to their Deconstruction Tool.	Increase student performance on formative and summative assessments. Increase the usage of Edulastic during PLCs for assessment data reports.	Reports are pulled monthly by administrations at the district and school level administration to review usage of the program, PLC protocols through PLC agendas and minutes, PLC Google Drives monthly in meetings. Deconstruction Tools are monitored by school and district administration at each nine weeks for completion.	General Fund, Gear Up \$20,000
		District and school leaders have restructured the PLC protocols and began implementation this school year. Administration will ensure that teachers have meaningful conversations around student	Increase student performance on formative and summative assessments.	Reports are pulled monthly by administrations at the district and school level administration to review usage of program, PLC protocols through PLC agendas and minutes, PLC Google Drives.	General Fund

Updated June 2023

Goal 2: By spring of 2026, Clinton County District will increase the percentage of students scoring proficient or distinguished in:

- science- elementary to 34 %; middle school from 26% to 41%; high school to 23%
- social studies- elementary to 41%; middle school from 13% to 28%; high school from 21% to 36%
- writing from- elementary from 14% to 29%; middle school from 28% to 43%; high school from 51% to 66%

as measured by state assessments.

(Some of the scores/data have been suppressed from public view and cannot be used in the data points)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessment data during Professional Learning Communities by grade level or content areas. Teachers will use a google slide presentation to place their data from assessments for grade and/or content levels.	Increase the usage of Edulastic during PLCs for assessment data reports	PLCs Protocols using Edulastic reports for teachers monthly in meetings.	

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3: Achievement Gap

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

(Some of the scores/data have been suppressed from public view and cannot be used in the data points)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By Spring of 2024, Clinton County Schools will increase the percentage of <u>Economically Disadvantaged</u> students scoring P/D in:</p> <p>-reading for elementary from 23% to 30%; for middle school from 32% to 39%; for high school from 40% to 47%</p>	<p>(KCWP 2) The district will Implement a system to design and deliver instruction to ensure that all students have equitable access to meaningful learning experiences.</p>	<p>All teachers will use the deconstruction tool and provide learning targets to address daily lessons for economically disadvantaged student needs.</p>	<p>Increase learning targets listed on the Deconstruction Tool for teachers in the shared drive.</p> <p>Increase daily walkthroughs by reviewing eWalk Reports.</p>	<p>Deconstruction tool will be reviewed by the district and school administration for daily learning targets every nine weeks.</p> <p>Weekly eWalk walkthroughs will be used to see lesson targets listed in rooms and communicated to students.</p>	<p>General Fund</p>
<p>-math for elementary from 23% to 30%; for middle school 22% to 29%; for high school to 33% as measured by state assessment data.</p>	<p>(KCWP 4) the district will establish a system for reviewing, analyzing, and applying data results that is uniform and repeatable to determine priorities for student success.</p>	<p>All faculty will review assessment data for economically disadvantaged students in PLCs. Assessment data will be reported using the Edulastic program. Teachers will have time to reflect on teaching during PLCs to see if reteaching is needed. Reteaching strategies from GRREC trainings during PLCs</p>	<p>Increase the usage of the Edulastic Program for assessment data reports.</p>	<p>PLC meetings (i.e., protocols, agendas, and minutes) will be conducted weekly to review assessment data.</p> <p>Edulastic reports will be used to help guide PLCs when viewing assessment data on a weekly basis.</p> <p>GRREC strategies training from September 2023 to March 2024.</p>	<p>General Fund</p>
<p>Objective 2</p> <p>By Spring of 2024, Clinton County Schools will increase the percentage of <u>Students with Disabilities</u> students scoring P/D in:</p>	<p>(KCWP 2) The district will Implement a system to design and deliver instruction to ensure that all students, specifically those with disabilities, have equitable</p>	<p>All SPED teachers will add modifications to regular teachers' Deconstruction Tool to ensure that different instructional strategies are begun to be used to reach SPED students.</p>	<p>Increase the modifications used for SPED students on the Deconstruction Tool for SPED students with the modifications.</p>	<p>Deconstruction tool will be reviewed by district and school administration for SPED modifications every nine weeks.</p>	<p>General Fund</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>-reading for elementary from 16% to 23%; for middle school to 22%; for high school to 27%</p>	<p>access to meaningful learning experiences.</p>		<p>Increase the number of walkthroughs by using the eWalk program.</p>	<p>Weekly eWalk walkthroughs will be used to see modifications being used in the classroom.</p>	
<p>-math for elementary from 11% to 30%; for middle school to 18%; for high school to 20% as measured by state assessment data.</p>	<p>(KCWP 4) The district will establish a system for reviewing, analyzing, and applying data results that is uniform and repeatable to determine priorities for student success.</p>	<p>All faculty will review assessment data for students with disabilities in PLCs. Assessment data will be reported using the Edulastic program to content and grade level PLC groups. Teachers will have time to reflect on teaching during PLCs to see if reteaching is needed.</p>	<p>Increase the usage of Edulastic for assessment data reports</p> <p>Increase the usage of reteaching strategies for assessment data for Tier 2 and 3.</p>	<p>PLC meetings (i.e., PLC protocols, agendas, and minutes) will be conducted weekly to review assessment data.</p> <p>Edulastic reports will be used to help guide PLCs when viewing assessment data on a weekly basis.</p> <p>GRREC strategies training from September 2023 to March 2024.</p>	<p>General Fund</p>

