

Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Increase the proficiency rating in elementary schools from 71.5 to 79.5 (2.65 annually), the proficiency rating in middle schools from 73.9 to 81.7 (2.61 annually) and the proficiency rating in high schools from 63.0 to 71.1 (3.7 annually), by 2021.

<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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.</p>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the proficiency rating in elementary schools from 71.5 to 74.1 by 2019; in middle schools from 73.9 to 76.0 by 2019; in high schools from 63.0 to 66.7 by 2019.	KCWP 1: Design and Deploy Standards: Continue to refine our system to assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success	Process: Ensure continuous ongoing professional development in the area of best practice/high yield instructional strategies/Culturally Responsive Teaching & Learning (CRTL) strategies to aid in curricular adjustments when students fail to meet mastery	Professional learning Agendas and Sign Ins; Action plans in schools Common Assessments		Title II Funds
	KCWP 2: Design and Deliver Instruction: Refining our system to ensure the instructional program is intentional and of the highest quality	Process: Continue to implement a system to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Content Rep Meetings and Curriculum Revision Meetings - Agendas and Sign Ins PLC Meeting Minutes with Plan, Do, Study, Act (PDSA) model linked to curriculum		General Fund
		Process: Implement and monitor a system to develop K-3 teacher pedagogy in foundational literacy in	Professional Development Plans		Title II

		all schools (i.e., monthly professional learning opportunities via Early Literacy Cadre) around best practice/high yield instructional strategies/Culturally Responsive Teaching & Learning (CRTL) strategies which aid in curricular adjustments to directly improve the reading fluency and comprehension of students.	Agendas and Sign In from Early Literacy Cadre; Action Plans for school teams Common Assessments		
	KCWP 4: Continue to ensure that teachers have an established system for examining and interpreting all data in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	Process: Expand processes for data analysis to all levels to ensure data from formative, summative and interim assessments are used by classroom teachers and school leaders to drive instruction.	Data Analysis Protocols for: -ELA and Math District Common Assessments -MAP (Grade K-9) PLC Minutes and Agendas reflective of PDSA		
	KCWP 5: Implement a systematic approach to collect, monitor, and evaluate data to ensure high levels of teacher effectiveness and student learning.	Process: Providing tiered supports through a collaborative team process (CSI, TSI, ES3), we will utilize data wise questions each month, evaluate current as-is state, identify celebrations and concerns, and determine next steps.	School chief will monitor progress through 30-60-90 day plan; District instructional specialists along with school leaders will monitor completion of next steps in monthly action plans and minutes.		Title I Funds Title II Funds General Funds
	KCWP 2: Implement and monitor the ELEOT walkthrough tool to measure student engagement in all learning environments.	Practice: Schools will utilize the Effective Learning Environment Observation Tool (ELEOT) walkthrough tool to establish a baseline for all seven learning environments; using monthly data to make holistic instructional	Positive growth in monthly ELEOT school summary data as evidenced by AEN scores in each environment.		General Funds

		adjustments and to inform professional learning for staff.			
--	--	--	--	--	--

2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator rating in elementary schools from 63.3 to 74.4 (3.7 annually), and the separate academic indicator rating in middle schools from 67.9 to 77.5 (3.2 annually), by 2021; and the separate academic indicator in high schools from 68.6 to 74.6 (2.0 annually) by 2021.

