

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.

Proficiency in reading and mathematics are the two greatest areas of weakness with less than 50% of our students reaching proficiency at all levels and even less of those students with IEPs reaching proficiency.

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

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.

- **Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.**
- **Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.**
- **Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.**
- **Plan for and implement active student engagement strategies**

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Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	See district summary spreadsheets	See district summary spreadsheets
State Assessment Results in science, social studies and writing	See district summary spreadsheets	See district summary spreadsheets
English Learner Progress	See district summary spreadsheets	See district summary spreadsheets
Quality of School Climate and Safety	See district summary spreadsheets	See district summary spreadsheets
Postsecondary Readiness (high schools and districts only)	See district summary spreadsheets	See district summary spreadsheets
Graduation Rate (high schools and districts only)	See district summary spreadsheets	See district summary spreadsheets

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. 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

Goal 1 (State your reading and math goal.): By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading. By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2025, at least 50%-55% of elementary, middle, and high school students will score proficient or distinguished in reading.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p> <ul style="list-style-type: none"> ● Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. ● Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. ● Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. 	<p>Collaborate with other school districts through the Kentucky Early Literacy Leadership Network to develop and implement a K-5 literacy program grounded in High Quality Instructional Resources.</p>	<p>The district will provide evidence of developing and implementing effective strategies for implementing the district’s chosen literacy HQIR, develop strong systems for literacy instruction, and support effective planning practices through Professional Learning Communities.</p>	<p>Products, strategies, and next steps will be presented to the PSC after each KyELLN meeting.</p>	<p>General Funds for meal reimbursement KDE will reimburse mileage and hotel costs.</p>
		<p>Model the KDE Reading Unit Internalization Process to provide a structure for developing teacher understanding of how Wonders units, tasks, and assessments operate within the overall arc of learning.</p>	<p>Modeling has been completed for every school, and teachers continue to follow the unit internalization process.</p>	<p>District Curriculum Specialists will provide updates/evidence during Instructional PLC meetings regarding the completion of modeling sessions with teachers. Principals will provide updates/evidence of the internalization process continuing at their schools.</p>	<p>District General Funds</p>
		<p>Develop a formalized continuous improvement system to monitor and support the work of school level professional learning communities, curriculum, instruction and assessment.</p>	<p>A district-wide PLC protocol has been collaboratively planned and created, including clearly defined goals, procedures, and team expectations.</p>	<p>S.O.A.R meeting documentation Completed PLC protocol and expectations</p>	<p>District General Funds</p>

Updated June 2023

Goal 1 (State your reading and math goal.): By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading. By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>PLC meeting calendars at each school have been created and/or revised.</p> <p>All necessary related documents have been created.</p> <p>The PLC protocol is implemented in all Boyd County schools</p>		
		<p>Additional Wonders vendor training identified through analyzing walk-through data, teacher feedback, and principal feedback.</p>	<p>Increases in implementation as evidenced by walk-through data</p> <p>Increases in academic achievement as measured by the universal screener and KSA data</p>	<p>Professional Learning Documentation</p> <p>Walk-through data</p> <p>Teacher feedback/surveys</p>	<p>District General Funds</p>
		<p>Continue to purchase the Wonders HQIR and implement with fidelity</p>	<p>Increases in implementation as evidenced by walk-through data, increases in academic achievement as measured by the</p>	<p>Evidence of implementation through Wonders-specific walk-through data</p>	<p>Funding will be identified during the Budget Needs Assessment process</p>

Updated June 2023

Goal 1 (State your reading and math goal.): By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading. By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Provide PLC training to school/district leaders and teachers to ensure stakeholders have a shared understanding of the PLC purpose and processes.</p> <p>Training and support will be provided through the S.O.A.R. Team meetings and KDE Continuous Improvement Coaches.</p>	<p>universal screener and KSA data</p> <p>Evidence that a district-wide PLC protocol has been collaboratively planned and created, including clearly defined goals, procedures, and team expectations.</p> <p>PLC meeting calendars at each school have been created and/or revised.</p> <p>All necessary related documents have been created.</p> <p>The PLC protocol is implemented in all Boyd County schools</p>	<p>S.O.A.R meeting documentation</p> <p>Completed PLC protocol and expectations</p> <p>Evidence that all schools are following the shared protocol and expectations effectively</p>	<p>District General Funds</p>
		<p>Continue Wonders-specific walk-throughs by school and district staff to ensure effective implementation of the HQIR. Walk-through data will be used to identify job-embedded professional learning and support.</p>	<p>Walk-through documentation that shows increased implementation with fidelity</p> <p>Increase in student achievement as</p>	<p>Evidence of the walk-through documentation and completion of the data conversation protocol identified by the district.</p>	<p>District General Funds</p>

