



2025-2026 Phase One: Executive Summary for
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2025-2026 Phase One: Executive Summary for Districts

Taylor County
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Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

The Taylor County School District is located in Campbellsville, Kentucky, a rural community in central Kentucky with approximately 26,000 residents. The largest employers in the county include Taylor Regional Hospital, Amazon, Campbellsville University, and Taylor County Schools. Approximately 80% of Taylor County residents work in the county, and our community also pulls workers from the surrounding region with 33% of our workforce living outside of the county. Green River Lake is the largest tourist attraction in our surrounding area, offering three marinas, recreational water sports, fishing, and hiking trails. The main Campbellsville University campus is located in city limits and brings a diverse population to our community. Taylor County Schools comprise approximately 2,900 students and 450 employees. Demographically, our district is 88% caucasian with the other 12% comprised of Hispanic/Latino, Chinese, Japanese, and Korean populations. We have approximately 60% of our student population qualifying for free/reduced lunch and approximately 18% poverty in Taylor County. Taylor County Schools participate in the CEP program which allows all of our students to have free breakfast and lunch.

Six schools are located on three separate campuses: Taylor County Primary Center, Taylor County Intermediate School, Taylor County Middle School, Taylor County High School, and Lakeview Academy (A5) located at our Central Kentucky Career Academy. At TCHS, we have built the Williams and Evans Agriscience Center and an indoor athletic facility. In 2025, we held a ribbon cutting for The John Bam Carney Center, which was part of a LAVEC grant of \$6.7 million, and will house more career pathways for students including entrepreneurship, hospitality, and culinary pathways.

District Stakeholders

Identify and describe the district's stakeholder groups. How does the district ensure stakeholder involvement and engagement in the improvement planning process?

The district supports input from many groups to ensure we support all students. For curriculum, district and school administrators, school curriculum coaches, teachers, and SBDM members create the various committees that collaborate to make the best decisions when creating or revising processes and protocols that are centered around student learning. For safety, the district and schools' SROs, threat assessment teams, student councils/advisory committees, and equity teams are

comprised of administrators, teachers, and students, along with local and state emergency responders to review and revise our safety protocols.

District's Purpose

Provide the district's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the district embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

MISSION STATEMENT: At Taylor County Schools, we set high expectations and work together to help all students succeed

VISION: Work Ready - College Ready - Career Ready - LIFE READY

COMMUNITY VISION: Partnerships - Performance - Pride: Together, building a stronger community

Our district continues to focus on supporting our students. This is demonstrated by our investment in staff devoted to supporting our at-risk populations. We employ a Transition Readiness Counselor, Career Counselor, Workforce Development Coordinator, Family Advocate Director, JAG specialist, interventionists, translators, vocational rehab staff, and a transition readiness support team. An emphasis on transition readiness is a central focus in our district. Our goal is for every students to succeed beyond high school, whether that be attending college, tech school, military, or the workforce. Through our focus on essential work ethic skills, we also strive to ensure that our students have the opportunity to grow as well-rounded citizens who have a heart for giving/serving and who have the life-ready skills that will support their future success. Our district's LAVEC and high school provide on-site career technical training. We offer several career training programs: business, pre-engineering/wood manufacturing, many agriculture pathways, retail, allied health, phlebotomy, pharmacy tech, welding, and culinary. Students have opportunities to take dual credit and AP courses to earn college credits while still in high school. Our district also offers a rich curriculum in the performing and visual arts.

Notable Achievements

Describe the district's notable achievements in the last three years.

Taylor County Schools received the LAVEC Grant of \$6.7 million dollars for the expansion of our CTE programs, and in the Spring of 2025, we held our ribbon-cutting ceremony. This Fall, we have three+ pathways - with more planned - at this new facility including retail, entrepreneurship, culinary, and hospitality.

In 2024, KSA data placed our high school as ranked 15th in the state, a great achievement for us. Taylor County Primary and Intermediate Schools have had the 21st CCLC grant awarded over the past five years, and Taylor County Middle School

was awarded the 21st CCLC grant two years ago. Those programs have helped our district serve students with academic supports beyond what ESS could. We continue to work hard to keep students in school and on track to graduate through early interventions and at-risk prevention.

