



2023-2024 LARUE Phase Three: Comprehensive District
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2023-2024 Phase Three: Comprehensive District Improvement Plan

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2023-24 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between 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).

Operational Definitions

Goal: Long-term three- to five-year targets based on the 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, and graduation rate. Long-term targets should be informed by the Needs Assessment for Districts.

Objective: Short-term 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 (6) 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.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. 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 improvement initiative.

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
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive District Improvement Plan (CDIP)

● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

 LCS CDIP 23-24

Summarize the plan of action developed through your goal setting process.


Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

In the 2023-2024 CDIP the wording of some goals and objectives has been updated to match the new accountability system focusing on the STATUS score. If we focus on improving STATUS, that will result in positive CHANGE scores and combined will show the needed increases in the indicator results. The numbers included have been updated based on 2023 results. Some strategies have been updated to reflect on-going professional learning, implementation of high quality instructional

resources, connections to our new Learner Profile, increased intentionality in career planning, and strategies to promote Deeper Learning.

The achievement gap section includes goals that focus on strategies to meet the needs noted for economically disadvantaged students and for students with disabilities. These are both groups of sufficient size in our district where the gaps are larger than we would like to see. We also track data and watch closely the achievement of other groups such as race/ ethnicity and English learners however the number of students in these groups is too small for accountability measures to protect anonymity of students. The state sets "sufficient size" at 30 students within tested grade levels in a school (gr 3-5, gr 6-8, gr 10-11 and 12).

Attachment Summary

Attachment Name	Description	Associated Item(s)
 LCS CDIP 23-24		

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Comprehensive District Improvement Plan (CDIP)—LaRue County Schools 2023-2024

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

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.

An area of need across the district is increasing the percentage of students scoring at the Distinguished level and decreasing the percentage of students scoring at the Novice level. These are needs across all content areas and levels. 2023 state accountability results show 23% of student scores novice compared to 15% of student scores distinguished, with 45% of student scores at least proficient. This is an improvement over 2022 results, however, this is still a significant need. The pandemic has impacted student progress at all levels, and in all content areas. Our goal is to help all students grow. Improvements in growth will result in increased achievement, closure of gaps, and increased postsecondary readiness. The new accountability system does not have a measure for individual student growth, however, we are monitoring student growth using our local universal screeners so we are aware of who is growing, who is not, and where adjustments may be needed. In terms of gap groups, all schools in the district are concerned about the performance of students with disabilities and students who qualify for free or reduced lunches. The social and emotional learning of all students and staff is also an area of priority for the district.

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.

There is room for improvement or refinement in all six school improvement strategies listed. Refinement and re-focus of current practice is on-going for KCWP 2. Monitoring and evidence collection processes were revised in 2021-2022 and again summer 2023. KCWP 3 will be impacted this year by assessments related to new curriculum resources and implementation of Senate Bill 9 requirements in primary literacy. We also have an opportunity for growth across the district in items 5 and 6, to further focus academic intervention and enrichment as well as providing behavioral and social/ emotional supports for the whole child. Extending the learning culture from the classroom to the hallway and to our community are opportunities for growth. We have launched our LaRue County Schools Learner Profile this year which addresses KCWP 6 both within our schools and across our community. We will work this year on building background knowledge and shift towards assessment of the profile next year.

Indicator

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

Explanations/Directions

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
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.	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 <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach	Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

Indicator	Status (Elem, Mid, High)	Change (Elem, Mid, High)
State Assessment Results in reading and mathematics	68.6, 62.2, 60.4	+ 4.6, + 0.7, - 5.4
State Assessment Results in science, social studies and writing	72.2, 67.8, 52.8	+ 3.6, + 2.6, - 0.9
English Learner Progress	N/A - Less than 30 students per level	N/A - Less than 30 students per level
Quality of School Climate and Safety	74.7, 66.0, 58.2	- 1.2, + 0.9, - 0.4
Postsecondary Readiness (high schools and districts only)	N/A, N/A, 89.8	N/A, N/A, + 5.6
Graduation Rate (high schools and districts only)	N/A, N/A, 98.6	N/A, N/A, - 0.2

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
	(i.e. Six Sigma, Shipley, Baldrige, etc.).				

1: State Assessment Results in Reading & Mathematics

Goal 1: Increase STATUS for state assessment results for reading and math in elementary from 68.6 in 2023 to 79.8 by May 2028, middle from 62.2 in 2023 to 75.7 by May 2028, and high from 60.4 in 2023 to 74.5 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase STATUS for state assessment results for reading and math in elementary from 68.6 in 2023 to 70.8 by May 2024, middle from 62.2 in 2023 to 64.9 by May 2024, and high from 60.4 in 2023 to 63.2 by May 2024 as measured by state-required assessments.	KCWP 1: Design & deploy standards to assure a valid curriculum that is aligned to state/essential standards, includes components that support instruction & assessment, and is paced with accuracy.	Alignment Teachers will collaborate as professional learning communities with principals and other district instructional staff to revise curriculum maps, common assessments, adjust instructional strategies and develop strategy groups or strategy lessons in an ongoing manner during team meetings, faculty meetings, early release time and analysis of student work sessions based on formative assessment data. Alignment to KAS and associated assessments will be the focus including KDE-released materials and local data. Teachers will make note of needed changes during the year and use early release, faculty meeting, team meeting, and/or summer professional development time to incorporate revisions. During early release meetings, PLC in Action forms will be completed to document activities, progress, and impact on student achievement. Principals will keep these forms for review with a report shared with the Board of Education as needed. Training in effective PLC practice will occur as needed. PLC groups will include cross-school departmental and transition point focus including pre-school. Teachers have collaborated to streamline curriculum, accounting for unfinished learning and focusing on the most critical content to gradually build back over time.	Principal, Teachers, Instructional Support Staff	Curriculum Maps, CA's, lesson plans; increase in student proficiency	\$0	
	KCWP 1: Design & deploy standards by having a monitoring system in place to ensure the curriculum is taught at a high level of fidelity.	Monitoring of Curriculum Principals, instructional support staff, and teachers as is appropriate will conduct formative classroom observations in all classrooms to monitor the implementation of teacher-created curriculum maps focused on standards and research-based instruction and assessment strategies including Rutherford principles. Look-fors have been updated to reflect instructional process. Principals may customize look-fors to best meet the specific needs of their school while maintaining high expectations districtwide. School and/or departmental results will be communicated to teachers. Learner Profile competencies will be added mid-year.	Principal, Instructional Support Staff, Teachers	Formative classroom observation data; increase in student proficiency	\$0	

Goal 1: Increase STATUS for state assessment results for reading and math in elementary from 68.6 in 2023 to 79.8 by May 2028, middle from 62.2 in 2023 to 75.7 by May 2028, and high from 60.4 in 2023 to 74.5 by May 2028 as measured by state-required assessments.

