

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

<p>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.</p>					
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 Spring 2029, the McCreary County School District will increase the number of students scoring proficient and distinguished in reading and mathematics by 20 percent, as measured by the Proficiency Indicator on the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase student achievement in math by 5% of all students scoring proficient or distinguished on the math KSA assessment by Spring of 2025.</p> <p>Elementary 52% to 57% Middle 37% to 42% High 27% to 32%</p>	<p>Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)</p>	<p>Restructuring MTSS teams to address academic, behavioral, and social-emotional needs across all grade levels, with regular data analysis and intervention planning focused on the “whole child.”</p>	<p>Improved MAP and KSA scores, increased attendance rates, and positive behavior outcomes across intervention groups; documented meeting agendas and minutes, including action plans.</p>	<p>Monthly MTSS meetings to analyze tiered data for Academics, Behavior, and Social-Emotional Learning.</p>	<p>NA</p>
		<p>PEAR Assessments K-12 Teachers Developing and Administering KSA-like Assessments</p>	<p>Improved MAP and KSA scores</p>	<p>Data review in PLCs.</p>	<p>TITLE I SBDM</p>
		<p>Flex Grouping and MAP Data Monitoring K-12</p>	<p>Improved MAP and KSA scores, demonstrated mastery of skills, and progression through groupings.</p>	<p>30,60,90 Day Improvement Plans Name and Claim Students MAP Data Review 3x per year</p>	<p>NA</p>
		<p>Daily walkthroughs by the Admin Team</p>	<p>One-hour daily walkthroughs conducted by admin teams to provide instructional feedback aimed at improving instructional quality, as observed in walkthrough data.</p>	<p>Weekly data analysis of walkthrough trends</p>	<p>NA</p>
	<p>Curriculum development aligned to standards (design & deploy standards.) (KWCP1)</p>	<p>Intentional Use of Question Types and Models</p>	<p>Improved student responses on formative assessments demonstrating comprehension.</p>	<p>PLC Agendas and Minutes Walkthroughs Student Grades</p>	<p>NA</p>
		<p>RACE Posters and Vocabulary</p>	<p>Increased use of math-specific vocabulary and structured responses in student work.</p>	<p>Walkthroughs Student Responses Student Grades</p>	<p>NA</p>
		<p>Thoughtful Classroom Training for K-5</p>	<p>Enhanced teacher engagement strategies and increased MAP scores as students demonstrate a deeper understanding.</p>	<p>Observations using the Thoughtful Classroom nine pillars and walkthrough data analysis</p>	<p>Title 1 SBDM</p>

Updated November 2024

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Cognitive Engagement Strategies for 6-8			
		Algebra 1 Credit in 8th Grade and High School Math Interventions	Successful completion of Algebra 1 in 8th grade and increased proficiency in high school math.	Walkthroughs Student Enrollment KSA Scores in Middle and High School ACT Scores	NA
		KASC Standard Checklist Usage	Consistent alignment of instruction and assessment with state standards.	Lesson Planning PLC Minutes	SBDM
	Formative and summative assessments aligned to standards by designing/delivering assessments. (KWCP3)	Formative and Summative Assessment Alignment	Increased proficiency on summative assessments.	PLC Minutes	NA
		Simple Solutions Program with Technology Integration (K-8)	Mastery of foundational skills as shown through MAP and Simple Solution Assessments.	Program Usage	TITLE 1 SBDM
		Intentional Standard Deconstruction During PLC's	Improved instructional alignment with academic standards, evidenced by lesson plans and student assessment data.	PLC Minutes Lesson Planning	NA
		Vocabulary and Question Stems for Conceptual Understanding	Improved MAP and KSA scores, increased attendance rates, and positive behavior outcomes across intervention groups; documented meeting agendas and minutes, including action plans.	Lesson Planning Walkthroughs	NA
	<p>Objective 2 Increase student achievement in reading by 5% of all students scoring proficient or distinguished on the reading KSA assessment by Spring of 2025.</p> <p>Elementary 57% to 62%</p>	Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)	Restructuring MTSS teams to address academic, behavioral, and social-emotional needs across all grade levels, with regular data analysis and intervention planning focused on the "whole child."	Improved MAP and KSA scores, increased attendance rates, and positive behavior outcomes across intervention groups; documented meeting agendas and minutes, including action plans.	Monthly MTSS meetings to analyze tiered data for Academics, Behavior, and Social-Emotional Learning.