Cumberland Family Medical partners with our district to provide a nurse practitioner, transcriptionist, and nurses in all of our schools. Their services for our students and staff include well-checks, sick visits with the NP, an ADHD Clinic, vaccination/flu shots, and now a behavior/mental health unit for our schools.

Areas of Improvement

Describe areas for improvement that the district is striving to achieve in the next three years.

Our district takes a systems-approach to continuous improvement from preschool through 12th grade. Our continuous improvement efforts are guided by our needs assessments throughout the year and Professional Learning Communities (PLCs), which meet every Friday during our early release time. These PLC teams collaborate on curriculum, instruction, and assessment. They focus on student progress, develop an aligned curriculum, design units and common assessments, analyze data, monitor interventions and enrichment, and communicate progress to students, school leaders, specialists, and parents. District leadership and school administrative teams work closely to monitor the work of the PLCs and provide needed support and resources.

As a result of KSA data, the overall goal of our staff is to identify priority standards, teach to the rigor of the standard, assess and identify gaps, and provide solid interventions to those who are not meeting proficiency. With the exception of the high school being blue in 2024, our intermediate and middle schools have stayed in the yellow category. Due to the systems we have in place, we hope to see students progressing toward proficiency, and individual scores from 2025 show we are on our way.

COMMENTS

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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Taylor County
School District

Continuous District Improvement Planning

Phase 2:
Needs Assessment
2025-26

Step 1: Protocol

Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Planning Team

Team Member Name	Shareholder Position
All District Admin	Certified Staff
All TC Principals	Building Principals
TC Curriculum Team	Principal, Asst. Principals, Counselors, & Curriculum Coach
TC Attendance Team	Principals, Asst. Principals, DPP

Planning Sessions

Date	Team Members Present	Meeting Duration	Location Site
3/26/25	TC Curriculum Team	2 hours	Central Office
4/23/25	TC Curriculum Team	2 hours each	Central Office
7/31/25	TC Principal	2 hours	Central Office
8/27/25	TC District Team	1 hour	Central Office

System for Analyzing Data Sources

The district comprehensive planning team for 2025-26 is comprised of Superintendent Robert Braden, Instructional Supervisor DiAnne Harris, Director of Pupil Personnel Sara Tucker, Director of Special Education Scott Parks, and all school level administrators (Melissa Long, Jennifer Fitzpatrick, Christina Bishop, and Neil Sanders). This team meets regularly and reports out to the board of education, all staff, and community stakeholders. The district team also meets regularly with school level instructional leaders including curriculum coaches, digital learning coaches, and interventionists. The school administrative teams meet weekly with schools during early release Fridays in large and small groups while PLCs are analyzing common unit assessment data aligned to standards as well as MAP (K-8), Benchmark (K-11) and KSA data. All PLCs upload grade level common unit assessment data and MAP data to Shared Drives in Google Suites so that all school and district level administrators can review and analyze growth of students. Assessment and accountability data is analyzed and discussed at various levels on a regular basis: analyzed by the classroom teacher, analyzed by partner teachers, analyzed by content and grade level PLCs, analyzed by school leadership teams, analyzed by school councils, and analyzed by district leadership and the board. This year we are discussing Priority Standards, the Benchmarking assessment and data for Priority Standards and identifying important vocabulary for priority standards (to begin a focus on literacy). We are working to implement a strong and unified system within our district.

Step 2: Review of Previous Plan

Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

In our previous year's CDIP, we set goals that were reasonable based off of previous data (increments of 5% - sustainable change/growth). We increased our Reading and Math P/D at TCHS and decreased slightly at TCIS, decreased at TCMS. For 25-26, we saw some increases in reading and math scores based off of local assessment data in most grade levels over the past year.

KSA data for 2025 showed gains in reading and math for all schools. All schools were green for this indicator. Science, Social Studies, and Writing also showed improvement/growth with TCMS and TCHS as green and TCIS as blue. With the adoption of our reading (k-12) and math (k-5) curriculum in 2025, we hope to see an increase in student achievement in 2026 as well.

We exceeded our transition readiness goal increasing from 106.1 points to 113.9. Our CTE teachers have worked hard to find more CTE dual credit offerings for our students, and our pass rate for the EOPs increased in 2025.