Updated June 2023

Goal 1 (State your reading and math goal.): By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading. By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			measured by STAR and KSA		
		Support schools in providing targeted content area professional learning through Curriculum Specialists, KEDC opportunities, and other local/state/national opportunities as needs arise and funding is available.	Increases in teacher effectiveness and student achievement	Professional opportunities documented through PowerSchool, meeting agendas/sign-in sheets, etc.	District General Funds
		Provide professional learning that focuses on oral reading strategies to replace whole class “round robin/popcorn” reading.	Decreased use of whole class “round robin/popcorn” reading observed during walk-throughs Increase in reading proficiency as measured by STAR EL/Reading and KSA	Training agendas/sign-in sheets Documentation of effective oral reading strategies used in the classroom	District General Funds
Objective 2 By May 2025, at least 45-50% of elementary students and 40-45% of middle/high school students will score proficient or distinguished in mathematics.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction <ul style="list-style-type: none"> ● Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. ● Ensure monitoring measures are in place to support high fidelity in teaching to 	Develop a formalized continuous improvement system to monitor and support the work of school level professional learning communities, curriculum, instruction and assessment.	Evidence that a district-wide PLC protocol has been collaboratively planned and created, including clearly defined goals, procedures, and team expectations. PLC meeting calendars at each school have been created and/or revised.	S.O.A.R meeting documentation Completed PLC protocol and expectations	District General Funds

Updated June 2023

Goal 1 (State your reading and math goal.): By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading. By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.</p> <ul style="list-style-type: none"> Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. 		<p>All necessary related documents have been created.</p> <p>The PLC protocol is implemented in all Boyd County schools</p>		
		<p>Additional Illustrative Mathematics vendor training identified through analyzing walk-through data, teacher feedback, and principal feedback.</p>	<p>Increases in implementation as evidenced by walk-through data</p> <p>Increases in academic achievement as measured by the universal screener and KSA data</p>	<p>Professional Learning Documentation</p> <p>Walk-through data</p> <p>Teacher feedback/surveys</p>	<p>District General Funds</p>
		<p>Continue to purchase the Illustrative Math HQIR and implement with fidelity</p>	<p>Increases in implementation as evidenced by walk-through data</p> <p>Increases in academic achievement as measured by the universal screener and KSA data</p>	<p>Evidence of implementation through IM-specific walk-through data</p>	<p>Funding will be determined during the Budget Needs Assessment Process</p>
		<p>Collaborate with other districts using Illustrative Mathematics to provide teachers with peer</p>	<p>Increased implementation as</p>	<p>Evidence of implementation through IM-specific walk-through data</p>	<p>District General Funds</p>

Updated June 2023

Goal 1 (State your reading and math goal.): By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading. By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>observations, professional conversations, and job-embedded professional learning.</p>	<p>evidenced by walk-through data</p> <p>Increases in academic achievement as measured by the universal screener and KSA data</p>		
		<p>Collaborate with the KDE Continuous Improvement Coaches to offer training around math standards, math practices, and instructional supports. This support will begin with elementary teachers. Plans to include middle/high school later in the school year or over the summer are being discussed with Continuous Improvement Coaches.</p>	<p>Evidence of deeper implementation of the HQIR and increases in student achievement as measured by the universal screener and KSA data</p>	<p>Evidence of professional learning documentation. Evidence of effectively teaching to the depth of the standards as identified through IM walk-through data and increases in student achievement.</p>	<p>District General Funds</p>
		<p>Provide PLC training to school/district leaders and teachers to ensure stakeholders have a shared understanding of the PLC purpose and processes.</p> <p>Training and support will be provided through the S.O.A.R. Team meetings and KDE Continuous Improvement Coaches.</p>	<p>Evidence that a district-wide PLC protocol has been collaboratively planned and created, including clearly defined goals, procedures, and team expectations.</p> <p>PLC meeting calendars at each school have been created and/or revised.</p>	<p>S.O.A.R meeting documentation</p> <p>Completed PLC protocol and expectations</p>	<p>District General Funds</p>