<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>Content Teachers will participate in research-based professional development activities including but not limited to training/coaching in professional study of Kentucky Academic Standards (KAS), K readiness standards, effective management/structural techniques to implement interventions/extensions/core instruction with differentiation in the regular classroom, technology integration, student engagement, modeling, Envision math, Reading Recovery, LETRS, LLI, UFLI, iReady Instruction, project-based learning, early childhood needs, and training related to new instructional resource materials.</p>	<p>Principals, Instructional Support Staff</p>	<p>Formative classroom observation notes; increase in student proficiency</p>	<p>\$4000 Title I \$3,000 School Title I \$1000 Title 2 \$75,000 Relief Funds \$2000 Deeper Learning Grant</p>
<p>KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>High-Quality Instructional Resources Preschool staff is reviewing current instructional resources for match to standards and student needs. They will use HQIR protocols to review and consider adopting new high-quality instructional resources for core program implementation including associated professional learning and on-going implementation support.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Completed HQIR tool; increase in student proficiency</p>	<p>\$10,000 Preschool Partnership Grant</p>
<p>KCWP 2: Design & deliver instruction to ensure cognitive engagement versus passive or active engagement with students' cultural, social, and developmental needs in mind.</p>	<p>Student Engagement Student engagement will be enhanced through the use of research-based engagement strategies including strategies for effective management/structural techniques to implement interventions/extensions/core instruction in the regular classroom and small group instruction. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc. to refresh prior learning or provide new learning as needed. Materials may be purchased to support effective training and implementation.</p>	<p>Teachers, Instructional support staff, Principals</p>	<p>Formative classroom observation data, PLC notes, Coaching notes; increase in student proficiency</p>	<p>\$1000 Title IV-A</p>
<p>KCWP 3: Design & deliver assessment literacy to ensure a</p>	<p>Assessment Literacy K-12 teachers and administrators will participate in professional activities focused on increasing understanding</p>	<p>Principals, Instructional Support Staff</p>	<p>PD notes, PLC notes, formative classroom</p>	<p>\$0</p>

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<p>balanced assessment system and to ensure students can communicate how they track and evaluate their progress and set goals.</p>	<p>and effective implementation of formative assessment and student self-assessment strategies in daily instruction. Intentional strategies will be embedded with emphasis on developing student agency with students assessing their own learning including student awareness of their progress, and goal-setting conferences resulting in "assessment capable learners" aligned with the Learner Profile competencies.</p>	<p>observation data will show evidence of assessment literacy; Increase in student proficiency</p>	<p>Principals, Instructional Support Staff, Cadre Teachers</p>	<p>\$7000 Title 1 \$7000 Title 2</p>
<p>KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and used to drive classroom instruction.</p>	<p><i>Content Cadres</i> Content and special education cadre teachers will meet monthly to provide feedback and direction for instructional needs. They will analyze district and school level data including progress on state assessments, iReady, common assessments, and benchmarking. They will share trends in strengths/areas for growth and discuss district common threads in supports and professional development needs. Cadre teachers will facilitate discussion and analysis of student work sessions at their schools. Cadre teachers will assist with professional development initiatives as needed and be active in the development of school/district comprehensive improvement plans. They will attend regional professional learning activities as needed and share their learning with the district network team and their school. They will provide feedback on important local, state, and national education matters to help the district plan for future success.</p>	<p>District network & content cadre meeting notes</p>	<p>Principals, Instructional Support Staff, Cadre Teachers</p>	<p>\$24,000 Relief Funds</p>
<p>KCWP 4: Review, analyze & apply data results to determine student needs including movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling, etc.</p>	<p><i>Identifying Targeted Students</i> iReady diagnostic assessments will be administered three times a year for grades K-8 and 9-12 targeted students. Practice ACT-like exams will be given in grades 9-11. Targeted K-3 students will complete the iReady Literacy Tasks three times per year in accordance with Senate Bill 9 requirements. Targeted grade 4-5 students will complete the HMH diagnostic at least twice per year. Common assessments will be administered regularly in grades K-11. District Progress Checks based on KSA released materials will be administered in grades 9-10 reading and math and grade 11 social studies, and in elementary and middle grades as requested. The results of these assessments will be used to target students for intervention that are one or more</p>	<p>Students targeted for intentional support; increase in student proficiency</p>	<p>Principals, Instructional Support Staff, Teachers</p>	<p>\$24,000 Relief Funds</p>

Goal 1: Increase STATUS for state assessment results for reading and math in elementary from 68.6 in 2023 to 79.8 by May 2028, middle from 62.2 in 2023 to 75.7 by May 2028, and high from 60.4 in 2023 to 74.5 by May 2028 as measured by state-required assessments.

	<p>grade levels behind or students that are having difficulty reaching proficiency as indicated in the district's Kentucky System of Intervention plan. K-3 students in need of reading intervention will be placed on Reading Intervention Plans as per SB9.</p>			
<p>KCWP 4: Review, analyze & apply data results to answer key questions about student needs, individually, as a whole, and by specified subgroups.</p>	<p>Monitoring Student Progress The effectiveness of interventions will be monitored in accordance with the district's Kentucky System of Intervention plan and Senate Bill 9 by analysis of student data on iReady given three times per year in grades K-8 & targeted 9-12, common assessments given regularly in K-11 including District Progress Checks where applicable, literacy benchmarking/screeners/diagnostics in grades K-5 including Literacy Tasks for K-3 reading, and ACT-like practice in grades 9-11. Teachers will track student performance on assessments in Edulastic or other digital tools. As professional learning communities, school staff will analyze results and instructional implications noting overall score and % correct for each student, item analysis, classroom and grade level performance, and subgroup performance for all students, students with disabilities, African-American students, Hispanic students, students with two or more ethnicities, and English Learners. Individual student results will be tracked on data spreadsheets at each school. Individual student progress will be tracked using progress monitoring forms and/or data spreadsheets. Professional learning will be provided for Edulastic, Literacy Tasks, and other progress monitoring tools as needed.</p>	<p>Principal, Instructional Support Staff, Teachers</p>	<p>Mid-course correction to intervention supports; increased student success</p>	<p>\$9000 Relief Funds</p>
<p>KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p>Providing Academic Interventions In K-5, tiered interventions will be delivered in classroom instruction in small groups and individually and in additional targeted groups during intervention block. In 6-8, tiered interventions will be delivered both in the classroom in small groups and individually, and in additional targeted reading and math classes. In 9-12, tiered interventions will be delivered in the classroom in small groups or individually during transition readiness time including interventions for 12th graders who did not meet ACT benchmarks. Schedules at each school may be adjusted to</p>	<p>Principal, Instructional Support Staff, Director of Special Education, Classroom Teachers, Intervention teachers & assistants</p>	<p>PLC notes, increase in student success</p>	<p>\$117,370 School Title I \$124,400 Read to Achieve \$60,000 School ESS \$202,042</p>
				<p>staffing</p>

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	<p>provide more flexibility to support student needs. ESS Daytime Waivers, Read to Achieve grant, Title I, and Relief funds will provide additional certified and classified staff to assist with delivery of interventions. A variety of evidence-based intervention resources will be used along with teacher-created materials, multiple choice/short answer/extended response strategies, individualized skill-based instruction, and targeted small group re-teaching. Interventions and student growth will be tracked according to the guidelines set in the district's Kentucky System of Intervention plan and Senate Bill 9.</p>			Relief Funds
<p>KCWP 5: Design, align & deliver support processes to ensure appropriate academic extensions are taking place to meet the needs of all students.</p>	<p><i>Extensions</i> Students who are excelling will be challenged with literature circles, selection of rigorous text for independent and guided reading, use of Journey's above level readers, Junior Great Books, RAZ reading, Reading A-Z, strategies for deeper analysis, differentiated instruction, dual credit coursework, Moby Max, Reflex Math, iReady instruction, seminar/workshops, distance learning, higher-level course placement including high school courses & credit for 8th graders, and other enrichment opportunities. Extensions will be provided during regular instruction or during intervention/seminar/TRT, etc. and will also include extracurricular opportunities such as after school or summer activities (i.e. Quest Camp). The Gifted & Talented Resource Teacher will provide support for teachers in planning instruction and will also provide direct services to students.</p>	<p>Principal, Instructional Support Staff, Teachers, GT Coordinator</p>	<p>Formative classroom observation data, lesson plans; increase in distinguished results and growth</p>	\$550 GT Funds
<p>KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.</p>	<p><i>Gifted & Talented Communications</i> The Gifted & Talented Resource Teacher will work with district technology staff to provide access to Gifted Student Service Plans and Gifted Student Progress Reports through Infinite Campus where teachers and parents can access these documents.</p>	<p>Principal, Instructional Support Staff, Teachers, GT Coordinator</p>	<p>Updated Gifted Student Service Plan; alignment of GT services</p>	\$0
<p>KCWP 6: Establish learning culture & environment to promote depth of educator capacity</p>	<p><i>Coaching</i> Principals and instructional staff will conduct regular coaching sessions to increase teacher effectiveness using the KY Framework for Teaching and Rutherford Principles. Coaching strategies may include but are not limited to</p>	<p>Instructional Leadership Team, Teachers</p>	<p>Feedback & coaching notes, PLC or full staff notes; increase in</p>	\$0