The key core work process that were focused on last year varied from school to school as they were needs identified by the teachers (TCIS – KCWP 1: Clarity, TCMS - KCWP – 3: Engagement and TCHS - KCWP 2 and 3 – Assessment and Engagement).

The data from last year's CDIP in comparison to our data shows growth in almost all areas and lots of opportunities for Taylor County to work towards this year. We have already made adjustments based on local data last spring and more adjustments with new data provided last month.

Student attendance rate also increased from 93.0% in 2023-24 to 93.7% in 2024-25, and chronic absenteeism decreased from 25.4% in 2023-24 to 19.6% in 2024-25.

Taylor County District School Trend Data

Taylor County Primary School

1. See 24 – 25 Data Slides

MAP Fall 2025

TCPC READING			
Grade	N	A	P/D
K	19%	28%	53%
1st	26%	23%	50%
2nd	27%	22%	51%

TCPC MATH			
Grade	N	A	P/D
K	22%	20%	58%
1st	22%	19%	59%
2nd	22%	24%	54%



- We are 9 weeks in and showing 50% P/D in all grades
- Focus on pushing apprentice to proficient and move novice to apprentice (or higher).
- Focus on implementation of new HQIR in reading and in math.
- When comparing 2nd grade MAP data to 3rd grade KSA data, it is evident our focus should be on the students scoring at the apprentice/novice levels.
- We will focus reading and math instruction on this group with the goal of increasing proficient/distinguished.

Taylor County Intermediate

1. See 24 – 25 Data Slides

- **Priority #1: READING- ALL STUDENTS**

- Reading skills and fluency are improving, but we still have room to grow.
- We need to focus on reducing the number of novice scores in Reading.
- Each grade level is working very hard to implement the HQIR curriculum for reading-HMH.
- Protecting our reading enrichment time to make sure all students are exposed to all of the curriculum.
- Adhere to RTI schedule and current interventions.

- **Priority #2: MATH- ALL STUDENTS**

- Math skills and fact fluency are areas of concern
- We need to focus on reducing the number of novice students
- Each grade level is working very hard to implement the HQIR curriculum for math-Eureka²
- Protecting our enrichment time to make sure all students are exposed to all of the curriculum.
- Adhere to RTI schedule and current interventions.

- **Priority #3: ECE STUDENTS (IEP)**

- Reading- from 27% to 36% P/D (+9%); 25% Novice
- Math- from 28% to 33% P/D (+5%); 36% Novice
- Science- from 44% to 45% P/D (+1%); 6% Novice
- Soc. St.- from 19% to 39% P/D (+20%); 33% Novice
- Writing- from 12% to 24% P/D (+12%); 33% Novice

- **Priority #4: ECONOMICALLY DISADVANTAGED STUDENTS**

- Reading- from 40% to 54% P/D (+14%); 16% Novice
- Math- from 33% to 46% P/D (+13%); 18% Novice
- Science- from 30% to 32% P/D (+2%); 5% Novice
- Soc. St.- from 26% to 72% P/D; 18% Novice
- Writing- from 36% to 82% P/D (+46%); 9% Novice

Taylor County Middle School

1. [See 24 – 25 Data Slides](#)

Priority 1: Reading- All Students

- Reading comprehension is impacting all content areas and all students. We will continue to work on Novice/Apprentice (55%) reduction by focusing on comprehension skills school-wide.
 - Continue to adjust curriculum with a focus on more cold reads and informational text.
 - Reading comprehension focus throughout all contents
 - Analyze WIN classes to ensure targeted instruction is occurring
 - Analyze formative assessments and student performance data to inform instructional decisions

Priority 2: ECE

- Overall decrease- 32% to 25.4%, but maintained status
- Deficits demonstrated in reading, social studies and math:
 - Reading: Novice- 52%; Apprentice- 35%
 - Social Studies: Novice- 85%; Apprentice- 9%
 - Math: Novice- 54%; Apprentice- 43%
- Analyze master schedule to facilitate co-teaching more efficiently
- Focus on co-teaching models that are proven to bare results and monitor via walkthroughs
- Analyze and utilize assessment data to make better informed instructional decisions