Which **Strategy** will the 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](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the 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 Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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
Increase the separate academic indicator rating in elementary schools from 63.3 to 67.0 by 2019; increase the separate academic indicator rating in middle schools from 67.9 to 71.1 by 2019; increase the separate academic indicator rating in high schools from 68.6 to 70.6 by 2019.	<p>KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p> <p>KCWP 2: Design and Deliver Instruction: Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</p>	<p>Process: Primary ELA teachers will develop and implement best practices to provide intentional opportunities where students receive and offer effective feedback during writing instruction (i.e. word study and guided writing strategies for early learners, Culturally Responsive Teaching and Learning (CRTL) strategies).</p> <p>Process: Intermediate ELA (grades 3-5) engage in 1st and 2nd semester collaborative communities to ensure the core curriculum is being used and implemented effectively, to identify instructional gaps, determine the most effective high yield strategy to deploy for students to arrive at standards mastery for writing.</p>	<p>Student work products with feedback based on rubric criteria</p> <p>Increase student results on the statewide summative assessment for writing</p> <p>Writing Common Assessment (6-12)</p>		Title II

		<p>Process: Middle/High School (grades 6-12) ELA teachers engage in collaborative communities to develop a district-wide writing protocol that includes alignment of rubrics, strategies, grading/assessing, and providing feedback to students throughout the writing process.</p>	<p>Increase student results on the statewide summative assessment in writing</p>		
	<p>KCWP 3: Design and Deliver Assessment Literacy: Develop a systematic approach for standards-aligned assessment development.</p>	<p>Process: K-12 science and social studies teachers engage in monthly district curriculum meetings to review the alignment between standards, instructional outcomes, and assessment measures. This information will be shared and monitored at the school level through the PLC process.</p>	<p>Increase student results on the statewide summative assessment and ACT</p>		Title II
		<p>Process: Teacher teams participate in professional learning to ensure that teacher developed assessments are designed to best evaluate student learning (i.e. instructional outcome /assessment match).</p>	<p>Increase student results on the statewide summative assessment</p> <p>Assessment samples Assessment analysis</p>		Title II

3: Gap

Goal 3: Increase the Combined Reading and Math Proficient/Distinguished scoring percentage of students qualifying for free/reduced meals from 37.2% to 68.6% for elementary, 36.8% to 68.4% for middle school, 25% to 62.5% for high school; students with disabilities from 18.9% to 59.5% for elementary, 9.4% to 54.7% for middle school, 7.5% to 53.7% for high school; African American students from 30.5% to 65.3% for elementary, 30.3% to 65.2% for middle school, 19.5% to 59.8% for high school; and EL students from 35.9% to 68% for elementary, 18.6% to 59.3% for middle school, 7.8% to 53.9% for high school; as measured by stated-required academic assessments by 2022-23.

<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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.</p>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Increase the Proficient/Distinguish scoring percentage of students qualifying for -Free/Reduced Price Meals from 37.2% to 44.1% for elementary, 36.8% to 43.1% for middle school, 25% to 32.5%, for high school - Disabilities from 18.9% to 27% for elementary, 9.4% to 18.5% for middle school, 7.5% to 16.7% for high school -African American students from 30.5% to 37.5% for elementary, 30.3% to 37.3% for middle school, 19.5% to 27.6% for high school</p>	<p>KCWP 2: Design and Deliver Instruction Develop systems of collaboration that meet the Tier I educational needs of all students</p>	<p>Process: Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. (Continue to add special education teachers to support Co-Teaching implementation)</p>	<p>Increase in growth and proficiency of students with disabilities served in co-teaching classrooms as measured by MAP and the statewide summative assessment</p>		<p>\$300,000 (General Fund)</p>
		<p>Process: Ensure ongoing professional learning and coaching on high yield Culturally Responsive Teaching & Learning (CRTL) instructional strategies from the work of Marzano and Hattie</p>	<p>Increase of implementation as measured by (CT4GC) implementation checks Increase of implementation as measured by SIOP Implementation Checks ELEOT walk-through data</p>		