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	(will and skill) within the district.	Rutherford strategies & coaching styles, modeling, team teaching, or observing other teachers together as well as more informal strategies (i.e. sticky note, text, e-mail, etc.) Coaching will be individualized to specific teacher needs. The Instructional Leadership Team will implement Rutherford's "7 Tools for Effective Feedback", with ongoing follow-up and support during weekly ILT meetings. Teacher and administrator professional growth plans may be revised as needed to reflect coaching priorities.	student proficiency		
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district.	Peer Observation Opportunities will be provided for peer observation among teachers in and across schools as determined by school-specific priorities for growth. Priority will be placed on peer observation for teachers new to the district.	Principals, Instructional Support Staff, Teachers	\$500 Title 2	
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district.	Instructional Technology Cadre Instructional technology cadre leaders will assist school staff in developing capacity for successful implementation of 21 st century learning skills using instructional technology to enhance student achievement. IT Cadre leaders will assist with instructional technology training through Teach Meet summer and after school sessions and help develop a districtwide technology resource database. They will participate in the statewide Digital Literacy Coach network when possible and provide support for teachers with implementation of the state technology standards.	Principals, Instructional Support Staff, IT Cadre Teachers, CIO	\$5000 Title IV-A	
	KCWP 6: Establish learning culture & environment to promote depth of educator capacity (will and skill) within the district.	Professional Learning Support for New Teachers The district's Teacher Induction Program will provide intentional supports for teachers who are new to the district with a summer kick-off and monthly support meetings focused on building a common language and expectations with all teachers. Additional support will be provided to year 2-4 teachers as needed. First year teachers who would have participated in KTIP will participate in the district's KTIP Replacement Program (L.TIP) which will provide a resource teacher and additional one-on-one support.	Principals, Teachers, Instructional Support Staff	\$8000 Title 2	
	KCWP 6: Establish learning culture & environment to	Certified Evaluator Training New certified evaluators will complete the KDE-approved initial evaluation training. Experienced evaluators will	Principals, Instructional	\$0	Increase in principal proficiency;

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<p>promote depth of educator capacity (will and skill) within the district and to ensure all educators are successful.</p>	<p>complete an internal calibration annually as defined in the Certified Evaluation Plan which will be part of the annual 6-hour EILA-approved update requirement.</p>	<p>Leadership Team</p>	<p>Increase in student proficiency</p>	
<p>KCWP 6: Establish learning culture & environment to ensure all educators are successful.</p>	<p><i>Working Conditions Survey Analysis</i> Teachers will complete the state-required survey fall 2023. Principals and instructional support staff will collaboratively review survey results to identify strengths and areas for improvement leading towards new working conditions goals for 24-25.</p>	<p>Principals, Instructional Support Staff</p>	<p>Increase in principal proficiency; Increase in student proficiency</p>	<p>\$0</p>

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

Goal 2: Increase STATUS for state assessment results for science, social studies and writing in elementary from 72.2 in 2023 to 82.1 by May 2028, middle from 67.8 in 2023 to 79.3 by May 2028, and high from 52.8 in 2023 to 69.7 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
<p>All school-wide activities under "State Assessment Results for Reading & Math" also apply to this section as they apply to all content areas.</p>						
Objective 1: Increase STATUS for state assessment results for reading and math in elementary from 72.2 in 2023 to 74.2 by May 2024, middle from 67.8 in 2023 to 70.1 by May 2024, and high from 52.8 in 2023 to 56.2 by May 2024 as measured by state-required assessments.	KCWP 1: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	<p>Social Studies Alignment</p> <p>Continued professional learning will be provided to further explore the KAS for social studies including emphasis on the inquiry process. Other areas include literacy connection, source analysis, SA/ER writing assessments, and assessment blueprint. KSA released items, Edulastic, Pearson resources, mini-DBQ project, and other assessment resources are being used for assessment. A district progress check will be administered in grade 11.</p>	Teachers, Principals, Instructional Support Staff	Curriculum maps, WT data, assessment data	\$0	
	KCWP 2: Design & deliver instruction such that teachers determine the most	<p>Writing Across the Curriculum—Extended Response</p> <p>K-12 students will be engaged in regular activities focused on writing to demonstrate learning across the curriculum including but not limited to short answer/extended response. Best practice strategies will be implemented in generating, scoring, providing feedback to students, and following up with students on extended response assessments in both print and digital formats. Strategies for using constructed response in an instructional manner will be implemented such as live scoring. Strategies, prompts, and student work will be discussed in professional learning community groups across content areas with emphasis on consistent practice with ABEE/PEEL, citation of evidence & explanation, schoolwide writing plans, rigor, scoring accuracy, modeling, and assessment for learning using KSA released items and anchor pieces. Extended response activities (instructional and assessment) will be documented in lesson plans. Edulastic will be used to help students experience the digital tools in the program to "touch the text" digitally rather than just paper-pencil strategies.</p> <p>Writing Across the Curriculum—ODW & LM</p> <p>Students will be engaged in a variety of writing activities to address the three modes of writing: argument, narrative, and informative. Writing activities and support structures will</p>	Instructional Support Staff, Teachers	Increase in student proficiency	\$0	
	KCWP 2: Design & deliver instruction such that teachers determine the most		Principals, Instructional Support Staff, Teachers	Increase in student proficiency	\$0	

Goal 2: Increase STATUS for state assessment results for science, social studies and writing in elementary from 72.2 in 2023 to 82.1 by May 2028, middle from 67.8 in 2023 to 79.3 by May 2028, and high from 52.8 in 2023 to 69.7 by May 2028 as measured by state-required assessments.

	<p>appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p> <p>KCWP 2: Design & deliver instruction, such that teacher determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.</p>	<p>include the use of writing binders, digital portfolio, On-Demand Writing scimmages & live scoring, use of updated KSA rubrics, and use of Edulastic and KSA released items for passage-based and stand-alone prompts. Strategies congruent with the KAS ELA standards for science & technology will be implemented across the curriculum. Language Mechanics strategies will be embedded with Edulastic and KSA released materials for practice.</p> <p>High-Quality Instructional Resources Science teachers district wide will use HQIR protocols to review and consider adopting new high-quality instructional resources for core program implementation including associated professional learning and on-going implementation support.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Completed HQIR tool; increase in student proficiency</p>	<p>\$250,000 Relief Funds</p>
	<p>KCWP 3: Design & deliver assessment literacy to ensure a balanced assessment system, analyzing the data to identify priorities and implementing actionable steps that impact instruction/student learning.</p>	<p>Science Assessment & Instruction All K-11 students and 12th grade students enrolled in science classes will participate in extended problem-solving tasks using the claim-evidence-response format with phenomenon-based tasks. Training and support will be provided to help teachers deepen their understanding of the Kentucky Academic Standards for Science which includes the practices, core disciplinary ideas, and crosscutting concepts to explain and make sense of phenomena.. Edulastic and KSA released items will be used to support assessment practice.</p>	<p>Teachers, Principals, Instructional Support Staff</p>	<p>Extended problem-solving task student work and notes; increase in student proficiency</p>	<p>\$0</p>

3: Achievement Gap

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

Goal 3: Increase overall STATUS for students who qualify for free or reduced lunches in elementary from 62.0 in 2023 to 75.6 by May 2028, middle from 58.6 in 2023 to 73.4 by May 2028, and high from 60.4 in 2023 to 74.5 by May 2028 as measured by the state accountability system.

Increase overall STATUS for students with disabilities in elementary from 46.4 in 2023 to 65.5 by May 2028 and middle from 32.4 in 2023 to 56.5 by May 2028, and high from 40.2 in 2023 to 61.6 in 2028 as measured by the state accountability system.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
All activities under Goal 1 and Goal 2 will also apply to Achievement Gap.						
Objective 1: Increase overall STATUS for students who qualify for free or reduced lunches in elementary from 62.0 in 2023 to 64.7 by May 2024, middle from 58.6 in 2023 to 61.6 by May 2024, and high from 60.4 in 2023 to 63.2 by May 2024 as measured by the state accountability system.	KCWP 1: Design & deploy standards by having a monitoring system in place to ensure the curriculum is taught at a high level of fidelity. KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	Monitoring/Feedback Principals and Instructional Support Staff will monitor that effective collaboration/co-teaching strategies are in use in each building and in each classroom, providing feedback needed for staff to grow in professional practice. Teachers will be included in monitoring/feedback process as is appropriate.	Principal, Instructional Support Staff, Teachers, Special Ed Director	Formative classroom observation data will show improved practice; increase in student success	\$0	
Objective 2: Increase overall STATUS for students with disabilities in elementary from 46.4 in 2023 to 50.2 by May 2024 and middle from 32.4 in 2023 to 37.2 by May 2024, and high from 40.2 in 2023 to 44.5 in 2024 as measured by the state accountability system.	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies.	Co-Teaching/Master Schedule Regular Education and Special Education teachers will participate in professional study of collaboration/co-teaching strategies as well as alternate assessment strategies as needed. Teachers will observe each other in co-taught and/or MSD settings to reflect upon and enhance current practices. Intentional supports will be provided for new co-teaching pairs and for co-teaching in primary grades. The master schedule at each school will be analyzed and adjusted as needed to maximize delivery of services to students including implementation of intensive research-based interventions as needed. GRREC staff will be engaged for additional support.	Principal, Teachers, Instructional Support Staff, Special Ed Director	Formative classroom observation data will show improved practice; increase in student success	\$1000 IDEA \$500 Title 2	
	KCWP 2: Design & deliver instruction such that teachers determine the most	Accommodation Decisions & Implementation ARCs will promote good decisions about accommodations needed, promoting technology as is appropriate as a means of independence for students. School staff will promote independence by encouraging the use of assistive technology and fading accommodations over time according to individual student needs. Teachers will participate in GRREC SDI training this summer.	Special Ed Staff, Special Ed Director, Teachers, Principals, ARC Chairs	Good match between student needs & acc.	\$1000 IDEA	
	KCWP 2: Design & deliver instruction such that teachers determine the most	Professional Learning—Special Education Population Professional learning will be provided in Specially Designed Instruction (SDI), opportunities to respond, behavior, and due process & IEP writing including KDE guidance	Principal, Teachers, Instructional Support Staff,	WT data will show improved practice; increase in student success	\$1000 IDEA	

<p>Goal 3: Increase overall STATUS for students who qualify for free or reduced lunches in elementary from 62.0 in 2023 to 75.6 by May 2028, middle from 58.6 in 2023 to 73.4 by May 2028, and high from 60.4 in 2023 to 74.5 by May 2028 as measured by the state accountability system. Increase overall STATUS for students with disabilities in elementary from 46.4 in 2023 to 65.5 by May 2028 and middle from 32.4 in 2023 to 56.5 by May 2028, and high from 40.2 in 2023 to 61.6 in 2028 as measured by the state accountability system.</p>					
appropriate and effective high yield strategies.	document updates (data, present level of performance details, goal writing, documentation of SDI strategies in the IEP).	Special Ed Director			
KCWP 3: Design & deliver assessment literacy by ensuring congruency to the standards/targets, appropriate assessment design, and data analysis to identify priorities/actionable steps that impact instruction/student learning.	Progress Monitoring Special education teachers and administrators will support each other during PLC time in writing IEP goals, objectives, strategies and structures for monitoring student progress, and using the goal monitoring tool in Infinite Campus and virtual progress monitoring resources from KDE to record and communicate about student progress.	Teachers, Principal, Instructional Support Staff, Director of Special Education	Progress monitoring data & increased student success	\$0	
KCWP 4: Review, analyze & apply data results to determine student needs including movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling, etc.	Equitable Distribution Teachers will be equitably distributed throughout the district to ensure continuous improvement for all students, ensuring that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.	Principals & Personnel Director	Equity	\$0	
KCWP 4: Review, analyze & apply data results to ensure teachers are using data to determine students' needs.	Special Education Communication Special education teachers and regular education teachers will communicate as needed about student progress with respect to IEP goals including but not limited to grades, common assessment results, data, credits, credit recovery opportunities and general classroom performance/behavior to ensure appropriate accommodations and modifications are followed. An example of support documents would be a one-page summary. Middle and high school Special Education teachers will meet together as needed to share information so teachers are up-to-date on progress notes for all students on their caseload. The Persistence to Graduation tool and KDE Early Warning tool will be used to identify high school	Regular Ed and Special Ed Teachers	Formative classroom observation data will show improved practice; increase in student success; decrease in retention and drop-out rates	\$0	

Goal 3: Increase overall STATUS for students who qualify for free or reduced lunches in elementary from 62.0 in 2023 to 75.6 by May 2028, middle from 58.6 in 2023 to 73.4 by May 2028, and high from 60.4 in 2023 to 74.5 by May 2028 as measured by the state accountability system.
 Increase overall STATUS for students with disabilities in elementary from 46.4 in 2023 to 65.5 by May 2028 and middle from 32.4 in 2023 to 56.5 by May 2028, and high from 40.2 in 2023 to 61.6 in 2028 as measured by the state accountability system.

	<p>students with risk factors. New Special Education teachers will be provided targeted support sessions and the DoSE will regularly chair their meetings.</p>				
<p>KCWP 5: Design, align & deliver support processes ensuring resources are aligned with and will effectively address needs.</p>	<p><i>Community Work Transition Program</i> District staff and staff from Vocational Rehabilitation will work in partnership with parents to enroll eligible students in the Community Work Transition Program which provides pre-employment transition services and transition services which can include placement in potentially long-term employment. New staff will participate in training with on-going support.</p>	<p>Employment Coordinator, Special Education Teachers</p>	<p>Increased transition success for special ed students</p>	<p>\$21,500 Community Work Transition</p>	
<p>KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.</p>	<p><i>Transitions</i> Transition meetings will be held for students with IEPs from PreK to K, Gr 5-6, and Gr 8-9 to support students, families, and staff as students transition to a new building. At all grade changes, brief notes will be provided to assist the next grade level with specific support for each student. Parents will be actively encouraged to pursue early childhood education to help their child have a successful transition into K, especially for those who may have significant needs or risk factors.</p>	<p>Special Ed Staff, Special Ed Director, Teachers, Principals,</p>	<p>Transition meeting conference summary & support notes; increased success for students at transition points</p>	<p>\$0</p>	
<p>KCWP 6: Establish learning culture & environment to bridge student culture with school and classroom cultures.</p>	<p><i>Diversity</i> Staff will be given the opportunity to participate in Implicit Bias training and offered updates in information, resource materials & training through district networking. Instructional resource materials will include consideration of diversity.</p>	<p>Principals, Instructional Support Staff, Teachers</p>	<p>Increase achievement for all students</p>	<p>\$0</p>	

4: English Learner Progress

Goal 4: The English Learner Progress indicator will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. (Due to accountability suppression rules, our district does not have enough English Learners to publicly show student performance data for this goal)

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: The English Learner Progress indicator will be 60.0 each year, indicating students are gaining on average 0.5 towards English proficiency annually. (Due to accountability suppression rules, our district does not have enough English Learners to publicly show student performance data for this goal)	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target. KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.	Professional Learning—EL Staff will be trained in understanding and implementation of specific strategies and supports for academic success for English Language Learners. Training will include implementation of the Lau Plan, WIDA standards, types of modifications, the impact of culture, understanding the needs of newcomers, the district process for placement, assessment, and release, using ACCESS results to inform instruction or intentional instructional strategies for vocabulary development. EL Instructional Supports Resources will be provided to support the instructional needs of English Learners such as Rosetta Stone, bilingual dictionaries, picture dictionaries, bilingual reading materials, and/or content specific materials. A full-time teacher will provide additional targeted support for newcomers and English Learners with the greatest needs as determined by WIDA ACCESS and W-APT results in accordance with the Lau Plan.	Instructional Support Staff, Teachers, Principals	WT data will show improved practice; increase in student success	\$300 Title III	
	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	EL Parent Communication & Engagement The district's full-time teacher for English learners will encourage communication and engagement with parents by personally contacting parents about school activities, inviting them to attend school events and attending these events for support as needed (conferences, parent nights, etc.) K-12 teachers will work with the EL teacher to communicate with families about student progress as needed. Communication is two-way as parents can also contact the EL teacher directly. The EL teacher's schedule is flexible to account for parent support and communication needs outside of school hours. We will also explore options for home language one-call messages. The EL teacher will keep a log of parent communication and engagement activities by student name and school.	Title III Coordinator, Principals, Teachers, EL Instructional Assistant	Increase in student success in both content and English proficiency	\$500 Title 3 for resources Position: \$15,000 Title 1 \$4500 Title 3 \$10,000 Relief Funds \$0	

5: Quality of School Climate & Safety

Goal 5: Increase STATUS for quality of school climate and safety in elementary from 74.7 in 2023 to 83.7 by May 2028, middle from 66.0 in 2023 to 78.1 by May 2028, and high from 58.2 in 2023 to 73.1 by May 2028 as measured by state-required assessments.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase STATUS for quality of school climate and safety in elementary from 74.7 in 2023 to 76.5 by May 2024, middle from 66.0 in 2023 to 68.4 by May 2024, and high from 58.2 in 2023 to 61.2 by May 2024 as measured by state-required assessments.	KCWP 5: Design, align & deliver support processes such that behavioral interventions are taking place and monitored to meet the needs of all students.	Positive Behavior Intervention System The district will continue to partner with GRREC to support all schools in implementation of PBIS, including a fidelity audit and next step analysis. PBIS Tier 1 professional learning will be provided districtwide. In accordance with the district's behavior RTI plan, the social-emotional & behavior screener will be given 2 times this year. PBIS cadre leaders will support implementation including leading school-based PBIS meetings, submitting reports to GRREC for potential fidelity recognition, and guiding next steps.	Special Ed Director, Principals, Instructional Supervisor, PBIS Cadre Leaders, Teachers	Aligned supports for students w/ behavior needs; increased success for students	\$2000 Title IV-A	
	KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs.	Social-Emotional Screening & Intervention Students will complete a social-emotional learning screener twice this year with parent/guardian permission. Results will be analyzed as a whole and by disaggregated groups. Students will be provided recommended tiered supports and interventions based on the results. For 24-25, SEL cadre leaders will use HQIR protocols to review and consider adoption of instructional resources including associated professional learning.	Emotional Support Specialist; Principals, Teachers, Instructional Support Staff, SEL Cadre Leaders	Increase in student social-emotional wellness	\$13,000 Title IV-A	
	KCWP 6: Establish learning culture & environment to communicate with students and parents in order to address barriers to learning, and to address culture in classrooms, schools, across the district.	Attendance Schools will work with students and families to encourage good attendance overall and to limit chronic absenteeism (both excused and unexcused). Each school's attendance committee will meet monthly to consider overall strategies as well as strategies for individual students. Community partners will be invited to participate in celebrations. The district and schools will increase use of social media to educate parents about health services available at school and about the consequences and learning impact of chronic absenteeism (both excused and unexcused). For chronically absent students every effort will be made to make a personal connection with the student to encourage better attendance (unconditional positive regard, home visits, etc.). Contracts and individual rewards can be used as well as assigning mentors. Friday School may be used to help	DSS, Principals, Teachers, Instructional Support Staff, Attendance Clerks	Increase in overall student attendance and decrease in chronic absenteeism (missing more than 10%)	Rewards paid by PTO funds or other outside contributions	

Goal 5: Increase STATUS for quality of school climate and safety in elementary from 74.7 in 2023 to 83.7 by May 2028, middle from 66.0 in 2023 to 78.1 by May 2028, and high from 58.2 in 2023 to 73.1 by May 2028 as measured by state-required assessments.

	<p>chronically absent students get caught up. The truancy diversion program is in place.</p>	<p>Improved student comprehensive wellness and motivation</p>	<p>\$500 Title IV-A</p>	
<p>KCWP 6: Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals.</p>	<p><i>Sources of Strength</i> LCMS and LCHS will continue to refine implementation of the Sources of Strength Club (a strength-based, comprehensive wellness program that focuses on suicide prevention but impacts other issues such as substance abuse and violence). Students will organize and lead school-wide campaigns throughout the year that focus on the SoS areas to increase connectedness to adults and improve school climate and culture.</p>	<p>Emotional Support Specialist, School Culture & Climate Committee, SoS Team</p>	<p>\$500 Title IV-A</p>	
<p>KCWP 6: Establish learning culture & environment that assists students in decision making in regard to behavioral needs/goals.</p>	<p><i>Social-Emotional Wellness</i> Each school will provide experiences for students designed to promote and reinforce social-emotional wellness with a focus on developing the whole child. Social emotional training will be provided for certified staff (elementary, middle & high mental health first aid). Counselors will meet regularly in their own Professional Learning Community group. The District Crisis Response Team will continue with on-going training and update the district's Crisis Response Plan. The Emotional Support Specialist will be the point of contact for mental health providers, local law enforcement, and school administration to communicate about the needs of students. Lions Quest instructional support materials will be implemented. In 5. The ACES screener plan will be implemented. In addition to student experiences, staff and family social-emotional wellness will be promoted and supported. SEL Cadre Leaders provide additional school-based support for implementation of SEL lessons and other strategies to support student and staff social-emotional wellness. Training will be provided on building resiliency for students and staff.</p>	<p>Principals, Instructional Support Staff, Counselors, Emotional Support Specialist</p>	<p>\$5000 Title IV-A</p>	
<p>KCWP 6: Establish learning culture & environment where everyone feels safe and wants to learn.</p>	<p><i>School Resource Officer</i> The district will partner with local law enforcement to fund a full-time School Resource Officer who will provide support services to all schools in the district.</p>	<p>Superintendent, DSS, Local Government</p>	<p>\$20,000 Title IV-A \$20,000 Safe Schools</p>	

Goal 5: Increase STATUS for quality of school climate and safety in elementary from 74.7 in 2023 to 83.7 by May 2028, middle from 66.0 in 2023 to 78.1 by May 2028, and high from 58.2 in 2023 to 73.1 by May 2028 as measured by state-required assessments.

<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.</p>	<p>Student Survey Analysis Results from the Quality of School Climate & Safety student survey will be analyzed by administration and school staff. Priority needs will be identified leading to next steps for school improvement.</p>	<p>Principals, Counselors, Emotional Support Specialist, School Safety Coordinator</p>	<p>Improved student experience; increased success for all students</p>	<p>\$0</p>
<p>KCWP 6: Establish learning culture & environment that promotes a safe and healthy learning environment.</p>	<p>Student Safety All schools have had perforated window coverings placed on all outside entrances. Every school has had a second layer of security placed in the office vestibules by installing a bank teller style window which enables office staff to communicate and transfer documents to visitors without the visitor entering the office. Electronic entryways are being updated and additional doorways added at POCS.</p>	<p>School Safety Coordinator</p>	<p>Improved safety experience based on survey data</p>	<p>\$30,000 School Safety & Security Funds</p>
<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.</p>	<p>Individual Student Report The district has developed an individual student report that brings together academic, social-emotional, attendance, and behavioral data into a single report. This report is being created for at-risk students and utilized by students, parents, and staff.</p>	<p>Instructional Leadership Team, CIO</p>	<p>Increase in student readiness at each transition point</p>	<p>\$0</p>

6: Postsecondary Readiness

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by 2028 as defined by state postsecondary readiness guidelines

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Increase the postsecondary readiness rate from 89.8% in 2023 to 90.5% by 2024 as defined by state postsecondary readiness guidelines.	KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, supports instruction & assessment, and is paced with accuracy.	<p>Alignment Curriculum maps, instruction, and assessments will be congruent to KY Academic Standards, CTE standards, and begin to incorporate the LaRue County Learner Profile while providing for scaffolding and differentiation to address the impact of the pandemic on learning. Teachers will use a variety of instructional strategies to embed ACT-like practice into regular instruction including but not limited to bell-ringers, modeling, practice, and test-taking strategies considering the transition to online state-required assessments.</p> <p>CTE Tracking Counselors and CTE teachers will work with 8th – 12th graders interested in CTE careers to select courses in a sequence of study towards successful completion of one or more career pathways. Career pathways are marked on the LCHS Postsecondary Readiness google sheet, making it easy for school staff to know student interest during student planning meetings, initial scheduling, and schedule change discussions. Teachers will have access to the IC course plan to show each student's CTE coursework completion and enrollment for use in advising students and families about future coursework within their chosen pathway.</p>	Teachers, Instructional Support Staff	Curriculum maps and assessments; walkthrough results; ACT-like practice data; PLC notes	\$0	
	KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, and students are enrolled in a sequence of study to complete the aligned curriculum.	<p>CTE Exploration All 8th graders will participate in exploratory activities including informational sessions, video exploration, and rotations about each LCHS and partnership program. Students in grades 8 and 11 will tour ECJC and interested students in grades 8-10 will tour the Nelson County AIC to explore options. An evening elective showcase will be provided for all students and families in grades 8-11.</p>	Counselors, CTE Teachers, CTE Coordinator	Increase in students completing CTE pathways	\$0	
	KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, and students are enrolled in a sequence of study to complete the aligned curriculum.	<p>High School Credit Flexibility Middle and high school staff will collaborate to allow qualified 8th grade students the opportunity to complete high school credits in flexible ways to free up space in</p>	Counselors, CTE Teachers, CTE Coordinator	Increase in students completing CTE pathways	\$300 Title IV-A \$500 FRYSC \$500 Perkins	
	KCWP 1: Design & deploy standards such that the curriculum is aligned with		Counselors, Teachers	Increase in completion of aligned sequence	\$0	

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by 2028 as defined by state postsecondary readiness guidelines

	<p>state/essential standards, and students are enrolled in a sequence of study to complete the aligned curriculum.</p>	<p>their high school schedule for other classes. Classes available for this option are limited and may require online coursework or other criteria to be met.</p>			
<p>KCWP 1: Design & deploy standards such that the curriculum is aligned with state/essential standards, supports instruction & assessment, and is paced with accuracy.</p>	<p><i>Dual Credit Expansion</i> Opportunities for dual credit will be increased in both academic and CTE programs through collaboration with local university partners, partnerships with other school districts, and consultation with KDE CTE representatives. Expansion includes on-site and off-site in-person learning as well as virtual options.</p>	<p>Teachers, Instructional Support Staff, Principal</p>	<p>Increased dual credit enrollment</p>	<p>\$0</p>	
<p>KCWP 3: Design & deliver assessment literacy to ensure formative and summative information is used to increase student achievement.</p>	<p><i>Online Practice</i> Students in grades 9-11 will use Transition Readiness Time to practice transition readiness standards. 11th graders will use CERT as needed to prepare for optional fall college & career assessments. 12th graders may access CERT as needed to prepare for optional fall college & career assessments. All grades can access ACT Academy practice ACT-like exams throughout grades 9-11. Student progress will be tracked and reviewed by teachers with results used to inform classroom instruction and interventions/enrichment.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Increase in students meeting transition readiness</p>	<p>Funding included in goal 1</p>	
<p>KCWP 3: Design & deliver assessment literacy to monitor & evaluate achievement as related to the learning target & standards.</p>	<p><i>CTE Assessments</i> Beginning in 10th grade, students who have completed 2 credits in a pathway will take the CTE-EoP Skill Standard Assessment. Additional students may be added if there is a student benefit such as endorsement or college credit. Underclassmen who do not pass will test again the next year. Industry certification assessments will be taken when each student is ready including students enrolled in alternative programs. For all assessments, students will receive information about the importance of the assessment to their future, benefits to their future for achieving certification/a passing score on each assessment.</p>	<p>CTE Teachers, CTE Coordinator, Counselors</p>	<p>Increase in students passing End of Program exams or industry certifications</p>	<p>\$3000 Perkins</p>	

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by 2028 as defined by state postsecondary readiness guidelines

<p>KCWP 4: Review, analyze & apply data results to ensure teachers use data to determine students' needs (movement through tiers of intervention, grouping/regrouping, teacher placement, scheduling).</p>	<p><i>Data Tracking</i> Individual student performance on ACT & ACT-like exams, iReady and KSA exams will be tracked using digital spreadsheets. Teachers will meet to update and reflect on student performance/next steps after each assessment. Digital spreadsheets will note demographic information about students as well as their assessment data.</p>	<p>Instructional Support Staff, Principal, Teachers</p>	<p>Data tracking updates and actions after updates</p>	<p>\$0</p>
<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p><i>Student Self-Assessment</i> Students will track their performance on ACT assessments and practice ACT assessments over time in their digital portfolio (ILP). Benchmark scores are noted on the form so students can see where their performance is relative to the goal. For K-8, students will track their iReady and state assessment results. Students will participate in self-assessment and goal-setting activities developing student agency with student-led conferencing (K-1 in groups and 2-8 with individual data chats). In grades 6-8, discussion of progress will be included in parent conferences. Teachers will help students understand the meaning of the numbers in relation to progress and future career options. Gr 6-12 students will track their progress in their ILP.</p>	<p>Counselors, Instructional Support Staff, Teachers</p>	<p>Completed ILP assessment tracking and data folders or binders</p>	<p>\$0</p>
<p>KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and being used to drive classroom instruction, and to determine students' intervention/grouping needs.</p>	<p><i>Data Analysis/Intervention</i> Teachers will analyze the results of iReady, KSA, ACT, ACT-practice assessments, and college placement assessments to identify strengths and weaknesses in both aggregate and individual student performance. Results of data analysis will be used to drive classroom instructional decisions. In addition, intervention groups and targeted instruction to meet individual student needs will be developed using the district RTI process. Schedules at each school may be adjusted to provide more flexibility to support student needs. Interventions will be delivered in class as well as during intervention block (K-5), seminar (6-8), and transition readiness time (9-12) with tier 2 and 3 progress monitoring data reviewed for effectiveness of the intervention.</p>	<p>Teachers, Instructional Support Staff</p>	<p>Intervention plans; PLC notes</p>	<p>\$0</p>

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by 2028 as defined by state postsecondary readiness guidelines

	<p>KCWP 4: Review, analyze & apply data results to ensure student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>K Screen Communication & Support Results from the state-approved readiness screener will be used to inform communications between elementary schools and prior setting facilities in order to increase student readiness for school. The district will facilitate conversations with local child care centers and other early learning facilities to plan essential support activities for professional learning and family engagement through the Heartland Community Early Childhood Council (HCECC).</p>	<p>Principals, K Staff, Early Childhood Facility Reps</p>	<p>Improved K Screen results</p>	<p>\$0</p>
	<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p>Postsecondary Readiness Tracking Grade level postsecondary readiness google sheets will be used to track individual student progress towards meeting post-secondary readiness requirements throughout their high school career. Recognition will be provided for individual students as they meet postsecondary readiness measures. Students will be educated on the various ways they can achieve post-secondary readiness.</p>	<p>Instructional support staff, principal, teachers, college coach</p>	<p>Increase in students meeting transition readiness</p>	<p>\$0</p>
	<p>KCWP 4: Review, analyze & apply data results to ensure students know where they are in their own progression of learning.</p>	<p>Honor Cord & Work Ethic Seal Students who graduate having met state postsecondary readiness requirements will wear an honor cord for graduation. 12th graders who successfully complete the Work Ethic Certification requirements will have a special seal added to their diploma.</p>	<p>Principal, Senior Sponsors, College Coach</p>	<p>Increase in students meeting transition readiness</p>	<p>\$1000 District Funding</p>
	<p>KCWP 5: Design, align & deliver support processes ensuring resources are aligned with and will effectively address needs.</p>	<p>Master Schedule Review The master schedule at each school will be reviewed with respect to opportunity and access for all students. Adjustments will be made as needed to ensure students have adequate opportunity and access to high quality instruction and services as indicated in Kentucky regulations.</p>	<p>Counselors, Principals, Teachers, Instructional Support Staff</p>	<p>Strategic master schedule; increase in student proficiency</p>	<p>\$0</p>
	<p>KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs.</p>	<p>Career Pathways CTE staff and administrators will explore current and future CTE pathways offered both on-site, off-site, or with digital options. Staff, students, parents, community, local business & industry and post-secondary partners will be engaged in conversation about high-need pathways in our region. The asset mapping protocol will be used to analyze existing programs and consider next steps as needed.</p>	<p>Principal, Teachers, Instructional Support Staff</p>	<p>Increase in students completing career pathways</p>	<p>\$20,000 General Fund \$180,500 LAVEC Funds</p>

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by 2028 as defined by state postsecondary readiness guidelines

	<p>Partnerships with other school districts and universities will continue to be developed and expanded to meet student needs while also supporting development of our current programs. LAVEC funds will be used to purchase materials and provide for additional learning experiences for students enrolled in applicable pathways.</p>			
<p>KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students and to ensure resources are aligned with and will effectively address needs.</p>	<p>Alignment/Intervention CTE curriculum, instruction, and assessment will be aligned to CTE-EoP Skill Standards as well as state standards in applicable content areas (KAS). CTE and content teachers will collaborate to implement English 4, math concepts, and technical math connections with CTE concepts. CTE pathway students will be given the opportunity to opt into these experiences.</p>	<p>CTE Teachers, Content Teachers, Instructional Support Staff</p>	<p>Increase in students passing CTE Assessments</p>	<p>\$0</p>
<p>KCWP 5: Design, align, deliver & support processes to ensure that resources are aligned with needs and will effectively address those needs.</p>	<p>Strategic Plan Update Stakeholder groups will be convened to review and update the district's strategic plan to reflect the district's current state and vision for the future. The values, vision and purpose will be reviewed. Components of the plan will be reviewed including the organization of the plan, goals, objectives, and strategies to reflect the needs of all learners. (The plan was last approved December 2019.)</p>	<p>Superintendent, Assistant Superintendent, various stakeholders</p>	<p>Increase in student transition readiness at each level; alignment of resources</p>	<p>\$0</p>
<p>KCWP 5: Design, align & deliver support processes so stakeholders are involved in planning and measuring of progress towards attaining goals, and determining which best practices will meet identified needs of students.</p>	<p>Parent Advisory Council The LaRue County Parent Advisory Council (LCPAC) will meet at least two times each school year. In the fall, state assessment results and other student progress data will be shared and input will be gathered regarding priorities for the district's comprehensive improvement plan. The LCPAC will also review the parent involvement evaluation. The spring meeting will be to review the data from the evaluation(s), review the parent compact, and to set objectives for the following school year.</p>	<p>Title I Coordinator</p>	<p>PAC meeting signature sheet and notes</p>	<p>\$150 Title I</p>
<p>KCWP 6: Establish learning culture &</p>	<p>Conferencing</p>	<p>Principals, Teachers,</p>	<p>Conference notes</p>	<p>\$0</p>

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<p>environment such that processes are in place to communicate with students in order to address barriers to learning.</p>	<p>Administrators and/or teachers will conference with recommended students after ACT-like, iReady, and KSA assessments regarding developing an understanding of "benchmark", progress towards meeting benchmarks, future career options in relation to performance, and potential barriers in the way of student progress (i.e. behavior, effort, attendance, etc.) Parents will be included in conferences as needed including Senate Bill 9 requirements for K-3. Teachers will recommend students in need of conferencing during data analysis sessions and RTI meetings.</p>	<p>Instructional Support Staff</p>		
<p>KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.</p>	<p>Future Planning 12th graders will participate in senior conferences in the fall. Conferences will be individual and focus on goal setting and next steps for success in 12th grade and after high school. In the winter, students in grades 8-11 will participate in informational sessions and 1:1 conferencing about career interests, future planning, and course selection aligned with graduation requirements and their ILP. Prior to 1:1 conferences, teachers will talk to students about both academic and CTE course recommendations. Parents/guardians will have the opportunity to participate in 10th grade conferencing, gr 8-11 elective showcase, and sign-off on student four-year plans. The LCHS website will be updated to house exploration materials and related resources in a user-friendly format for students, staff, and families.</p>	<p>Instructional support staff, Principal, Counselor, Teachers, FRYSC</p>	<p>Goal-setting & career planning w/students</p>	<p>\$0</p>
<p>KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals and parents to address barriers to learning.</p>	<p>Communication All schools will incorporate student, staff and parent communication activities regarding the LaRue County Schools Learner Profile, graduation requirements, work ethic certification, postsecondary readiness standards and career awareness/planning (i.e. parent nights on post-secondary readiness including information on local job market projections, educational requirements to qualify for these jobs, essential workplace skill development at all levels, financial supports available, analysis of student ACT-like reports, understanding of "benchmark", interest inventories, impact on potential careers of interest for each student, goal setting, career day & career fair activities, shadowing opportunities, etc.). Information about work-</p>	<p>Principals, Counselors, Instructional Support Staff, FRYSC, Teachers, Transition Readiness Coordinator, Communications consultant</p>	<p>Increase in students meeting transition readiness</p>	<p>\$0</p>

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		based learning, university partnerships, and partnerships with other school districts will be shared. We will evaluate current means of communication and consider any adjustments needed to better meet the communication needs of our various stakeholders.				
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	<i>Work-Based Learning</i> We will work with community partners to increase work-based learning opportunities for students including job shadowing, internship, co-op, and non-pathway work experiences. The LCHS Work-Based Learning Manual will be used to guide implementation.	Principal, Transition Readiness Coordinator, Teachers	Improved student experience and motivation	\$0	
	KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.	<i>Work Ethic Certification</i> Students in grades K-11 who meet the Work Ethic Certification criteria for attendance, behavior, grades, and “giving back, getting involved” will be awarded the Work Ethic Certification certificate. 12 th graders will receive a seal on their diploma. Students at all grade levels will participate in lessons and activities to build essential workplace skills including but not limited to adaptability, diligence, initiative, knowledge, reliability, remaining drug free, and working well with others. Community partnerships will be developed to increase engagement in these experiences. Connection will be made to the LaRue County Schools Learner Profile. Revisions may be explored for 2024-2025 implementation.	Principal, Transition Readiness Coordinator, TRT teachers	Improved essential skill development	\$0	
	KCWP 6: Establish learning culture & environment to communicate with parents in order to address barriers to learning.	<i>Parent Involvement</i> Schools will implement strategies focused on increasing parent involvement at school/school events and increasing parent involvement with students at home. School committees will develop and implement strategies throughout the year. Early childhood activities will be implemented at POCS to promote early learning and enrollment, promoting parent involvement with early learners. Prichard Committee family-friendly schools resources will be consulted.	Principals, Teachers, Instructional Support Staff	Increase in parent participation in school activities; increase in parent involvement at home with students	\$7100 School Title I \$500 Title IV-A	
	KCWP 6: Establish learning culture & environment to communicate with parents in order to	<i>Parent Supports</i> The district will support and help facilitate various parent involvement activities that occur throughout the school year as part of Family Resource/Youth Service Centers,	DSS, FRYSC, Community Education Coordinator	Increased parent involvement	\$0	

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	address barriers to learning.	<p>Preschool, Community Education, and other district programs.</p> <p>Growing the Pre-School Program The Pre-School on College Street is a full-day program. Three Pre-School Partnership grants have been awarded allowing for additional expansion. Pre-school enrollment will be promoted within the district's pre-school program and local early childhood centers including analysis of pre-school curriculum, assessment practices, recruitment practices (coordinating with head start, sharing the pre-school handbook, monthly screenings, flyer distribution, publicity on social media including promotion and weekly updates), and pre-school parent involvement events. Family literacy and recruitment events will be hosted at POCS with community partners such as the Heartland Community Early Childhood Council, public library, extension office, FRYSC, etc.</p>	<p>POCS Principal, Director of Special Education, Pre-school staff</p>	<p>Increased participation in pre-school and increased effectiveness leading to improved K readiness</p>	<p>\$450,000 Pre-School Partnership Grants \$14,000 Heartland Community Early Childhood Council</p>	
<p>KCWP 6: Establish learning culture & environment that communicates with parents to address barriers to learning.</p>	<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.</p>	<p>LaRue County Learner Profile The LaRue County Schools Learner Profile will be finalized, grade span performance indicators will be collaboratively developed and implementation of pilot projects and tasks will begin. The communication plan for the Learner Profile will be implemented including both internal and external actions to develop an understanding of the Learner Profile competencies. Professional learning will be provided for tools to house student evidences and piloting student defense of learning.</p>	<p>Superintendent, Assistant Superintendent, various stakeholders</p>	<p>Increase in student readiness at each transition point</p>	<p>\$0</p>	
<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners, helps to develop their</p>	<p>KCWP 6: Establish learning culture & environment that ensures equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners, helps to develop their</p>	<p>Deeper Learning The district will participate in year 2 of the three-year statewide Deeper Learning grant program implemented through GRREC. The Deeper Learning Team will include 8 teachers and 4 administrators that are also participants in the Local Laboratory of Learning program.</p>	<p>Assistant Superintendent, Deeper Learning Team</p>	<p>Increase in student readiness at each transition point</p>	<p>\$45,000 Deeper Learning Grant Funds</p>	

Goal 6: Increase the postsecondary readiness rate from 89.8% in 2023 to 93.4% by 2028 as defined by state postsecondary readiness guidelines

	<p>character, and helps them to be successful. KCWP 6: Establish learning culture & environment that ensures equitable access to meaningful learning outcomes for all students that reflect the whole child.</p>	<p>Local Laboratory of Learning The district will participate as a local laboratory of learning cohort 3 group to prototype strategies to inform shifts in local assessments and potentially shifts in state accountability. Community partnership is a key element and goal of the L3 program. 23-24 is year 2 which includes prototype implementation with student feedback in the winter/spring to inform the 24-25 pilot.</p>	<p>Superintendent, Assistant Superintendent, Deeper Learning Team</p>	<p>Increase in student readiness at each transition point</p>	<p>\$20,000 Local Laboratory of Learning implementation support after prototype</p>	
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7: Graduation rate

Goal 7: Maintain the graduation rate STATUS at 98.0% through 2028 as measured by the school report card.

Objective	Strategy	Activities	Responsible Person(s)	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1: Maintain the graduation rate STATUS at 98.0% through 2024 as measured by the school report card.	KCWP 2: Design & deliver instruction such that teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	Digital Portfolio Beginning in 6 th grade, students will complete a Digital Portfolio in conjunction with their coursework. The Digital includes a variety of tasks to prepare them for college/career after graduation such as career exploration, interest inventories, essential employability and social skills, writing portfolio, resume building, career interviews, job shadowing, noting interests/activities/accomplishments, and instruction in digital and financial literacy. The Digital Portfolio contains the Individual Learning Plan. Work Ethic Certification completion and criteria will be tracked in the Digital Portfolio. Teachers will be involved in developing plans for implementation which will include progress checks on completion. For 24-25, the digital portfolio will include intentional connection to the LaRue County Learner Profile and space for individual student competency evidence.	Principal, Instructional Support Staff, Teachers, SEL Cadre Leaders	Goal-setting & career planning w/ students	\$0	
	KCWP 4: Review, analyze & apply data results to ensure data is used to determine student needs.	Individual Learning Plans Students in all grades 6-12 will review and further develop their Individual Learning Plans annually including goal setting, career exploration, essential skill lessons, financial literacy, identification of career pathways and corresponding coursework. Teachers will be directly involved in ILP work with students. Parents and community partners will also be included. A timeline will be implemented for dividing the ILP process out over the year with regularly scheduled checkpoints. Students will lead presentations of their ILPs in TRT class. Student ILP data will be used to pull specific groups for specific purposes.	Counselors, Teachers, SEL Cadre Leaders	Goal-setting and career planning with students	\$0	
	KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet	Intervention/Extended School Services Students below grade level or at risk for failure will receive extra help as needed. Targeted students will attend intervention during the day (intervention block, seminar, transition readiness time), Friday school, and/or before or after school sessions for extra help as needed. Summer learning opportunities will be provided for credit recovery	Principals, Teachers, ESS Coordinator, Instructional Support Staff	Decrease in retention and drop-out rates; increase in proficiency	\$7500 District ESS \$8000 School ESS \$8000 District Title I	

Goal 7: Maintain the graduation rate STATUS at 98.0% through 2028 as measured by the school report card.

the needs of all students.	and kick-start for entering K students with the greatest needs-		*Daytime Funding included in goal 1	
<p>KCWP 5: Design, align & deliver support processes to ensure appropriate academic interventions are taking place to meet the needs of all students.</p>	<p><i>Credit Recovery</i> Students who are behind as well as high school students behind in credits will use credit recovery as a means to catch up during school or during summer school. Students will use a variety of online programs to complete appropriate coursework such as PLATO. Staff will be on site to help students in need of assistance. Credit recovery opportunities will be communicated to both students and parents.</p>	<p>Credit Recovery Teacher</p>	<p>\$5000 ESS for programs</p>	
<p>KCWP 5: Design, align & deliver support processes to ensure appropriate academic and/or behavioral interventions are taking place to meet the needs of all students.</p>	<p><i>Alternative Education</i> The NEST will provide learning activities that support innovative pathways and are aligned to college and career outcomes for all students; a curriculum that is aligned with the Kentucky Academic Standards and the learning goals in each student's Individual Learning Plan (ILP); successful student transition to the regular school assignment, when possible, or to post-secondary status; a meaningful alternative to suspension and/or expulsion of a student.</p>	<p>DSS, Principal of Alternative Programs, Principals, Teachers, Instructional Support Staff</p>	<p>\$4178 Safe Schools</p>	
<p>KCWP 6: Establish learning culture & environment to assist students in decision making in regard to needs/goals.</p>	<p><i>Persistence to Graduation</i> The KDE Persistence to Graduation Report and Early Warning Tool in Infinite Campus will be used to identify students at risk of not graduating due to various risk factors weighted by KDE. The PtGToolkit will be used to identify specific actions to get students back on track for graduation.</p>	<p>Principal, Instructional Support Staff</p>	<p>\$0</p>	

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

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

Monitoring and Support

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

Response:

N/A

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

Additional/More Rigorous Actions

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

Response:

N/A