Priority 3: Social Studies

- Overall indicator decrease- 53.6% to 48.6%, status was declined
 - Novice- 85%, Apprentice- 9%, Proficient- 6%, NO Distinguished
- Focus on reading comprehension strategies within SS classes
- Focus on application and rigor of assessments
- Analyze master schedule to facilitate co-teaching more efficiently
- Focus on co-teaching models that are proven to bare results and monitor via walkthroughs
- Analyze and utilize assessment data to make better informed instructional decisions
- Math, Science, Writing
 - Continue to focus on basic foundational math skills
 - Focus on moving novice/apprentice forward
 - Continued monitoring of assessment data for instructional decision making
 - Continued supports for ECE/Economically Disadvantaged
 - Develop a more rigorous and collaborative school-wide writing plan

Taylor County High School

1. [See 24 – 25 Data Slides](#)

- Continue to deliver highly engaging lessons
- Closely monitor ALL assessments (use them)
 - Formative Assessments & Feedback
- Focus & Intentionality with Interventions
(Tier 1 classroom, ESS, PBIS, & ECE instruction)
- Grade level novice/apprentice lists for teachers by subject
- 'Priority Standards' work continued

Quality School Climate and Safety Survey

Taylor County Primary School - NA

Taylor County Intermediate School: 76.0 (-1.8)

Taylor County Middle School: 69.7 (-1.8)

Taylor County High School: 64.5 (+.7)

Results of the 2025 QSCS survey show that all schools have maintained.

Step 3, 4 and 5: Identifying Trends, Determining Priorities and Concerns

24 – 25 Data Slides

➤ What does the data tell us (**Trends**)?

- ECE scores improved in many areas from 2024 to 2025 (TCIS ECE is green in R/M and SCSSWR; TCMS ECE is yellow in both; TCHS ECE is red in R/M)
- Science increased P/D at all levels
- Social Studies increased at TCIS and TCMS, and decreased slightly at TCHS
- Reading increased (P/D) at all levels except grades 4 and 10
- Math increased in majority of areas across the district (decrease in 6th grade)
- Editing and Mechanics has not shown much improvement over the past two years, with the exception of 5th graders in 2025

➤ What does the data not tell us?

➤ What are the causes for **concern**?

- ECE showing some improvements but still needs work
- Math in 6th grade (current 7th graders) – P/D decreased
- Reading in grade 10 (current 11th graders) – P/D decreased

➤ What are our projected next steps to increase proficiency and close gaps in achievement (**Priorities**)?

- ECE – create a shared vision, review current plans, short term goal: review co-teaching model, accommodation and testing plans as well as master schedules, long term goal: revamp coteaching system, ensure accommodations are being practiced and implemented and intentional plan master schedules.
- Reading/Math (as all subjects) – prioritize standards district wide, then PDSA as well as add the high-quality instructional resources

Step 6: Strengths/Leverages

Plainly state, using precise numbers and percentages, as revealed by the current data, the strengths and leverages.

Data-based Strengths

- Graduation Rate is still high (for the last eight years)
- Improvement in all areas

Leverages with our Academic Systems

- Clear process and protocols have been put in place for planning this year in all schools
- Identified students for our Care Team to support
- Continue making attendance a focus for all students
- Resources purchased for supplemental instruction K-12

Leverages within our Behavior Systems

- Grade Level PLCs have been implemented to discuss student behaviors and needs and will meet at least once per nine weeks (behavior incidences have decreased the past three years)
- Attendance and tardies are a focus that is monitored daily with conferences at the school level and weekly at the district level; regular attendance meetings with admin
- Breakfast and Lunch are monitored daily at the school level and weekly at the district level

Next Steps

- Support principals in creating and implementing instructional systems for Priority Standards (PDSA with feedback)
- Support teachers when planning instructional units with feedback in various forms (comments on document, Google Meets with content partners, and content teams during common planning)
- Support teachers in implementing new strategies, HQIRs, or assessments that are aligned to standards
- Align district focus to feedback and walkthroughs
- Continue to implement PLCs and common planning periods to support teachers and student learning
- Create systems for ECE teachers for supports and interventions to reduce learning gaps

Step 7: Evaluate the Teaching and Learning Environment

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

1-Deployment of Standards

2- Delivery of Instruction

3- Assessment Literacy

4-Review, Analyze and Apply Data Results

5-Design, Align and Deliver Support Processes with Sub-group Focus

6-Establish a Learning Culture and Environment

It is important to remember that student data is **ONLY** the reflection of current conditions of the **KEY PROCESSES** in schools/districts. In order to target work to the appropriate systemic area(s), teams **MUST** consider what needs repaired and where it falls within the scope of the school/district: the work (process), the worker (practice), or the workplace (condition).