Updated November 2024

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Middle 42% to 47% High 42% to 47%</p>		<p>PEAR Assessments K-12 Teachers Developing and Administering KSA-like Assessments</p>	<p>Improved MAP and KSA scores</p>	<p>Data review in PLCs.</p>	<p>TITLE 1 SBDM</p>
		<p>Flex Grouping and MAP Data Monitoring K-12</p>	<p>Improved MAP and KSA scores, demonstrated mastery of skills, and progression through groupings.</p>	<p>30,60,90 Day Improvement Plans Name and Claim Students MAP Data Review 3x per year</p>	<p>NA</p>
		<p>Daily walkthroughs by the Admin Team</p>	<p>One-hour daily walkthroughs conducted by admin teams to provide instructional feedback aimed at improving instructional quality, as observed in walkthrough data.</p>	<p>Weekly data analysis of walkthrough trends</p>	<p>NA</p>
		<p>Reading Improvement Plans for Students K-3 not scoring at proficiency and fourth graders who scored Novice or Apprentice on the 3rd grade KSA assessment.</p>	<p>Student progress on Reading MAP assessment and reduction of Novice students</p>	<p>MAP Growth Scores MAP Reading Fluency Individual student progress monitoring</p>	<p>NA</p>
		<p>Save the Children Initiatives for K-5, including early childhood programs, small group, afterschool, and individual pull-out sessions.</p>	<p>Improved MAP and KSA scores, increased attendance rates, and positive behavior outcomes across intervention groups</p>	<p>Monthly data submitted to Save the Children Individual student progress monitoring MAP scores</p>	<p>STC Grant Funded</p>
		<p>Gear Up Interventionist at grades 9th and 10th to improve literacy skills.</p>	<p>Improved MAP and KSA scores, increased attendance rates, and positive behavior outcomes across intervention groups</p>	<p>MAP scores TruScore Scores ACT Scores Benchmark Assessments</p>	<p>Gear Up Grant Funded</p>
	<p>Curriculum development aligned to standards</p>	<p>Intentional Use of Question Types and Models</p>	<p>Improved instructional alignment with academic standards, evidenced by lesson plans and student assessment data.</p>	<p>PLC Minutes Lesson Planning</p>	<p>NA</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	(Design & Deploy Standards.) (KWCP1)	RACE Posters and Vocabulary	Increased use of math-specific vocabulary and structured responses in student work.	Walkthroughs Student Responses Student Grades	NA
		Thoughtful Classroom Training for K-5 Cognitive Engagement Strategies for 6-8	Enhanced teacher engagement strategies and increased MAP scores as students demonstrate a deeper understanding.	Observations using the Thoughtful Classroom nine pillars and walkthrough data analysis.	TITLE 1 SBDM
		High-Quality Instructional Resources and updated training for K-5 teachers.	Teachers will gain confidence in the curriculum, and students will have opportunities to work with high-quality materials, which will lead to improved MAP and KSA scores.	Professional Development Agendas and Attendance Sheets	TITLE 1
		Curriculum Development aligned to standards. Deconstruction of standards Lesson and Assessment Alignment KASC standard checklist	Consistent alignment of instruction and assessment with state standards.	Lesson Planning Daily Walkthroughs PLC Minutes	NA
		Protected Reading Time	Improved MAP scores	Master Schedules Daily Walkthroughs	NA
		Design and Deliver Instruction (KCWP2)	K-2 UFLI Implementation	Increased MAP Scores, Reading Scores, and MAP Fluency Scores	Master Schedule Daily Walkthroughs MAP Fluency Progress Monitoring
	Grades 3 - 12 SRA Corrective Reading Program		Increased MAP and KSA Scores	Master Schedule Daily Walkthroughs Reading Placement Test	TITLE 1 SBDM GEARUP GRANT
	Develop a Collaborative Culture (KCWP5)	Raising Reading Raiders Initiative	Increased Kindergarten Readiness Scores	Records of Family Nights and materials distributed to community families	NA

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Elgin Reading Coaches for K-5	Improved MAP and KSA Scores for Reading	PLC Minutes Teacher Evaluations Walkthrough Data	Elgin Foundation
		Elgin Principal Mentors K-12	Improved MAP, KSA, and Quality of School Climate and Safety Scores	Monthly Elgin Principal Meetings Monthly Elgin District Leadership Meetings	Elgin Foundation District Funding for High School Mentor 3500.00
	Develop a System of Continuous Improvement (KCWP6)	District Literacy Plan	Improved MAP and KSA Scores	Unified curriculum, literacy plans, interventions, screeners and diagnostics	NA

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

Goal 2 (State your science, social studies, and writing goal.): By Spring 2029, the McCreary County School District will increase the number of students scoring proficient and distinguished in writing, science, and social studies) by 20 percent, as measured by the Separate Academic Indicator on the KSA assessment.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<p>Increase proficiency by all students in science by 5% as measured by the KSA assessment by Spring of 2025.</p> <p>Elementary 53% to 58% Middle 11% to 16% High 6% to 11%</p>	<p>Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)</p>	<p>PEAR Assessments K-12 Teachers Developing and Administering KSA-like Assessments</p>	<p>Improved MAP and KSA scores</p>	<p>Data review in PLCs.</p>	<p>TITLE 1 SBDM</p>	
		<p>Daily walkthroughs by the Admin Team</p>	<p>Admin teams conduct one-hour daily walkthroughs to provide instructional feedback aimed at improving instructional quality, as observed in the walkthrough data.</p>	<p>Weekly data analysis of walkthrough trends</p>	<p>NA</p>	
		<p>Mastery Prep True Score for 11th Grade</p>	<p>Improved Reading Scores on MAP, KSA, Benchmark Assessments and ACT Scores</p>	<p>Program Usage Reports and Reports submitted to GearUp</p>	<p>Gear Up Grant Funded</p>	
	<p>Design and Deploy Standards (KCWP1)</p>	<p>Elementary Participation in the STELLA Grant and PIMSER for Science and Project Lead the Way</p>	<p>Improved MAP and KSA Scores</p>	<p>Completed Projects Daily Walkthroughs Required Professional Development</p>	<p>Grant Funded</p>	
		<p>Science Embedded Across the Curriculum</p>	<p>Improved MAP and KSA Scores</p>	<p>Lesson Planning Daily Walkthroughs</p>	<p>NA</p>	
		<p>RACE Posters and Vocabulary</p>	<p>Increased use of math-specific vocabulary and structured responses in student work.</p>	<p>Lesson Planning Daily Walkthroughs</p>	<p>NA</p>	
		<p>Technology Integration</p>	<p>Students begin using assistive technology independently</p>	<p>Lesson Planning Progress Monitoring Student Grades</p>	<p>NA</p>	
	<p>Develop a System of Continuous Improvement (KCWP6)</p>	<p>Alignment of formative and summative assessments and deconstruction of Kentucky Academic Standards</p>	<p>Improved MAP and KSA Scores</p>	<p>PLC Minutes Lesson Planning Daily Walkthroughs</p>	<p>NA</p>	
	<p>Increase the number of students scoring proficient or distinguished by five percent in Social Studies measured by</p>	<p>Monitor student learning by reviewing, analyzing, and</p>	<p>PEAR Assessments K-12 Teachers Developing and Administering KSA-like Assessments</p>	<p>Improved MAP and KSA scores</p>	<p>Data review in PLCs</p>	
			<p>Daily walkthroughs by the Admin Team</p>	<p>One-hour daily walkthroughs conducted by admin teams to provide instructional feedback</p>	<p>Weekly data analysis of walkthrough trends</p>	<p>NA</p>

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Goal 2 (State your science, social studies, and writing goal.): By Spring 2029, the McCreary County School District will increase the number of students scoring proficient and distinguished in writing, science, and social studies) by 20 percent, as measured by the Separate Academic Indicator on the KSA assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
the KSA assessment by Spring of 2025. Elementary 37% to 42% Middle 30% to 35% High 41% to 46%	applying data. (KCWP4)		aimed at improving instructional quality, as observed in walkthrough data.		
		Data Review in PLCs	Improved MAP and KSA Scores and decisions based on student data	PLC Minutes and Agendas	NA
	Design and Deploy Standards (KCWP1)	Intentional Vocabulary Transition	Improved instructional alignment with academic standards, evidenced by lesson plans and student assessment data.	PLC Minutes Lesson Planning Daily Walkthroughs	NA
		RACE Posters and Vocabulary	Increased use of math-specific vocabulary and structured responses in student work.	Lesson Planning Daily Walkthroughs	NA
Increase the number of students scoring proficient or distinguished by five percent in Writing measured by the KSA assessment by Spring of 2025. Elementary 60% to 65% Middle 30% to 35% High 41% to 46%	Design and Deploy Standards (KCWP1)	District-Wide Incorporation of the Smackdown Writing Program	Increased KSA Scores	Lesson Planning Daily Walkthroughs	NA
		Alignment of Writing Tasks to Kentucky Academic Standards	Improvement in KSA Scores and Monthly On-Demand Writing Prompts	Lesson Planning Daily Walkthroughs Full alignment with tasks, standards, and assessments	NA
		RACE Posters and Vocabulary	Increased use of vocabulary and structured responses in student work.	Lesson Planning Daily Walkthroughs	NA
	Monitor student learning by reviewing, analyzing, and applying data. (KCWP4)	PEAR Assessments K-12 Teachers Developing and Administering KSA-like Assessments	Improved MAP and KSA scores	Data review in PLCs.	TITLE 1 SBDM
		Daily walkthroughs by the Admin Team	One-hour daily walkthroughs conducted by admin teams to provide instructional feedback aimed at improving instructional quality, as observed in walkthrough data.	Weekly data analysis of walkthrough trends	NA
		Data Review in PLCs	Improved MAP and KSA Scores	Lesson Planning PLC Minutes reflecting decisions made using data	NA

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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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By Spring of 2025, we will increase the overall academic indicator rating for middle school students with IEPs in:</p> <p>Reading from 51.3 to 54.3 Math from 53.5 to 56.5</p>	<p>Monitor Student Learning by Reviewing, Analyzing, and Applying Data (KCWP4)</p>	<p>Review of MAP data and Goal Setting with Students</p>	<p>Increased student engagement and ownership in learning, as evidenced by MAP score growth and alignment with IEP goals.</p>	<p>Review MAP score reports after each testing cycle and document growth in student progress monitoring tools.</p>	<p>NA</p>
		<p>Review of IEPs for Goal Alignment</p>	<p>IEP goals are met or exceeded in 80% of students, based on progress monitoring data.</p>	<p>Quarterly IEP review meetings and teacher feedback sessions to evaluate alignment and adjust goals if needed.</p>	<p>NA</p>
	<p>Design and Deliver Instruction (KCWP2)</p>	<p>Assistive Technology</p>	<p>Increased use of assistive tools by 90% of students with IEPs, leading to higher MAP scores and classroom performance.</p>	<p>Track usage data and correlate it with performance on MAP assessments and classroom formative assessments.</p>	<p>NA</p>
		<p>Co-Teaching and Collaboration</p>	<p>Improved classroom performance and MAP growth</p>	<p>Lesson Planning PLC Minutes Daily Walkthroughs</p>	<p>NA</p>
		<p>PLC Content Planning with Content-Specific Teachers</p>	<p>Evidence of differentiation strategies for IEP students in lesson plans and improved MAP scores in targeted subjects.</p>	<p>Lesson Planning PLC Minutes Daily Walkthroughs</p>	<p>NA</p>
	<p>By Spring of 2025, we will increase the overall academic indicator rating for high school students with IEPs in:</p> <p>Reading from 11.9 to 21.9 Math from 26.2 to 31.2</p>	<p>Monitor Student Learning by Reviewing, Analyzing, and Applying Data (KCWP4)</p>	<p>Review of MAP data and Goal Setting with Students</p>	<p>Increased student engagement and ownership in learning, as evidenced by MAP score growth and alignment with IEP goals.</p>	<p>Review MAP score reports after each testing cycle and document growth in student progress monitoring tools.</p>
<p>Review of IEPs for Goal Alignment</p>			<p>IEP goals are met or exceeded in 80% of students, based on progress monitoring data.</p>	<p>Quarterly IEP review meetings and teacher feedback sessions to evaluate alignment and adjust goals if needed.</p>	<p>NA</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction (KCWP2)	Assistive Technology	Increased use of assistive tools by 90% of students with IEPs, leading to higher MAP scores and classroom performance.	Track usage data and correlate it with performance on MAP assessments and classroom formative assessments.	NA
		Co-Teaching and Collaboration	Improved classroom performance and MAP growth	Lesson Planning PLC Minutes Daily Walkthroughs	NA
		PLC Content Planning with Content-Specific Teachers	Evidence of differentiation strategies for IEP students in lesson plans and improved MAP scores in targeted subjects.	Lesson Planning PLC Minutes Daily Walkthroughs	NA

4: English Learner Progress

Goal 4 (State your English learner goal.): Each EL student will progress at least two levels on the ACCESS Assessment by Spring 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least one level on the ACCESS assessment by June 2025.	Review, Analyze, and Apply Data Results (KCWP 4)	Develop student EL plan based on ACCESS benchmark.	Completion of ACCESS	EL Progress Monitoring per the school EL Plan	N/A

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the Spring of 2029, all schools in the McCreary County School District will score above 90 on the state indicator of the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By Spring 2025, increase the Quality of School Climate and Safety Survey to reflect measurable progress toward the 2029 target, achieving: Climate Scores: Elementary: Maintain or improve (Target 94) Middle: Increase from 70.1 to 75 High: Increase from 65.7 to 70 Safety Scores: Elementary: Increase from 90.7 to 92 Middle: Increase from 63.1 to	Monitor Implementation and Impact (KCWP4)	Restructuring MTSS teams to address academic, behavioral, and social-emotional needs across all grade levels, with regular data analysis and intervention planning focused on the "whole child."	Improved MAP and KSA scores, increased attendance rates, and positive behavior outcomes across intervention groups; documented meeting agendas and minutes, including action plans.	Monthly MTSS meetings to analyze tiered data for Academics, Behavior, and Social-Emotional Learning.	NA
	Design and Deploy Standards (KCWP1)	Social Emotional Learning Programs - Implement weekly SEL lessons using Suite360	Improved MAP and KSA scores, increased attendance rates, and positive behavior outcomes across intervention groups; documented meeting agendas and minutes, including action plans.	Student Data from Suite 360	Augment Grant Funding