<p>-English Learners 35.9% to 42.3% for elementary, 18.6% to 26.7% for middle school, 7.8% to 17% for high school as measured by stated-required academic assessments by 2019.</p>	<p>Process: Ensuring ongoing professional learning and coaching on Continuous Classroom Improvement and co-teaching models (CT4GC)</p>	<p>Increase of implementation as measured by implementation checks (CT4GC)</p>		<p>\$15,000 (IDEA - CT4GC Training)</p>
	<p>Practice: Review & revise policy to ensure access and opportunity for historically underserved students in rigorous classwork and district specialized programs (i.e, AP, IB, GT, etc.).</p>	<p>Increased enrollment in specialized programs and courses of underserved populations</p> <p>Culturally Responsive Teaching & Learning (CRTL) Walkthrough Data</p> <p>Increase in elect AEN walkthrough scores</p>		
	<p>Process: Ensure that curricular delivery of instruction and assessment meet the needs of students and monitor content relevance to include culture/linguistic and real life experiences.</p>			
	<p>Practice: Plan strategically in the selection of high yield Culturally Responsive Teaching & Learning (CRTL) instructional strategy usage within lessons (SIOP).</p>	<p>Increase student growth in Tell, MAP and ACCESS data</p>		<p>Title II</p>
	<p>Process: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards</p>	<p>Increase student growth in Tell, MAP and ACCESS data</p>		<p>Title II</p>

		mastery through the implementation of core EL curricula.			
		Practice: Increase the effectiveness of school wide systems by focusing professional learning opportunities on meeting the needs of underserved populations.	Increase averages in all eleot learning environment AEN scores		Title I
	KCWP 6: Establishing Learning Culture and Environment Improve and sustain the learning culture and environmental systems in order to ensure an optimal and safe learning environment and reduce barriers to learning.	Process: The district service delivery teams (CSI, TSI, EZ, PZ, ES3, CT4GC, SSS, SIOP) will continue to support schools through the established monthly site visits to engage in ELEOT walk throughs to collect and analyze data, specifically standards on High Expectations, Equitable Learning, Progress Monitoring and Student Engagement to inform practice and address needs of students to ensure access and opportunity to rigorous curriculum.	Increase in academic achievement (MAP, K-prep, FAST, etc.) ELEOT walk-through data		Title I Title II
		Process: Ensure that classrooms operate within the school’s guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity academically and behaviorally	Culturally Responsive Teaching & Learning (CRTL) walk-through data ELEOT walk-through data PBIS data results Results of Disproportionality data		
	Expand processes in place to communicate with families in	Process: Implement the Family and Community Engagement	Increase of attendance and participation of families in planned events.		Title I

	order to address barriers to learning.	(FACE) dual capacity framework (Dr. Karen Mapp) to increase family engagement so that we foster high expectations to strengthen school and family relations.	Increase response to survey data around family engagement.		Title II Title IV General fund
		Practice: Refine and grow district and school opportunities for family engagement [Family University (FamU), Parent Academies, Title I Events, etc.]	Increase of attendance and participation of families in planned events. Increase response to survey data around family engagement.		

4: Graduation rate

Goal 4: Increase the 4-5 cohort graduation rate in high schools from 87.6% to 91.2% (1.2% annually), by 2021.

<p>Which Strategy will the district use to address this goal? (<i>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.</i>)</p> <ul style="list-style-type: none"> • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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.</p>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the 4-5 cohort graduation rate in high schools from 87.6% to 88.8% by 2019.	KCWP 6: Establish Learning Culture and Environment Implement and monitor a process that -Reduces barriers to learning	System: Support the Career Academy model at 3 high schools that employs small learning communities that allow for early detection to support academics and behavior.	Increased graduation rates		Perkins Additional staffing from General Fund