As you think about each question within the Key Core Work Processes, provided on the following six (6) pages of this workbook, consider these guiding questions: *What is working well? Are these items monitored and evaluated for effectiveness? Do we know if this practice is impacting ALL students in EVERY classroom?*

As you work through the six (6) Key Core Work Processes, KCWPs, use the following system to analyze your current “as is” state within EACH of the KCWPs.

- If you can solidly respond with a definitive “yes,” then highlight those questions **GREEN**. This means systems are in proper alignment and have continuous monitoring methods in place.
- If there are practices that are not systematically in place throughout your building/district, or are otherwise spotty, then you are in the implementation stage and you should highlight these questions **YELLOW**.
- Lastly, there are some items within each question that may NOT be on the radar as of the present time. This could be due to “will” levels, skill levels, or a combination of both – essentially it is not on the front burner. If this is so, then highlight these items **RED/PINK**.

- Working well, monitored and evaluated for effectiveness
- Impacting all students in every classroom

- Not systematically in place
- Implementation is spotty
- More conversations needed

- Not on the radar as of right now due to “will” and/or skill levels,
- Not a priority at this time. This may be due to prerequisite activities MUST occur beforehand.

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Design and Deploy Standards: (What should students know and be able to do?)

Alignment with Kentucky Board of Education Delivery Target: *College and Career Readiness Pathways*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.	- What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? - What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)? - What processes do teachers use to create clear and precise learning targets for students? - What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)? - How are your district's CTE Pathway courses monitored and evaluated for effectiveness? - What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)? - Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?	Professional learning opportunities were given, along with early release Fridays to horizontally align with co-content teachers on chunking standards for unit planning and assessment alignment. Teachers house their units and assessments in their Google team Drives for all to view and admin to monitor. Starting in October, PLCs began with an intentional protocol to review curriculum progress and monitor if the standards are placed in units appropriately. An administrator will be in each PLC.

LEVERAGE
 CONCERN

Greatest Impact on NR
 Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Design and Deliver Instruction: (How will they learn it?)

Alignment with Kentucky Board of Education Delivery Target: *Integrated Methods for Learning*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<i>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school and district to determine how students learn best.</i>	• What systems/processes are in place to ensure Tier I instruction and assessments meet the intent of the adopted standards? • What systems of collaboration are in place in order to meet the Tier I educational needs of all students? • What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? • How is learning monitored before, during, and after instruction? (Explicit Instruction) • What process is in place to ensure students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success? • What is the process used to measure teacher's instructional effectiveness based on student data? • How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? • How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? • What system is in place to ensure students take responsibility for their own learning? • How does the teacher ensure cognitive engagement versus passive or active engagement? • What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?	The knowledge of standards and assessment aligned to standards must happen first before being intentional with instructional strategies to the level of the standards.
___ LEVERAGE ___ CONCERN	Greatest Impact on NR Most <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> Least	

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Design and Deliver Assessment Literacy: (How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: *Novice Reduction*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
Classroom Assessment for Student Learning emphasizes assessment for learning strategies and: 1. Provides effective targeted, penalty free practice for students 2. Enables students to take responsibility for their own learning 3. Improves student motivation and enables students to be in control of their own learning 4. Improves student achievement (The previous three result in improved student achievement) 5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)	- How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) - What is the expectation for teachers regarding keeping the stakeholders informed of assessment results? - How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? - What processes are used by schools/district leadership to deconstruct standards, ensure learning targets are congruent to the standards, and the laser focus of instruction? - Describe the process teachers use to make learning targets clear for students? - How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication) - What type of feedback is given to students on their progression of learning? - How do you lead future teacher leaders in using the data for actionable next steps? - How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? - How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? - How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? - How does the grading system communicate student learning accurately? - What systems are in place to ensure students can communicate how they track and evaluate their progress and set learning goals?	Professional learning opportunities were given, along with early release Fridays, to horizontally align with co-content teachers on chunking standards for unit planning and assessment alignment. K-3 literacy and grades 3-5 numeracy curriculum with HIQRs are implemented for 25-26. Ongoing professional learning with curriculum vendors in ELA and math are scheduled throughout the year. Teachers house their units and assessments in their Google team Drives for all to view and admin to monitor. Starting in October, PLCs began with an intentional protocol to review curriculum progress and monitor if the standards are placed in units appropriately. An administrator will be in each PLC.

__ LEVERAGE
 __ CONCERN

Greatest Impact on NR
 Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Review, Analyze, Apply Data Results: (How will we know they have learned it?)

Alignment with Kentucky Board of Education Delivery Target: *An essential component for deployment and improvement*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/KEY PERSON RESPONSIBLE FOR THIS PROCESS
Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	- How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim - How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data? - What questions do school/district leadership want teachers to answer with the data that they collect? - What systems are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction? - How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)? - What system is in place school/district-wide for teachers to monitor students' progress on standards in order to know when they have achieved mastery? - How do students know where they are in their own progression of learning? - What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning? - How does a principal/district leader triangulate the data and information to improve instruction and reduce the number of students scoring novice?	The knowledge of standards and assessment aligned to standards must happen first before having valid data to intentionally assess student's current state. The new ELA and math curriculum have modules aligned to the rigor of the KAS. Student data is collected and analyzed after each assessment and at the mid-term and end of nine-week grading periods in PLCs. Teachers follow the district RTI plan to determine students' needs through the tiers of intervention. Principals are monitoring this process.
___ LEVERAGE ___ CONCERN	Greatest Impact on NR Most <u>5</u> <u>4</u> <u>3</u> <u>2</u> <u>1</u> Least	

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- Strategic Level

Design, Align, Deliver Support Processes: (What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. The alignment of CSIPs should include the use of resources to support best practice strategies. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	- What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students? - How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same? - What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? - What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? - What data points inform modification to curriculum and instructional practices? - How does the school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school? - How does school leadership ensure that resources are aligned with and will effectively address the needs identified in the CSIP/CDIP? - What system is in place to identify and involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners, outside agencies) in CSIP planning and measuring of progress toward attaining the goals? - How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students?	A behavior management plan has been put in place and will be monitored through Infinite Campus this year. This will be an area that we look at throughout the year, but not the focus. In the current year, we recognize the need for more safety nets and supports for our students and have adjusted the master schedule to support students that are not proficient in reading and math. The CSIP is reviewed at Site Base meetings and PLCs along with updates on our local data measurement tool (MAP) to progress monitor.

___ LEVERAGE
___ CONCERN

Greatest Impact on NR
Most 5 4 3 2 1 Least

Evaluation of Kentucky Department of Education Work Processes for Novice Reduction- **Strategic Level**
Establish Learning Culture and Environment: (What will we do if they know it already, don't know it, or need other support?)

Alignment with Kentucky Board of Education Delivery Target: *Learning Systems*

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.	- How does school/district leadership ensure everyone in their school/district system operates under a unified definition of cultural responsiveness? - How do school/district leadership ensure that their classrooms are culturally responsive to student needs? - What systems do school/district leadership have in place to address culture in their classrooms? - How do behavior systems support an environment where everyone feels safe and wants to learn? - What system is in place to address reports of bullying in the district, school, and individual classrooms? - What supports are currently in place to assist students in decision-making in regard to behavioral needs/goals? - What processes are in place to communicate with parents in order to address barriers to learning? - What processes are in place to communicate with students in order to address barriers to learning? - What processes are in place to ensure equity within collegial conversations? - What processes are in place to promote depth of educator capacity (will and skill) within school/district? - What processes are in place to ensure all educators are successful?	As new administration in the current school year, culture and climate is a high priority. Teachers or school staff will communicate via Remind or personal phone calls/emails with parents/ guardians about student learning – ways to help their students, notification of upcoming exams/projects, positive behavior reports, after school opportunities for extra academic support, etc. Principals, counselors, and teachers will monitor supports for positive and safe learning environments.
___ LEVERAGE ___ CONCERN	Greatest Impact on NR Most 5 4 3 2 1 Least	

Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

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

Objective(s):

1. **READING** - ECE Target: ECE students will **reduce their novice** for the 2025-26 school year. Grade 10 from 56% to 49%; grades 6-8 from 54% to 46%.
2. **MATH** – ECE Target: ECE students will **reduce their novice** for the 2025-26 school year. Grades 3-5 from 36% to 30%; grades 6-8 from 42% to 35%; grade 10 from 59% to 50%.