Updated June 2023

Goal 1 (State your reading and math goal.): By May 2028, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading. By May 2028, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>All necessary related documents have been created.</p> <p>The PLC protocol is implemented in all Boyd County schools</p>		
		<p>Continue IM-specific walk-throughs by school and district staff to ensure effective implementation of the HQIR. Walk-through data will be used to identify job-embedded professional learning and support.</p>	<p>Walk-through documentation that shows increased implementation with fidelity</p>	<p>Evidence of the walk-through documentation and completion of the data conversation protocol identified by the district.</p>	<p>District General Funds</p>
		<p>Support schools in providing targeted content area professional learning through Curriculum Specialists, KEDC opportunities, and other local/state/national opportunities as needs arise and funding is available.</p>	<p>Increases in teacher effectiveness and student achievement</p>	<p>Professional opportunities documented through PowerSchool, meeting agendas/sign-in sheets, etc.</p>	<p>District General Funds</p>

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

Goal 2 (State your science, social studies, and writing goal.): By May 2028, proficiency in the areas of science, social studies, and writing will increase by 15-20% as compared to Spring 2024 scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025, increase proficiency to-</p> <p>Elementary School Science 40% Social Studies 47% Writing 50%</p> <p>Middle School: Science 20-25% Social Studies 45% Writing 65%</p> <p>High School: Science 15-20% Social Studies 40% Writing 45%</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <ul style="list-style-type: none"> ● Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. ● Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. ● Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. 	<p>Develop a formalized continuous improvement system to monitor and support the work of school level professional learning communities, curriculum, instruction and assessment.</p>	<p>Evidence that a district-wide PLC protocol has been collaboratively planned and created, including clearly defined goals, procedures, and team expectations.</p> <p>PLC meeting calendars at each school have been created and/or revised.</p> <p>All necessary related documents have been created.</p> <p>The PLC protocol is implemented in all Boyd County schools</p>	<p>S.O.A.R meeting documentation</p> <p>Completed PLC protocol and expectations</p>	<p>District General Funds</p>
		<p>Provide PLC training to school/district leaders and teachers to ensure stakeholders have a shared understanding of the PLC purpose and processes.</p> <p>Training and support will be provided through the S.O.A.R. Team</p>	<p>Evidence that a district-wide PLC protocol has been collaboratively planned and created, including clearly defined goals, procedures, and team expectations.</p>	<p>S.O.A.R meeting documentation</p> <p>Completed PLC protocol and expectations</p>	

Updated June 2023

Goal 2 (State your science, social studies, and writing goal.): By May 2028, proficiency in the areas of science, social studies, and writing will increase by 15-20% as compared to Spring 2024 scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meetings and KDE Continuous Improvement Coaches.	<p>PLC meeting calendars at each school have been created and/or revised.</p> <p>All necessary related documents have been created.</p> <p>The PLC protocol is implemented in all Boyd County schools</p>		
		Provide job-embedded writing professional learning through coaching, modeling, and planning support that ensures students are provided instruction through the district’s writing framework.	Increased writing proficiency as measured by the state writing assessment.	Evidence of activities provided by curriculum specialists during the instructional team PLC meetings.	District General Funds
		Collaborate with the Kentucky Continuous Improvement Coaches to offer training around standards, content-specific practices, and instructional supports.	Evidence grade appropriate, standards-aligned assignments and increases in student achievement as measured by the universal screener and KSA data	Evidence of professional learning documentation.	District General Funds
		Support schools in providing targeted content area professional learning through Curriculum	Increases in teacher effectiveness and student achievement	Professional opportunities documented through PowerSchool, meeting agendas/sign-in sheets, etc.	District General Funds

Updated June 2023

Goal 2 (State your science, social studies, and writing goal.): By May 2028, proficiency in the areas of science, social studies, and writing will increase by 15-20% as compared to Spring 2024 scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Specialists, KEDC opportunities, and other local/state/national opportunities as needs arise and funding is available.			