	<p>-Ensures classrooms are culturally responsive to student needs</p> <p>-Assists students in decision making in regard to behavioral needs/goals</p>	<p>Process: Provide supports for students identified as not progressing toward credit completion, truant, or at-risk of dropping out school with support, resources, connections and options that encourage students to stay engaged in school and graduate on time including the use of the district dropout prevention and reengagement center, The Success Academy.</p>	<p>Monthly Executive Leadership Team (ELT) Performance Managers Owners Charter (PMOC) Reviews; use of early warning indicator system</p>		
		<p>System: Strengthen the use of Positive Behavior Interventions and Supports (PBIS) structures to enhance a positive learning culture and environment.</p>	<p>Monthly ELT PMOC Reviews</p>		
	<p>KCWP 4: Review, Analyze, and Apply Data.</p> <p>School/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?</p>	<p>Process: Use a persistence to graduation early warning indicator dashboard to assist in identifying students at risk for remediation, failure, and/or untimely graduation. (Early Warning and Student Success PMOCs)</p>	<p>Dashboard usage of early warning indicator system & on-time graduation predictive analytics reports; improved on-time high school graduation rates</p>		<p>Dashboard/Data Warehouse Allocation (\$200,000)</p>

5: Growth

Goal 5 Increase the growth rating in elementary schools from 17.8 to 26.8 (3.0 annually) and in middle schools from 12.9 to 21.0 (3.0 annually), by 2021.

Which **Strategy** will the 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](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the 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 Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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
Increase the growth rating in elementary schools from 17.8 to 20.8 by 2019 and in middle schools from 12.9 to 15.9 by 2019;	<p><u>KCWP 5: Design, Align and Deliver Support</u></p> <p>-District leadership will ensure that allocation of resources is aligned with needs, identified by data, to effectively address school and student needs</p> <p>-Ensure appropriate academic interventions are taking place to meet the needs of all students</p>	<p>Practice: Implement, refine, and expand a practice including but not limited to providing extended learning opportunities (afterschool/summer) that will meet identified student needs using evidenced-based Culturally Responsive Teaching & Learning (CRTL) practices that will propel student growth in literacy and math</p>	<p>Progress monitoring data of students in extended learning will be analyzed regularly to monitor growth</p> <p>Summative data for students attending extended learning will be compared to students who did not attend to measure impact.</p> <p>Fall to fall MAP growth data will be analyzed to measure student growth</p>		<p>District funds</p> <p>Title I</p> <p>ESS</p>

		<p>Process: Monitor implementation of the MTSS structures to ensure formative, interim, and summative assessment results are used to determine tiered instructional needs, that tiered instruction is provided in all schools (including acceleration) and the impact of differentiation for all students is measured.</p>	<p>Common assessment data and MAP data will show students in all bands growth is accelerated.</p>		<p>Title II Funds Gifted and Talented Grant Funds Additional staffing from General Fund</p>
	<p><u>KCWP 4: Review, Analyze and Apply Data</u> <u>Ensure the systems for analyzing student data around language acquisition is collected, analyzed, and being used to drive classroom instruction? •</u></p>	<p>Condition: Monitor the system in place to ensure that all teachers who support EL students have communication regarding language acquisition data, including TELL data and that data is used for instructional planning, student grouping, etc</p>	<p>ACCESS and TELL data will show growth in language acquisition District EL meeting minutes and site visits will include reporting of how information around TELL and ACCESS data whas shared and utilized to inform instruction.</p>		

6: Transition Readiness

Goal 6 Increase the percent of students who are transition ready from 57.2% to 70.1 (4.3% annually), by 2021.

<p>Which Strategy will the district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, 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.</p>
---	---	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Increase the percent of students who are transition ready from 57.2% to 61.5% by 2019.</p>	<p>KCWP 6: Establishing Learning Culture and Environment Establish a process to communicate with students in order to address barriers to learning</p> <p>KCWP 4: Review, Analyze and Apply Data Increase participation and diversity of students enrolled in AP courses.</p>	<p>Process: District and school teams will expand dual credit and AP opportunities and accelerate rigor in partnership with post-secondary institutions to increase student enrollment and student diversity in AP, IB, and Dual credit courses by early identification (e.g. PSAT) of students with potential to succeed in these courses.</p>	<p>Increase in AP Offerings/Enrollment</p> <p>Increase in AP Assessed/Success rates</p> <p>Increase in Dual Credit Enrollment/Success rates</p> <p>Increase in Support Activity Attendees success rate</p>		<p>\$15,000 district funds</p> <p>\$70,000 district assessment budget</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p> <ul style="list-style-type: none"> • Ensure alignment of CTE pathways to 	<p>Process: District and school leaders will implement and monitor process for assessing school Career Technical Education (CTE)</p>	<p>Increase in 12th grade students meeting technical benchmarks for transition readiness.</p>		<p>\$0</p>

	<p>viable postsecondary and career opportunities.</p> <ul style="list-style-type: none"> ● Increase student enrollment in CTE pathways and provide supports for success. <p>KCWP 1: Design and Deploy Standards Establish and monitor a system that ensures district's CTE pathway courses are evaluated for effectiveness.</p>	<p>programming that supports transition readiness and includes:</p> <ul style="list-style-type: none"> ● Rigorous standards for CTE instruction ● Strategic guidance and advising of students toward CTE pathway completion ● Integration of core academic and CTE curriculum ● Alignment to post-secondary requirements and workforce demands. <p>Review CTE programs and functions at the district and schools.</p>	<p>Increase in the number of students enrolled in CTE courses</p>		
	<p>KCWP 5: Design, Align and Deliver Support Establish and monitor a system that ensures appropriate academic and behavior interventions are in place tht meets the needs of all students.</p>	<p>Condition: The district will continue to effectively utilize placement/assignment of college and career coaches (CCR) within all high schools and district operated A5/A6 programs to support students with guidance, college/career readiness, post- secondary transitions and facilitating the Individual Learning Plan process.</p>	<p>Increase number of students who achieve college and career readiness</p>		<p>\$500,000 district funds</p>
		<p>Condition: The district and school leaders will continue to support transition readiness by:</p> <ul style="list-style-type: none"> ● Implementing Career Academies and engage additional business partners to support student career readiness. 	<p>Increase in students meeting transition readiness benchmarks.</p> <p>Increase in number of business partners working with the Career Academies.</p>		<p>Perkins</p> <p>District Perkins Match</p> <p>External Funds - Business and Education Network</p>

		<ul style="list-style-type: none"> Offering before, during, and after school support to ensure successful completion of AP/IB/DC courses. 			
	<p>KCWP 5: Design, Align, and Deliver Support. Create and implement a new ILP process. Monitor opportunities for staff, students, and families to have access and training to effectively use the Individualized Learning Plan and other career and educational resources.</p>	<p>Process: The district will work with school counselors and CCR coaches to develop and implement a new ILP process and identify a system for tracking and accessing ILP activities.</p> <p>Process: The district will develop and implement a process to ensure all MS and HS staff, students, and families have access and training to effectively implement the ILP and other resources to enhance focus on college, scholarship, and career exploration.</p>	<p>Increase in the number of students using ILP</p> <p>Increase in the number of students who enroll, persist, and complete college and are prepared for career opportunities</p>		\$0
	<p>KCWP 4: District leadership will ensure school personnel use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?</p>	<p>Process: Use an early warning indicator system, MTSS structures, FAFSA completion tools, post-secondary success predictive analytics, and the Strategic Data Project's College Going Success Toolkit to assist in identifying students at risk for remediation, failure, and/or untimely graduation. (Early Warning, Student Success, and SDP Toolkit PMOCs)</p>	<p>Increase in the usage of early warning indicator system</p> <p>Increase the usages of on-time graduation predictive analytics reports</p> <p>Post-secondary student enrollment, persistence and completion</p> <p>Improved on-time high school graduation rates</p> <p>Improved FAFSA completion rates</p>		<p>Dashboard/Data Warehouse Allocation (\$200,000)</p> <p>Secondary Progress Monitoring tool (\$40,000)</p>

			Improved post-secondary student success and persistence		
--	--	--	---	--	--