Strategies and Activities

Operational Definitions

When completing this section, please refer to the following operational definitions:

- **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 (KCWP) listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*)
- **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.
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

My District's Achievement Gap Goals

Goal	Goal Type
KRS 158.649 requires a school to establish yearly targets for eliminating any achievement gap; therefore, a long-term goal is not required.	

Objective

By May 2027, Menifee County School District will increase the percentage of students with disabilities scoring Proficient or Distinguished on the Kentucky Summative Assessment in reading from 24% to at least 29% in Grades 3–5 and from 8% to at least 13% in Grades 6–7, representing a five-percentage-point increase in each grade span.

Strategy

Strategy: Strengthen instructional planning and delivery through consistent intellectual preparation, unit internalization, and lesson rehearsal aligned with Kentucky's Curriculum Framework and adopted high-quality instructional resources.

View/Edit

Activity Name	Progress Monitoring	Funding	Amount	
Implement consistent intellectual preparation and unit internalization during PLCs using Kentucky's Curriculum Framework and adopted HQIRs to align instruction with grade-level standards, learning progressions, and intended outcomes (Strong Instruction).	Review PLC agendas, unit internalization documents, and completed intellectual preparation artifacts to monitor consistent implementation of the district's expectations for intellectual preparation. Conduct periodic classroom walkthroughs to determine whether instruction reflects grade-level standards, intended learning outcomes, and the cognitive demand of adopted HQIRs. District and school leadership teams will review implementation and student achievement evidence quarterly to determine instructional adjustments.		0	View/Edit
				View/Edit

By May 2027, Menifee County School District will increase the percentage of students with disabilities scoring Proficient or Distinguished on the Kentucky Summative Assessment in mathematics in Grades 3–5 from 16% to at least 21%, representing a five-percentage-point increase.

Strategy	
Strengthen Tier I instruction through consistent implementation of KDE's curriculum-based professional learning processes, including co-teaching unit internalization, lesson internalization, lesson rehearsal, and student work analysis, aligned with the Menifee Core 4 instructional expectations to improve student achievement and reduce achievement gaps.	View/Edit

Activity Name	Progress Monitoring	Funding	Amount	
Provide ongoing opportunities for general education and special education teachers to collaboratively engage in unit internalization, lesson internalization, and lesson rehearsal to strengthen standards-aligned mathematics instruction and appropriate instructional supports.	PLC agendas and intellectual preparation artifacts, classroom walkthrough data collected using Instructional Practice Guides (IPGs) and ELEOT 2.0 resources, student work analysis, formative and diagnostic assessment results, and Kentucky Summative Assessment (KSA) data to monitor instructional implementation and student achievement. District and school leadership teams will review implementation and student achievement evidence quarterly to determine instructional adjustments.		$0	View/Edit

By May 2027, Menifee County School District will increase the percentage of economically disadvantaged students scoring Proficient or Distinguished on the Kentucky Summative Assessment in mathematics from 18% to at least 23% in Grades 3–5, from 20% to at least 25% in Grades 6–7, and from 15% to at least 20% in Grade 8, representing a five-percentage-point increase in each grade span.

Strategy	
Strengthen mathematics instruction through consistent implementation of KDE's curriculum-based professional learning processes, including unit internalization, lesson internalization, lesson rehearsal, and student work analysis, aligned with the Menifee Core 4 instructional expectations to improve mathematics proficiency and reduce achievement gaps among economically disadvantaged students.	View/Edit

Activity Name	Progress Monitoring	Funding	Amount	
Provide ongoing professional learning and collaborative planning focused on unit internalization, lesson internalization, and lesson rehearsal to strengthen standards-aligned mathematics instruction and address student learning needs.	PLC agendas, unit and lesson internalization artifacts, lesson rehearsal documentation, and professional learning participation records to monitor implementation of curriculum-based professional learning. District and school leadership teams will review implementation and student achievement evidence quarterly to determine instructional adjustments.		$0	View/Edit

My District's Reading and Mathematics Goals

Goal	Goal Type
By May 2029, Menifee County Schools will increase the percentage of students scoring Proficient or Distinguished on the Kentucky Summative Assessment in reading by 15 percentage points in each district accountability group: Grades 3–5, from 32% to 47%; Grades 6–8, from 38% to 53%; and Grades 9–12, from 47% to 62%, as compared to the 2025–2026 baseline.	

Objective

Annual Objective — By May 2027, Menifee County Schools will increase the percentage of students scoring Proficient or Distinguished on the Kentucky Summative Assessment in reading by 5 percentage points in each district accountability group: Grades 3–5, from 32% to 37%; Grades 6–8, from 38% to 43%; and Grades 9–12, from 47% to 52%, as compared to the 2025–2026 baseline.

Strategy	
Strengthen reading instruction through consistent implementation of KDE's curriculum-based professional learning processes, including unit internalization, lesson internalization, lesson rehearsal, and student work analysis, aligned with the Menifee Core 4 instructional expectations to improve reading proficiency and student achievement across all grade levels.	View/Edit

Activity Name	Progress Monitoring	Funding	Amount	
Support consistent implementation of KDE's curriculum-based professional learning framework through collaborative unit internalization, lesson internalization, lesson rehearsal, and student work analysis to strengthen standards-aligned reading instruction and inform instructional decisions.	PLC agendas, intellectual preparation artifacts, student work analysis, formative and diagnostic assessment results, and classroom walkthrough data collected using IPGs and ELEOT resources. District and school leadership teams will review implementation and student achievement evidence quarterly to determine instructional adjustments.		$0	View/Edit

Support all K–5 teachers in completing Science of Reading professional learning through the Kentucky Learning Hub to strengthen evidence-based foundational reading instruction and improve student literacy outcomes.	Kentucky Learning Hub course completion records, professional learning participation documentation, classroom walkthrough evidence, and student reading assessment results to monitor implementation and impact. District and school leadership teams will monitor completion rates at the end of each quarter.	$0	View/Edit
Implement the Read to Achieve grant to strengthen K–3 literacy instruction through evidence-based reading interventions, curriculum-based professional learning, and ongoing assessment of student reading progress.	RTA intervention documentation, professional learning records, universal screening and diagnostic assessment results, and student reading progress monitoring data.	$70,000	View/Edit

The district will continue to support the Botts Early Learning Center preschool program by providing resources, professional learning, and instructional support to promote high-quality early childhood education, strengthen foundational literacy and language development, and increase kindergarten readiness.	Preschool developmental screening and assessment results Kindergarten readiness data Evidence of preschool-to-kindergarten transition activities Documentation of professional learning and instructional support	Local	$0	View/Edit

Goal	Goal Type
Three-Year Goal — May 2029 By May 2029, Menifee County Schools will increase the percentage of students scoring Proficient or Distinguished on the Kentucky Summative Assessment in mathematics by 15 percentage points in each district accountability group: Grades 3–5, from 22% to 37%; Grades 6–8, from 22% to 37%; and Grades 9–12, from 35% to 50%, as compared to the 2025–2026 baseline.	

Objective

By May 2027, Menifee County Schools will increase the percentage of students scoring Proficient or Distinguished on the Kentucky Summative Assessment in mathematics by 5 percentage points in each district accountability group: Grades 3–5, from 22% to 27%; Grades 6–8, from 22% to 27%; and Grades 9–12, from 35% to 40%, as compared to the 2025–2026 baseline.

Strategy	
Strengthen mathematics instruction through consistent implementation of KDE's curriculum-based professional learning processes, including unit internalization, lesson internalization, lesson rehearsal, and student work analysis, in collaboration with MAF instructional coaches and aligned with the Menifee Core 4 instructional expectations to improve mathematics proficiency and student achievement across all grade levels.	View/Edit

Activity Name	Progress Monitoring	Funding	Amount	
Support consistent implementation of KDE's curriculum-based professional learning framework through collaborative unit internalization, lesson internalization, lesson rehearsal, and student work analysis to strengthen standards-aligned mathematics instruction and inform instructional decisions.	PLC agendas, intellectual preparation artifacts, student work analysis, formative and diagnostic assessment results, and classroom walkthrough data collected using IPGs and ELEOT resources. District and school leadership teams will review implementation and student achievement evidence quarterly to determine instructional adjustments.		$0	View/Edit

Collaborate with MAF instructional coaches to provide ongoing professional learning, coaching, and instructional support to strengthen mathematics instruction and improve student achievement across grade levels.	MAF coaching schedules, professional learning documentation, instructional planning artifacts, classroom walkthrough evidence, and mathematics assessment results. District and school leadership teams will review implementation and student achievement evidence quarterly to determine instructional adjustments.	$124,000	View/Edit