Updated June 2023

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>Objective 1</p> <p>By May 2025, students scoring novice in reading and math will decrease by 5% as measured by STAR assessments and KSA data.</p>	<p>KCWP 5: Design, Align and Deliver Support Processes</p> <ul style="list-style-type: none"> Clearly articulated systems currently exist to support students' behavioral, social-emotional, and academic needs Interventions and supports within the categories (e.g., behavioral, social-emotional, and academic) are delivered with fidelity in real time 	<p>Teachers will administer STAR EL, Reading, and Math during district windows to track student growth and identify students below the 40th percentile to receive interventions.</p>	<p>Appropriate students will be identified for targeted interventions and there will be a decrease in the students scoring below the 40th percentile throughout the school year.</p>	<p>STAR Reports</p>	<p>District General Funds</p>
		<p>Elementary teachers will administer STAR CBM (Reading and Math) after each universal screener to students scoring below the 40th percentile to diagnose achievement gaps and identify strategies and activities for intervention.</p>	<p>Appropriate students will be identified for targeted interventions and there will be a decrease in the students scoring below the 40th percentile throughout the school year.</p>	<p>STAR Reports</p>	<p>District General Funds</p>
		<p>District MTSS meetings will take place four times a year to act as support to schools in implementing the District MTSS process with fidelity.</p>	<p>Students scoring novice on the universal screener and state assessments will be reduced. There will be a decrease in the number of students needing Tier 2 and Tier 3 interventions. Students will transition back to Tier 1 successfully.</p>	<p>Agendas/Minutes/Sign-in Sheets</p>	<p>N/A</p>

Updated June 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Elementary reading and math intervention teachers will provide targeted individualized and small group support to select students scoring below the 40th percentile in reading and math as identified through the district's universal screener.	Students scoring novice on the universal screener and state assessments will be reduced. Students will transition back to Tier 1 successfully.	Success will be monitored through school and district MTSS meetings.	Continued funding will be dependent on the Budget/Needs Assessment Process

Updated June 2023

4: English Learner Progress

Goal 4 (State your English learner goal.): By May 2028, the district will increase the percentage of ESL students scoring above proficiency in all state assessments by 15% as measured by KSA. Those students will also progress towards English Language Proficiency as measured by the ACCESS for ELLs assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025, the district will increase the percentage of ESL students scoring above proficiency in all state assessments by 5-10% as measured by KSA. Those students will also progress towards English Language Proficiency as measured by the ACCESS for ELLs assessment.</p>	<p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>The district ELL Coordinator will provide support services regarding the creation and updates to PSPs to ensure that appropriate accommodations are being provided to students.</p>	<p>Access & KSA Results</p>	<p>Documentation of meetings and updates to PSPs</p>	<p>District General Funds</p>
		<p>The district ELL Coordinator will attend professional learning sessions appropriate to the job duties required.</p>	<p>Increased effectiveness as related to job duties</p>	<p>On-going meetings with supervisors to document professional learning completed and needed</p>	<p>District General Funds</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2028, all schools will reach or maintain blue status as measured by the QSCS survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025, all schools will reach green or blue status.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Trauma Informed Care Action Plan- The district will support school and district stakeholders in the implementation of the district’s Trauma Informed Care Action Plan.</p>	<p>Increase in the QSCS survey data</p>	<p>The plan includes strategies/practices, data points, resources, timelines, and specific action steps.</p>	<p>See action plan</p>
		<p>Any new teacher to the school district will participate in the District Teacher Welcoming Cadre. This cadre will support teachers in learning district teaching/learning expectations, policies/procedures, and best practices for instruction. Meetings occur throughout the school year and support is provided by the district’s Instructional Teacher Leaders/Curriculum Specialists. Well-prepared, trained, and supported teachers ensure a positive, safe classroom climate.</p>	<p>Increased teacher effectiveness and positive responses on the QSCS survey</p>	<p>Meeting documentation</p>	<p>District General Funds</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <ul style="list-style-type: none"> Plan for and implement active student engagement strategies 	<p>Kagan Coaching, Lesson Planning, and Model lessons</p> <p>The district will support teachers in implementing Kagan Structures with fidelity through Kagan Coaching, Kagan Lesson Planning support, and modeling effective implementation of structures. Kagan Structures support student engagement, a positive/safe</p>	<p>Increase in student engagement as determined by walk-through data, increase in proficiency as measured by local and state assessments</p> <p>Increase in the QSCS survey data</p>	<p>Training/meeting documentation</p>	<p>Title 1</p>