Strategy:

Key Core Work Process 2: Design and Deliver Instruction

Key Core Work Process 5: Design, Align, and Deliver Support

Activities:

1. Utilize a variety of RTI resources to meet individual needs of students (ExactPath, Newsela, Study Island, Aimsweb, LLI).
2. School RTI teams will meet regularly to review student progress and recommend next steps to help improve student achievement.
3. Provide professional learning opportunities in scaffolding, tiers 1, 2, 3 supports, and small group instruction. Utilize regional co-op for trainings.
4. Utilize ESS and 21st CCLC programs (BRANCH k-5, LAUNCH 6-8) to support students who are performing below proficiency. ESS daytime waivers are utilized to provide in-school support in remediation and enrichment.
5. Utilize instructional coaches and digital learning coaches to support teachers' curricular and instructional needs.

Progress Monitoring:

Training agendas, PD signature sheets and surveys, PLC analyses quarterly of subpopulations progress, RTI Committee data (number of students exiting RTI), walkthrough observation forms (monitoring use of technology, high-yield instructional strategies and co-teaching models), and growth in student achievement, leadership meeting agendas.

Funding:

Approximately \$1200 plus federal programs funding for supplemental resources, plus ESS funds and 21st CCLC funds.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year Goal:

By 2027, the district will increase the **combined reading and math** percentage of students reaching proficiency (P/D) to 65% (elementary KSA), 51% (middle KSA), and 65% (high school KSA).

Objective(s):

Increase the percentage of students demonstrating **proficiency** in **READING** for the 2025-26 school year:

ES: from 52% to 57%

MS: from 47% to 50%

HS: from 52% to 55%

Increase the percentage of students demonstrating **proficiency** in **MATH** for the 2025-26 school year:

ES: from 45% to 50%

MS: from 35% to 40%

HS: from 50% to 53%

Strategy:

Key Core Work Process 1: Deployment of Standards

Key Core Work Process 2: Design and Deliver Instruction

Key Core Work Process 3: Design and Deliver Assessment Literacy

Activities:

1. Continue districtwide protocols and expectations to guide the work of professional learning communities (PLCs) at each school. PLCs will guide the continuous improvement work. Weekly PLC content level/department teams will plan instructional units, monitor student progress, and use data to inform instruction, interventions, and enrichment. The district will continue to provide Early Release Fridays to give teachers and school teams to meet in PLCs.
2. New HQIR Curriculum – the primary and intermediate schools (K-5) adopted new HQIR reading curriculum in 2024-25. Professional development was provided to teachers and continues into 2025-26. Merging priority standards with the fast-paced HMH curriculum with spiraling content is ongoing. Reading skills and fluency are still impacting all content areas. Although some progress on novice reduction has occurred, it is still a focus.
3. Professional learning opportunities (ongoing and embedded) provided in best practices/high yield strategies to deliver rigorous and engaging instruction. School instructional teams will identify 5-7 instructional strategies as the yearly instructional focus. These strategies will be taught, coached, monitored, and supported throughout the year.

4. School and district PLCs will allow for discussions on professional learning, data and trends from each school, the opportunity for professional dialogue for changes, etc.
5. PLC teams will analyze processes on common unit assessments to evaluate instructional effectiveness and determine when instructional adjustments are needed.
6. Job-embedded professional learning will focus on formative assessment practices to determine which students are mastering content and tier-1 instructional support and practices in the classroom to help support student mastery of content.

Progress Monitoring:

1. PLC agendas; RTI agendas/lists/meeting notes; student growth on universal screeners/diagnostics and unit assessments; aligned curriculum; teachers demonstrate that collaboration is integral to continuous improvement
2. Data analysis documents; student mastery of standards; students receiving appropriate intervention supports; unit plans updated
3. Trainings during PLCs; teacher collaboration during common planning and PLCs; walkthrough data and PLC reflections

Funding:

\$0 - \$2,200 for professional learning opportunities with ELA and math curriculum vendors

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.