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4: English Learner Progress

EL students will increase their ACCESS test by 1.5 points by the 2026 school year. Limited numbers of EL students are attending Clinton County Schools for the 2023-2024 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Clinton County EL students will increase their ACCESS test by .5 points by spring 2024.	(KCWP 4) The district will implement and refine a system for reviewing, analyzing, and applying data results to ensure we elicit, interpret, and act on meaningful evidence of student learning.	District leadership will provide Rosetta Stone and other supplemental materials to support EL learners at each school. Counselors will work with school staff to monitor progress of EL students using Personalized Service Plans in IC.	Increased EL student performance on formative and summative assessments.	School administration will review the Program of Service Plan in IC and ACCESS test results yearly.	General Funds

5: Quality of School Climate and Safety

<p>Goal 5 - By spring of 2026, Clinton County District will increase the climate index score for elementary from 76.4 to 87; for middle school from 66 to 76; for high school from 65.4 to 76; and the safety index score for elementary from 69.5 to 80; for middle school from 59 to 69; for high school from 60.6 to 71; as measured by the School Climate and Safety Survey.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2026, Clinton County District will increase the <u>climate</u> index score for elementary from 76.4 to 80; for middle school from 66 to 69; and for high school from 65.4 to 69,</p> <p>and the <u>safety</u> index score for elementary from 69.5 to 73; for middle school from 59 to 62; for high school from 60.6 to 64, as measured by the School Climate and Safety Survey.</p>	<p>(KCWP 1) Support and improve the learning environment and culture for all students within Clinton County by providing access to teaching and learning opportunities at high levels.</p>	<p>District and school leadership will establish and communicate learning and behavior expectations to support all students through a variety of programs at the schools. (i.e., SEL Coordinator, Behavior Liaison, PBIS coaches, mental health coaches, counselors, etc.).</p>	<p>Increase the support for students' social, emotional, and behavioral learning.</p> <p>Decrease the number of behavior referrals.</p>	<p>Administration teams will review behavior and PBIS reports monthly.</p>	<p>General Fund</p>
	<p>(KCWP 4) The district will review, analyze, and apply data results to support a safe learning environment and culture in the district for high levels of academic success.</p>	<p>District and school leadership will implement intentional safety measures to ensure that students and faculty feel safe in all district buildings. (i.e., building and facilities safety measures, implementing policies for anti-bully, ensuring monitoring of faculty/student drug policies are followed, providing SEL services, providing BSCA Act with 21st Century, etc.).</p>	<p>Increase the positive responses on student and staff surveys about safety.</p> <p>Increase attendance and positive behaviors for students.</p> <p>Decrease the number of positive drug test results for students</p>	<p>Review yearly surveys for faculty and staff along with the KDE's KSA Culture and Safety Survey for students.</p> <p>Review attendance monthly and yearly</p>	<p>General Fund and 21st Century Funds \$15,000</p>

Updated June 2023

Goal 5 - By spring of 2026, Clinton County District will increase the climate index score for elementary from 76.4 to 87; for middle school from 66 to 76; for high school from 65.4 to 76; and the safety index score for elementary from 69.5 to 80; for middle school from 59 to 69; for high school from 60.6 to 71; as measured by the School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and faculty/staff members.		

6: Postsecondary Readiness

Goal 6 – By spring of 2027, Clinton County High School will increase the postsecondary readiness rate from 89.0 to 100, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By spring of 2024, Clinton County High School will increase the postsecondary readiness rate from 89.0 to 92.0, as measured by state assessments.</p>	<p>(KCWP 2) The district will implement and monitor instruction to ensure that all seniors are given multiple opportunities to achieve postsecondary readiness.</p>	<p>School leadership and appropriate support staff will collaborate throughout the school year to monitor postsecondary readiness. Instructional support programs will be implemented and monitored as needed. (i.e., use of MasteryPrep and CERT, College & Career Fairs, Communication with ATC and GRREC Transition Readiness with pathway teacher mentoring and support).</p>	<p>Increased number of students hitting benchmark scores on the ACT exam.</p> <p>Increased number of students completing a pathways.</p> <p>Increased number of students passing an industry certification exam.</p>	<p>District administration teams will review transition readiness documents (i.e., data from ACT, Mastery Prep, CERT; data from industry certification exams; and transcript audits)</p>	<p>Gear Up \$20,000</p>
		<p>School leadership will provide opportunities for students and parents to attend a various college and career events at the middle and high school levels (i.e., College and Career Fair, career/ industry visits, college visits, and meetings with college representatives).</p>	<p>Increase participation in college and career activities for students and parents.</p> <p>Increase the number of students who transition into post-secondary education.</p>	<p>District administration teams will review transition readiness documents (i.e., data from ACT, Mastery Prep, CERT; data from industry certification exams; and transcript audits.)</p> <p>District and school leaders will review Parent / Student attendance sheets for post-secondary events yearly.</p>	<p>Gear Up \$500</p>

7: Graduation Rate

Goal 7 – By spring of 2027, Clinton County High School will increase the 4-year graduation rate from 95.7% to 100%, as measured by state reporting requirements.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By spring of 2024, Clinton County High School will increase the 4-year graduation rate from 95.7% to 98%, as measured by state reporting requirements.	(KCWP 4) The district will implement a system of reviewing, analyzing, and applying data to ensure that all seniors are on track to graduate in 4 years.	School leadership and appropriate support staff will collaborate throughout the school year to ensure that all students are on track to graduate. Support programs will be implemented and monitored as needed. (i.e., Grad Tracker tool, Persistence to Graduation, Mentoring).	Increased number of students on track to graduate on time. Increase the number of students completing a pathway. Increase the number of students who transition into post-secondary education.	District and School administration will monitor student transcript audits and provide student scheduling meetings, as needed. School administration will analyze master schedule course offerings and placement to ensure proper graduation tracks, as needed.	General Fund

Updated June 2023

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:

N/A ----Currently, there are no schools within the district identified as a TSI school for the 2023-2024 school year. However, the district will continue to monitor, support, and provide any assistance needed to our schools as they continue to improve.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response:

N/A