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Goal 5 (State your climate and safety goal.): By the Spring of 2029, all schools in the McCreary County School District will score above 90 on the state indicator of the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>70 High: Increase from 60 to 65</p>		<p>MCSD will continue the implementation of the PBIS Multi-Tiered Program. The intent of a PBIS program is to decrease undesired behavior and increase desired behaviors. Behavior is monitored by analyzing data on a regular basis by the PBIS committee.</p>	<p>Improved MAP and KSA scores, increased attendance rates, and positive behavior outcomes across intervention groups; documented meeting agendas and minutes, including action plans.</p>	<p>Minutes of MTSS meetings Number of Discipline Referrals</p>	<p>SBDM and Augment Grant Funding</p>
		<p>Trauma Informed Care Practices</p>	<p>Teachers will begin to observe students using the learned techniques, which will result in fewer discipline referrals and loss of instructional time for all students.</p>	<p>The Augment Director will work closely with counselors and principals to provide techniques and materials that will be used district-wide. Walkthrough Data</p>	<p>NA</p>

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): MCSD will increase the Post Secondary Readiness Indicator to 120 by Spring 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Postsecondary Readiness current indicator status from 102.6 to 110.6 by June 2025	Review, Analyze, and Apply Data Results (KCWP 4)	Implementation of the Reading KYOTE assessment for Seniors in addition to the Math.	KYOTE Performance Data	Standards-Based Grading Monitoring	Kyote Assessment exams are free to the district.
		ACT assessment implementation for Sophomores and Seniors	Student Data	PLCs	District
		TruScore implementation for 9th-11th graders	ACT Data For Seniors	Track progress through Study Hall	GearUP
	Design and Deliver Instruction (KCWP 2)	Provide opportunities for at risk students such as foster care youth to double up in career pathways to increase the likelihood of being identified as a concentrator.	CTE Career Readiness Tracker	CTE Career Readiness Tracker	N/A
		Increasing the number of students who become concentrators by 10%	Career Readiness Tracker	PLCs & TEDS	N/A
		Transition Events & Awareness: Graduation Walk, Senior Signing Day, College and Career Day, FAFSA events, #BeyondtheDiploma, Innovation Islands support groups.	Student Surveys, Observation, Stakeholder Communication,	PLCs & TEDS	CTE Supplemental Funds, ETS, KHEAA, Donation, Augment

7: Graduation Rate

Goal 7 (State your graduation rate goal.): The MCSD will increase the Graduation Rate Indicator to 100% by Spring 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve graduation rate indicator from 93.6 (4YR cohort) and 94.4 (5YR cohort) to 96 by June 2025.	Review, Analyze, and Apply Data Results (KCWP 4)	Review of the Early Warning and P2G Reports	Student Data	Intervention Team Minutes	N/A
		Identify Tier II and III students for Academic Needs and Behavior Needs	Grade Level Performance Reports.	MAP, iSteep, and Cadre tracking forms for individual students. MTSS Meeting Minutes	District
		Intervention Course for Credit Recovery through Innovation Islands Remediation and After School Credit Recovery Time.	100% of students in credit recovery are on grade level by the end of the year.	9 Week Data progress Reports.	District
		Senior Support groups for targeted support through I-Time	100% completion on the Senior Transition Survey	School Counselor Weekly Progress Meetings that track Senior Progress and Supports	N/A
Objective 2 Reduce the percentage of dropouts by 20% by June 2025.	Review, Analyze, and Apply Data Results (KCWP 4)	Review of the Early Warning and PtG Reports	Student Data	Home visits, attendance in Credit. After school credit recovery programs.	N/A
		Identify Tier II students	MAP	iSteep	District
		Intervention Course for Credit Recovery	100% of students in credit recovery are on grade level by the end of the year.	9 Week Data progress Reports.	District
		Reduce Absences by implementing PBIS Rewards System to encourage students to come to school.	PBIS Store Usage	PBIS Rewards Redemption Attendance Reports	District SBDM FRYSC
		Staff training for Trauma, SEL, Functional Behavior & Classroom Management	Completion of Training	PD Plan Signature Sheets	District SBDM
		Referral to Tier 2 PBIS	CICO	PBIS Team Data Review	N/A