Updated June 2023

Goal 5 (State your climate and safety goal.): By May 2028, all schools will reach or maintain blue status as measured by the QSCS survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		climate, and improvement in social skills when used as part of the lesson structure.			
		<p>The ELEOT observation tool will be used by district admin. to observe classrooms and provide schoolwide feedback regarding the learning climate in classrooms across the district.</p> <p>The ELEOT walk-through document aids in identifying classroom environments that are conducive to learning, implement effective instruction, and engage students in their learning.</p>	Increased ratings as measured by the ELEOT observation tool over time. Increased scores on the QSCS.	Walk-through documentation	N/A

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By May 2028, 100% of students will graduate postsecondary ready.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, the Postsecondary Readiness indicator will reach 95.	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks. Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards. 	Support teachers in identifying targeted instructional strategies for students who are eligible for certification and End of Program exams.	Teachers will build their list of test-takers and have built the plan for how they will target students and assess their progress towards identified expectations.	PLC meeting documentation	N/A
		Increase CTE dual credit opportunities	Additional students will be enrolled and take advantage of these opportunities.	Twice a year monitor data to identify the number of successful students.	CTE Funds
		Increase the number of student concentrators (having at least two credits in the same pathway) and completers (having four credits in the same pathway) by intentional scheduling	Increase in the number of concentrators and completers	Scheduling meetings Individual student meetings	N/A
	KCWP 5: Design, Align and Deliver Support	ILP/ACE & Navigator Implementation- Counselors will support students and teachers in	100% ILP completion and an increase in	This is overseen and monitored by the District SPED Director and the district’s Counselor Leader. They will support	District General Funds

Updated June 2023

Goal 6 (State your postsecondary goal.): By May 2028, 100% of students will graduate postsecondary ready.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		using ACE (high school) and Navigator (middle school) to record and communicate achievements in soft skills, work skills, leadership skills, civic responsibility, and academics. ILP/ACE are now in full implementation and will be used for course planning.	students identified as Postsecondary Ready.	schools in monitoring completion of activities as well as the necessary training needed to utilize the platform with success.	

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By May 2028, 99% of students will graduate on time as measured by the four and five year graduation cohorts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025, 95% of students will graduate on-time in four years.</p> <p>By May 2025, 99% of students will graduate within five years.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <ul style="list-style-type: none"> Plan for and implement active student engagement strategies 	<p>Increase student engagement through Kagan training, Kagan Coaching, and Kagan Lesson Planning opportunities.</p>	<p>An increase in the percentage of students scoring proficient and a decrease in the percentage of students scoring novice; increased graduation rate; increase in student attendance</p>	<p>Training/Meeting/Coaching documentation; attendance reports; analysis of graduation rate</p>	<p>Title I</p>
		<p>Collaborate on student attendance strategies.</p> <p>Service Teams at middle/high schools, Chronic Absenteeism Teams at the elementary level, reporting monthly attendance at PSC/COLT meetings and to BOE members, attendance trophy/contest, etc.</p>	<p>An increase in student attendance</p>	<p>Monthly attendance reports</p>	<p>N/A</p>
	<p>Counselors will support students and teachers in using ACE (high school) and Navigator (middle school) to record and communicate achievements in soft skills, work skills, leadership skills, civic responsibility, and academics.</p>	<p>100% ILP completion and an increase in graduation rate</p>	<p>This is overseen and monitored by the District SPED Director and the district’s Counselor Leader. They will support schools in monitoring completion of activities as well as the necessary training needed to utilize the platform with success.</p>	<p>District General Funds</p>	
	<p>The district will continue as the affiliate for Dolly Parton’s Imagination Library and publicize its availability to ensure all eligible</p>	<p>Increase in the number of families participating in the program</p>	<p>Enrollment numbers are available on the platform at all times. Numbers are reported to the board members during the June CDIP update.</p>	<p>District General Funds/Donations</p>	

Updated June 2023

Goal 7 (State your graduation rate goal.): By May 2028, 99% of students will graduate on time as measured by the four and five year graduation cohorts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		children in Boyd County are able to participate in the program. Building strong readers at an early age will increase the chances that students will stay in school and graduate on time.	Increase in the number of students graduating on time		

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8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:

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: