## 1: Proficiency

State your *Proficiency* **Goal**

| Goal 1: By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students from 67.4% to 72.5% (elementary); 62.4% to 77.3% (middle); and 65.8% to 78.7% (high).  |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf)
* [KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf)
* [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)
 | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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* [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%20%204%20Review%2C%20Analyze%2C%20and%20Apply%20Data_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
* [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
 | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
| Objective  | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: By 2018, the elementary will maintain or increase the combined (reading and math) percentage of proficient/distinguished (P/D) of 67.4%; middle will increase percentage from 62.4% to 72.8%; high from 65.8% to 74.4%.  | KCWP 2: Teachers will be trained in monitoring learning before, during and after instruction. | Activity-Professional DevelopmentDistrict will provide teachers with access to on-going professional development in the areas of instructional gaps, differentiated instruction, and teaching students with disabilities. | Principal Walkthroughs | Quarterly Reports |  |
| Activity- Train the TrainerTeachers who attend professional development will return and train peers on best practice instructional strategies to aid in student achievement.  | Faculty Meetings | Principal Report |  |
| KCWP 4: Teachers will use a balanced evaluation approach by using various formative, summative and interim assessments to determine student success. | Activity- Teachers will use all assessments to appropriately determine tiered intervention needs. | Movement of tiered students | Principal Report |  |
| Activity- Administration/teachers will develop a clearly defined RTI process to monitor tiered intervention movement and student progress. | Quarterly monitoring tool | District Report |  |
| KCWP 5: Teachers will use research based processes to ensure behavioral interventions are taking place and monitored to meet the needs of all students.  | Activity- Monitor the school-wide behavior support system that is aligned with the Code of Conduct as well as student action plans for self-monitoring and feedback.  | PBIS reports | SBDM reports |  |
| Activity- Monitor the PLC protocol with an effective process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.  | PLC Agendas/Minutes | Principal report |  |
| Activity- District will implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.  | District school visits | Quarterly Reports |  |
|  |  | Activity – District will provide interim assessment (MAP) to develop plans to address gap groups and student needs. | Student Achievement | PLC Reports |  |
| Objective 2: By 2018, the teachers will receive professional learning in the areas of closing the achievement gap, differentiating instruction and teaching children with disabilities. TELL survey results reveal the need for PD in the following: 52% Gap, 45% Disabilitites,45% Differentiating Instruction. | KCWP 2: Professional Learning will be available for teachers to increase effective teaching strategies.  | Activity- District will provide teachers with access to on-going professional development in the in the areas of reducing instructional gaps, differentiated instruction, and teaching students with disabilities.Activity- Analyze the finding from the school, review and provide financial support to supplement intervention resources. Activity- Provide professional learning opportunities for staff in the areas of differentiated instruction, closing achievement gap and students with disabilities. Activity- District will ensure that all students including students with disabilities have access to core content and higher levels of instructional practice. | Quarterly monitoring toolPrincipal Evaluations/Walk through | Progress MonitoringPrincipal Reports | P/D funding |
| Objective 3: By 2018, collaboration to ensure that there is equal distribution of qualified teachers in all schools.  | KCWP 2: Equity will be monitored to ensure that schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified , or out of field teachers.  | Activity: District will monitor teacher quality through EPSB and make recommendations when appropriate.  | Personnel DirectorPrincipal | On-going |  |
| Activity: District will provide technical assistance and guidance to strengthen teacher quality through mentoring programs. Activity: Instructional Coach will have two way communications with administrators and will be made available to assist teachers with best practice strategies, professional learning, and any instructional needs.  | Title II Instructional CoachDistrict Office  | Principal recommendationsthroughout year |  |
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| Objective 4: By 2018, Daily attendance will be monitored to ensure that students are in class so that higher student achievement can be achieved.  | KCWP 6: Teachers will monitor student attendance and report to administrator’s truant students.  | Activity: Each school will make adequate efforts to contact each absent student daily.Activity: Teacher will send notification letters to parents after 3 unexcused absences; three more will result in principal letter and after that district DPP will be notified for further follow-up. Activity: School level attendance committees will meet monthly (during the school year) to discuss chronic absenteeism and identify strategies to improve attendance.  | DPPPrincipalStaffDPPPrincipalStaff | On-goingOn-going |  |
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## 2: Gap

State your *Gap* **Goal**

| Goal 2: By 2019, the district will increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): Elementary from 60.6% to 65.9%; Middle from 50.4% to 70.4%; High from 57.2% to 71.9%. |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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 | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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 | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: By 2018, the elementary will maintain or increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) at 60.6%; Middle from 50.4% to 64.4%; High from 57.2% to 66.2%.  | KCWP 2: Teachers will be trained in monitoring learning before, during and after instruction.KCWP 4: Teachers will use a balanced evaluation approach by using various formative, summative and interim assessments to determine student success. | Activity-Professional DevelopmentDistrict will provide teachers with access to on-going professional development in the areas of instructional gaps, differentiated instruction, and teaching students with disabilities. | Principal Walkthroughs | Quarterly Reports |  |
| Activity-Ensure monitoring measures are in place to support high fidelity in teaching to the standards by formal/informal observations, classroom data, and peer observations.  | Evaluations | CEP  |  |
| Activity- Monitor the PLC protocol with an effective process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Activity: Monitor and maintain Reading Recovery program to increase student achievement of at-risk students through reading intervention. | Assessment results | Principal Report |  |
| Objective 2: By 2018, schools will provide additional instruction to increase student achievement.Objective 3: By 2018, PLC’s will meet to refine curriculum alignment and pacing guides for standards in all areas.  | KCWP 2: Staff will provide additional instruction in area’s needed to at risk students to increase student achievement. KCWP 4: Staff will monitor PLC’s through attendance at meetings, agenda’s, minutes and principal reports.  | Activity- ESS will be provided to provide gap students with additional instruction in an effort to increase student achievement.Activity- Parent involvement activities will be available to provide parents with strategies and resources to be used at home to increase student achievement.  | Interim assessmentsPrincipal evaluations | Principal Report |  |
| Activity- Monitor the PLC protocol with an effective process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Activity- Supplemental research based resources will be provided to increase student achievement.  | Administrator Evaluation Of PLCStudent assessments | Principal Report |  |
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| Objective 4: By 2018, collaboration to ensure that there is equal distribution of qualified teachers in all schools. Objective 5: By 2018, District shall provide resources to aide in reaching proficiency to at-risk students.Objective 6: By 2018, staff will ensure that students identified with an IEP are receiving services in the least restrictive environment while also ensuring that individual student needs are met.  | KCWP 2: Equity will be monitored to ensure that schools provide instruction by highly qualified instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified , or out of field teachers.  | Activity: Instructional Coach will have two way communications with administrators and will be made available to assist teachers with best practice strategies, professional learning, and any instructional needs. | Instructional Coach report | Quarterly Reports |  |
| Activity: District will monitor teacher quality through EPSB and make recommendations when appropriate.  | Personnel Officer  | HQ report |  |
| KCWP 6: Establish a culture of support for the at-risk population by identifying research based resources that can reduce barriers to learning.  | Activity: District will provide technical assistance and guidance to strengthen teacher quality through mentoring programs. Activity: Aide in the collection and communication of needed resources that will remove barriers to learning. Some programs are FRYSC, Title 1 Homeless, community churches, blessings in a backpack, Lions club, Coal for Kids, Children Inc., Phi Beta Kappa, Individuals Supporting Bulldog Education, 21st CCLC, and Save the Children.  | Community Partners | Non-Academic Data Reports |  |
| Activity- Reading Recovery is offered five days a week for eight students with one-on-one instruction. In addition, the reading Recovery teacher has three CIM groups of up to eight students in each group.  | PrincipalReading Recovery Data review | Reading Recovery Data Interim Assessments |  |
| KCWP 2: Ensure through monitoring that IEP services are appropriately met to maximize student achievement. | Activity- ARC’s will make placement decisions that allow students to be educated in the least restrictive environment with non-disabled peers to the extent appropriate.  | Special Ed DirectorARC ChairDistrict Office Staff | Special Ed reviewsFolders reviewsPrincipal Evaluations |  |
| Activity- District will monitor and track timeline compliance as it pertains to referral, evaluation and placement of students with disabilities ages 3-21.Activity- Staff will input all required data for students identified with an IEP into IC tracking system. Activity- Parents will be involved in ARC meetings either by attending, conference call, or home visits and will be informed of trainings pertaining to their special needs. Activity- Parent/student surveys will be completed at ARC meetings addressing transition and information will be provided on the necessary supports needed for smooth transition to adult life.  | Special Ed DirectorARC ChairDistrict Office Staff | Special Ed reviewsRandom Folders reviewsPrincipal Evaluations |  |

## 3: Graduation rate

State your *Graduation rate* **Goal**

| Goal 3: BY, 2020, the district will increase the Graduation Rate from 96.4% to 98% as measured by the 5-Year Cohort Graduation Rate.  |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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 | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: Increase Cohort Graduation Rate as measured by the 5-Year Cohort Goal. | KCWP 4: DPP will track student enrollments through IC.  | Activity- DPP will monitor withdrawn students enrollment in IC.  | DPP report | Quarterly Reports |  |
| Activity- Monitor student attendance daily at school, use communication to contact all absent students.  | Attendance reports | Quarterly Reports |  |
| Activity- Support CTE and guidance counselors in enrolling students in Career and Technical classes.Activity- Support middle school transition, where students who qualify can take several high school courses and Spanish at the high school through flexible scheduling and provide transportation.  | CCR Teacher leader | EvaluationsCCR test results |  |
| Objective 2: By 2018, increase graduation rate by providing professional learning for teachers in areas of: closing achievement gap, differentiating instruction, and students with disabilities. Objective 3: By 2018, monitor and support the implementation of the CTE programs to create pathways for each CTE program that leads to an industry certification or KOSAA certification.  | KCWP 5- Provide teachers with professional learning to address different learning styles during instruction to increase student achievementKCWP 6: Flexible scheduling to allow students who have expressed interest in FCS, early childhood, nurse aide, technology to take the required number of classes to qualify for KOSSA and IC3 tests.  | Activity- Teachers will have training made available in differentiated instruction, closing achievement gap and disabilities.  | WalkthroughsTeacher surveys | Quarterly Reports |  |
| Activity- Monitor the effectiveness of ILP’s to ensure that students are placed in courses aligned with their career interest.  | PrincipalStudent surveys | Principal Reports |  |
| Activity: Career Preparation Orientation and student interest conversations with guidance counselors to target student’s interests.Activity: Monitor ILP Career matchmaker/career clusters inventory from 8th-11th grade to guide student course of study. Activity: Continue to make available the WIN program, EverFi, and ACT practices tests to determine student needs and address reading and math interventions in CCR and RTI classes.Activity: Continue to monitor career pathways/vocational courses for students both on-site and at HCTC. Activity: Provide CCR professional learning for middle school and high school counselors on 16 national career clusters and 79 career pathways.  | Parent SurveysECERSPrincipal EvaluationACT scoresCCR ScoresStudent surveys | Evaluations |  |

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| Objective 4: By 2018, Student daily attendance will improve through monitoring ensuring that students are in class so higher student achievement can be attained.Objective 5: Implement an RTI plan for universal screening, student assessment, tiering, differentiating instruction and research based interventions.  | KCWP 6: DPP and teachers will monitor student attendance and report truant students. KCWP 2: Administrators will support/monitor RTI plan.  | Activity: Each school will make adequate efforts to contact each absent student daily.Activity: Teachers will send notification letters to parents after 3 unexcused absences; three more will result in principal letter and after that district DPP will be notified for further follow-up. Activity: School level attendance committees will meet monthly (during the school year) to discuss chronic absenteeism and identify strategies to improve attendance. Activity: Parent education and involvement  | DPPSchool level attendance clerksPrincipal | Monthly attendance committee meetings.Quarterly Report-Progress monitoring tool.  |  |
| Activity- Administrators/Teachers will develop a clearly defined RTI process to monitor tiered intervention movement and student progress.Activity- Monitor the usage of transitional intervention curriculum/materials. | Principal Agenda/notesPrincipalTransition Team | EvaluationsTransition follow-up |  |
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## 4: Growth

State your *Growth* **Goal**

| Goal 4: By 2020, the district will increase student growth percentage in combined reading and math for all students: Elementary from 70.1% to 75%; Middle School from75.4% to 80%. |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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 | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: By 2019, district will maintain or increase student growth percentage; Elementary 3-5 grade from 70.1 to 76%. | KCWP 5- Provide teachers with professional learning to address different learning styles during instruction to increase student achievementKCWP 2: Administrators will support/monitor RTI plan. | Activity- Teachers will have training made available in differentiated instruction, closing achievement gap and disabilities. Activity- Teachers will be trained and updated on Singapore math implementation.Activity- Implement an RTI plan for universal screening, student assessment, tiering, differentiating instruction, and research based interventions.  | Teacher surveysPrincipal walkthroughs | Quarterly Reports |  |
| Activity- Administrators/Teachers will develop a clearly defined RTI process to monitor tiered intervention movement and student progress. | RTI Meeting agenda/notesPrincipal walkthroughs | Quarterly Reports |  |
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| Objective 2: By 2019, district will maintain or increase student growth percentage; Middle School 6-8 grade 75.4% to 77.3%.Objective 3: By 2019, teachers will provide additional strategies and activities that will enhance student learning.Objective 4: By 2019, monitor curriculum implementation. Objective 5: By 2019, District instructional supervisors will monitor the incorporation of reading and writing in all content areas. Objective 6: By 2019, district will collaborate to reduce the percentage of students scoring novice by 10%.Objective 7: Maintain or increase combined reading /math EOC scores for high school from 72.4% or higher.Objective 8: Increase Algebra II EOC students from 61.3% to 78.7% as measured by state assessments.  | KCWP 5- Provide teachers with professional learning to address different learning styles during instruction to increase student achievementKCWP 2: Provide and support teachers with tools necessary to enhance student learning.KCWP 2: Support principal and staff with curriculum implementation.KCWP 3: Provide and support the incorporation of reading and writing into all content areas. KCWP 2: Provide support for the implementation of the standards and means for eliciting evidence of teacher of teacher effectiveness. KCWP2: Monitor and support the English teachers to align curriculum to standards.KCWP2: Monitor and support the Mathematics teachers to align curriculum to standards. | Activity- Teachers will be trained and updated on IXL and DIGITS implementation.Activity- Implementation of IXL program into regular curriculum to provide students with supplemental on-line math practice and lessons. It is self-paced, revisits skills not mastered, assesses progress and gives instant updates on progress.Activity- Enrichment program will be enhanced by utilizing and refining the Gifted and Talented Teacher input through collaboration.  | PD Director PrincipalGT Director | KREPFormative assessmentsAssessments |  |
| Activity- Instructional field trips will be monitored for educational appropriateness that is link to standards.Activity- Curriculum Design Team (CDT) will share update/revised curriculum with teachers to gather feedback and input. Staff will share feedback with CDT. Principal will report findings, revisions and changes made to curriculum to district instructional leaders. Activity- The Accelerated Reader program will be monitored for implementation and refinement into regular curriculum.  | Principal District Instructional Leaders | Formative assessments |  |
| Activity- Ensure that principal and staff implement curriculum using best practice for instruction and assessment and monitor implementation throughout year. Activity- District instructional leader will analyze curriculum to identify gaps and make necessary adjustments. CDT will utilize resources aligned with standards. Activity- Instructional supervisors will monitor the implementation of reading and writing in all content areas through principal reports, walkthroughs, and student achievement. Activity- Teachers will be offered training in the LDC template tasks.Activity- Teachers will collaborate in designing instruction, analyzing student work and adjusting instructional practice based upon data and lessons learned about students and their needs. Activity- Increase instructional rigor and student achievement through planning, preparation and instruction Activity- Teacher effectiveness will be monitored through principal evaluations, walk through, and quarterly reports. Activity- District technology coordinator will provide follow-up and support for smart technology.Activity- Teacher will keep blogs updated to communicate to parents school related items.Activity- Monitor sophomore English rotation that allows English II courses to be held at the same hour each day and to be divided among the teachers so that class size can be reduced giving more one-on-one instruction. Activity- Monitor and support the use of text complexity: raising rigor through follow-up and reports. Activity- Analyze curriculum to identify gaps, make necessary adjustments, utilize instructional resources.Activity- Monitor school intervention teams that look at academic and non-academic data. Activity- Purchase supplemental books and study guides. | District Instructional Leaders Principal walkthroughsInterim assessments reviewDistrict Technology coordinatorParent survey data reviewPrincipal Quarterly ReportsPrincipal Quarterly ReportsPrincipal Quarterly ReportsPrincipal Quarterly Reports | CDT team curriculum reviewWriting Program ReviewQuarterly reportsTeacher evaluationsQuarterly reportsTeacher/Staff evaluationsParent surveysInterim assessmentsQuarterly reportsTeacher/Staff evaluationsQuarterly reportsTeacher/Staff evaluations |  |

## 5: Transition readiness

State your *Transition readiness* **Goal**

| Goal 5: Increase the percentage of students who are College and Career Ready (CCR) from 70.7% to 82% by 2019. |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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* [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf)

[KCWP 4: Review, Analyze and Apply Data](http://education.ky.gov/school/csip/Documents/KCWP%204%20ReviewAnalyzeApplyData.pdf)* [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)
 | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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 | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: By 2018 increase the percentage of students who are CCR from 70.7% to 76%. | KCWP 6: Flexible scheduling to allow students who have expressed interest in FCS, early childhood, nurse aide, technology to take the required number of classes to qualify for KOSSA and IC3 tests.  | Activity: Career Preparation Orientation and student interest conversations with guidance counselors to target student’s interests.Activity: Monitor ILP Career matchmaker/career clusters inventory from 8th-11th grade to guide student course of study. Activity: Continue to make available the WIN program, EverFi, and ACT practices tests to determine student needs and address reading and math interventions in CCR and RTI classes.Activity: Continue to monitor career pathways/vocational courses for students both on-site and at HCTC. Activity- Monitor student progress toward meeting CCR to determine the effectiveness of interventions and next steps for continuous improvement. Activity- College visits and FAFSA assistance will be made available in collaboration with HCTC.Activity- Students will have opportunity to attend College Fair at HCTC | Student SurveysCCR Teacher leadersGuidance Counselor | CCR ScoreStudent completion of pathway |  |
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| Objective 2: By 2018, increase the percentage of students who are kindergarten ready from 65.5% to 76.5%.Objective 3: By 2018, increase parent and community awareness of readiness skills that are assessed upon school entry. Objective 4: Increase parental involvement in students’ academic success. | KCWP 5: Identify and support early childhood providers, families and community members to ensure all children experience effective transition to school entry.KCWP 6: Disseminate kindergarten readiness information and resources to increase awareness for student success. KCWP 6: Support parent/ teacher activities to increase student achievement and reduce barriers to learning.  | Activity: Analyze data from screener and multiple assessments, including results from prior settings, classroom observations/formative assessments. | TeachersPrincipals | Brigance Data Formative assessments |  |
| Activity: Assess all kindergarteners at school entry with common statewide screener.Activity: Disseminate school readiness definition and screener results to early childhood (EC) community and parents.Activity: Preschool teacher will track preschool students through elementary school to target areas of improvement. | ECERSParent SurveysPreschool Teacher | Brigance Data Review teamFRYSC |  |
| Activity: Preschool coordinator/teacher leaders will participate in ELLN meetings and implement strategies for K-3 student learning outcomes.Activity Assist in gathering transition data from EC providers to prepare for incoming K learners.Activity: Support and maintain resources for Born Learning parent education classes. Activity- Purchase essential supplies for students to reduce barriers to learningActivity-Provide support for instructional field trips to enhance student learning. Activity- Support Parent Fair in Spring where parents and student receive books, community partners provide resources needed for GED, FAFSA information, Job incentives, summer educational programs, summer job placement for high school students, college class tuition drawings.  | Born Learning DirectorEC District TeamPrincipalParent surveysQuarterly Reports | District ReportDistrict EC director WalkthroughsDistrict |  |

## 6: Other (optional)

State your *Other* **Goal** (optional)

| Goal 6:  |
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| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
* [KCWP 2: Design and Deliver Instruction](http://education.ky.gov/school/csip/Documents/KCWP%202%20DesignandDeliverInstruction.pdf)
* [KCWP 3: Design and Deliver Assessment Literacy](http://education.ky.gov/school/csip/Documents/KCWP%203%20DesignandDeliverAssessmentLiteracy.pdf)
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* [KCWP 5: Design, Align and Deliver Support](http://education.ky.gov/school/csip/Documents/KCWP%205%20DesignAlignDeliverSupport.pdf)
* [KCWP 6: Establishing Learning Culture and Environment](http://education.ky.gov/school/csip/Documents/KCWP%206%20EstablishingLearningCultureandEnvironment.pdf)
 | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* * [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards_CONTINUOUS%20IMPROVEMENT%20Activities.pdf)
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 | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: |  |  |  |  |  |
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| Objective 2: |  |  |  |  |  |
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| Goal 6:  |
| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)** [KCWP 1: Design and Deploy Standards](http://education.ky.gov/school/csip/Documents/KCWP%201%20DesignandDeployStandards.pdf)
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 | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| Objective 1: |  |  |  |  |  |
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| Objective 2: |  |  |  |  |  |
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| **Quarterly Report Analysis Tool** |
| **1st Quarter** |
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| **What questions are we trying to answer?**  |
|  What does the data tell us? |
|  What does the data not tell us? |
| What are causes of celebration? |
| What areas need improvement? |
| What are our next steps? |

 |
| **What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?** Our areas of strength from the current data reveal that the elementary school met all delivery targets in all areas. All schools are making gains and seem to be continuously improving at all levels. We are continuing to collaborate closely with the schools and monitoring the RTI process. We are continually trying to support the delivery of instruction and provide professional learning of staff to offer high quality learning environments to increase student achievement. We are providing support to teachers in accessing technology in the classroom. We have established a culture of learning and an ownership of the entire community to our educational success. Parental involvement is an integral part of our schools success; we encourage parents to be active partners in their children’s academic success. . We offer parental classes to help with carryover from the learning at school to home. We have open lines of communication with staff and parents.  |
| **What are areas in need of improvement? What plans are you making to improve the areas of need?** Needs ImprovementACADEMIC: \* 67.4% of elementary students in non-duplicated gap scored P/D on KPREP test in reading and math as opposed to 42.8% non -gap learners. \*15% of middle school students with disabilities scored P/D in reading as compared to 26% state-wide. 12% of middle school students with disabilities scored P/D in math as compared to 26% state-wide. \*48.4% of middle school students in non-duplicated scored P/D in math as opposed to state 35.9%. \*62.4% of middle school students scored P/D in combined reading and math indicating that we did not meet our annual goal of 68.2%. \*63.9% of middle school students scored P/Din reading indicating that we did not meet our annual target of 71.6%. \*60.5% of middle school students score P/D on math indicating that we did not meet our goal of 62.8%. \*65.8% of high school students scored P/D on combined reading and math indicating that we did not meet our annual delivery target of 70.1%. \*71.1% of high school students scored P/D on reading indicating that we did not meet our annual target of 77.5%. \*60.5% of high school students scored P/D on math indicating that we did not meet our annual target of 62.8%.NON-ACADEMIC: ATTENDANCE: Federal data on school report card indicates the following for attendance: 93.5% attendance rate for high school students, 94.3% attendance rate for middle school, 93.6% attendance rate for elementary. 93.6% attendance rate for elementary students indicating we did not meet our target of 94%. 93.8% attendance rate for the district as opposed to the state 94.5%.  PROFESSIONAL DEVELOPMENT: Teachers indicated on TELL survey the following areas that there is a need for professional learning to teach more effectively: Differentiating Instruction- 45%, Special Ed (teaching students with disabilities)- 45%, closing the achievement gap-52%, Integrating technology into classroom- 36%. |
| **Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?** See CSIP above |
| **2nd Quarter** |
| **What questions are we trying to answer?** **After analyzing data trends, students’ scores reveal that for combined reading and math at the high school level the annual delivery target has not been met since 2014-2015. Scores for reading reveal that the delivery target has not been met at high school level since 2014 even though the scores have steadily improved over the past three years. The middle school students reading scores reveal that the delivery target has not been met in past two years for reading. All three schools in math have not met delivery target two out of the past three years. The students with disabilities at the high school and middle school level have not met the delivery target in past three years for combined reading and math, reading only and math only indicating a significant area for improvement. After analyzing safety data in school report card and Tell survey there are no significant areas of concern. The TELL survey results reveal that 80.3% of teachers feel that the school are clean and well maintained which we contribute to the schools renovations but will continue to address.** |
| **What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?** A MAP testing, PLC’s, teacher walkthroughs seem to show that all schools are making gains and seem to be continuously improving at all levels. We are continuing to collaborate closely with the schools and monitoring the RTI process. Teachers attending professional learning opportunities are continually trying to support the delivery of instruction and provide professional learning of staff to offer high quality learning environments to increase student achievement. We are providing support to teachers in accessing technology in the classroom. We have established a culture of learning and an ownership of the entire community to our educational success. Parental involvement is an integral part of our school’s success; we encourage parents to be active partners in their children’s academic success. We offer parental classes to help with carryover from the learning at school to home. We have open lines of communication with staff and parents.  |
| **What are areas in need of improvement? What plans are you making to improve the areas of need?** Attendance improvement is an area for needs improvement that will affect all subjects. Our teachers try to ensure that our students are well-rounded, transition ready, prepared with the knowledge, skills, and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The teachers put emphasis on providing students with opportunities for career and technical education. The new system includes an intentional focus on improving low-performing students and closing the achievement gap between student groups. This promotes increased efforts at providing needed supports and rich learning experiences to historically overlooked, underperforming student groups such as minority ethnicities, students with disabilities, and English Learners.  All indicators in the accountability system will be disaggregated and reported by student group if the group size is ten or above. Our system uses multiple academic and school quality measures, not a single test or indicator. An overall rating for each school and district will be determined by setting standards for low to high performance on seven indicators.  |
| **Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?** Continue to monitor response to Intervention which provides the structures needed for closing achievement gaps, ensuring readiness to learn and guiding student smoothly from preschool through post-secondary transitions that lead to learning success. Focusing on continuous progress for every student, the KSI addresses closing achievement gaps. Using universal screening data to identify student learning a and behavioral needs inform teaching and learning. There is a focus on the accountability of schools for every student’s progress by ensuring that students are taught by highly effective teachers; providing appropriate, relevant, evidence-based instruction; monitoring progress regularly; and creating a system fully aligned with state learning standards. The KSI process supports higher academic achievement through a focus on interventions for all students in both academic and behavioral areas.  |
| **3rd Quarter** |
| **What questions are we trying to answer?** * How to increase number of students scoring proficient in reading and math?
* How to decrease the number of students scoring novice in reading and math?
* How to increase successful transitions?
* Increase kindergarten readiness? Increase student attendance through the year?
 |
| **What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?** Our areas of strength from the current data reveal that the elementary school met all delivery targets in all areas. All schools are making gains and seem to be continuously improving at all levels. We are continuing to collaborate closely with the schools and monitoring the RTI process. We are continually trying to support the delivery of instruction and provide professional learning of staff to offer high quality learning environments to increase student achievement. We are providing support to teachers in accessing technology in the classroom. We have established a culture of learning and an ownership of the entire community to our educational success. Parental involvement is an integral part of our schools success; we encourage parents to be active partners in their children’s academic success. . We offer parental classes to help with carryover from the learning at school to home. We have open lines of communication with staff and parents.  |
| **What are areas in need of improvement? What plans are you making to improve the areas of need?** Attendance improvement is an area for needs improvement that will affect all subjects. Our teachers try to ensure that our students are well-rounded, transition ready, prepared with the knowledge, skills, and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The teachers put emphasis on providing students with opportunities for career and technical education. The new system includes an intentional focus on improving low-performing students and closing the achievement gap between student groups. This promotes increased efforts at providing needed supports and rich learning experiences to historically overlooked, underperforming student groups such as minority ethnicities, students with disabilities, and English Learners.  All indicators in the accountability system will be disaggregated and reported by student group if the group size is ten or above. Our system uses multiple academic and school quality measures, not a single test or indicator. An overall rating for each school and district will be determined by setting standards for low to high performance on seven indicators.  |
| **Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**  |
| **4th Quarter** |
| **What questions are we trying to answer?*** How to increase number of students scoring proficient in reading and math?
* How to decrease the number of students scoring novice in reading and math?
* How to increase successful transitions?
* Increase kindergarten readiness?
* Increase student attendance through the year?
 |
| **What are the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?** Our areas of strength from the current data reveal that the elementary school met all delivery targets in all areas. All schools are making gains and seem to be continuously improving at all levels. We are continuing to collaborate closely with the schools and monitoring the RTI process. We are continually trying to support the delivery of instruction and provide professional learning of staff to offer high quality learning environments to increase student achievement. We are providing support to teachers in accessing technology in the classroom. We have established a culture of learning and an ownership of the entire community to our educational success. Parental involvement is an integral part of our schools success; we encourage parents to be active partners in their children’s academic success. . We offer parental classes to help with carryover from the learning at school to home. We have open lines of communication with staff and parents.  |
| **What are areas in need of improvement? What plans are you making to improve the areas of need?** Continue to monitor response to Intervention which provides the structures needed for closing achievement gaps, ensuring readiness to learn and guiding student smoothly from preschool through post-secondary transitions that lead to learning success. Focusing on continuous progress for every student, the KSI addresses closing achievement gaps. Using universal screening data to identify student learning a and behavioral needs inform teaching and learning. There is a focus on the accountability of schools for every student’s progress by ensuring that students are taught by highly effective teachers; providing appropriate, relevant, evidence-based instruction; monitoring progress regularly; and creating a system fully aligned with state learning standards. The KSI process supports higher academic achievement through a focus on interventions for all students in both academic and behavioral areas.  |
| **Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?** Continue to monitor response to Intervention which provides the structures needed for closing achievement gaps, ensuring readiness to learn and guiding student smoothly from preschool through post-secondary transitions that lead to learning success. Focusing on continuous progress for every student, the KSI addresses closing achievement gaps. Using universal screening data to identify student learning a and behavioral needs inform teaching and learning. There is a focus on the accountability of schools for every student’s progress by ensuring that students are taught by highly effective teachers; providing appropriate, relevant, evidence-based instruction; monitoring progress regularly; and creating a system fully aligned with state learning standards. The KSI process supports higher academic achievement through a focus on interventions for all students in both academic and behavioral areas. With promise Neighborhood Grant award, we can provide interventionist at each school, new technology, several professional learning opportunities, and much, much more. This will allow us to target the delivery of instruction and provide professional learning of staff to offer high quality learning environments to increase student achievement. We are providing support to teachers in accessing technology in the classroom. We have established a culture of learning and an ownership of the entire community to our educational success. Parental involvement is an integral part of our schools success; we encourage parents to be active partners in their children’s academic success. . We offer parental classes to help with carryover from the learning at school to home. We have open lines of communication with staff and parents. Parent involvement/attendance clerks will be hired at every school to increase parental involvement and help with attendance. |