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 (*State your proficiency goal*):
By 2022, the district will increase the percentage of elementary students scoring proficient/distinguished in reading to 60.7%% and to 52.4% in mathematics.
By 2022, the district will increase the percentage of middle school students scoring proficient/distinguished in reading to 65.5%% and to 46% in mathematics.
By 2022, the district will increase the percentage of high school students scoring proficient/distinguished in reading to 49.2% and to 39.2% in mathematics.

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.)*	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.*	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.
• 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	• 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	NI (Not Implemented) IP (In Progress) C (Complete)	Funding
Objective *By 2021, the district will increase the percentage of elementary students scoring proficient/distinguished in reading to 56.6% and to 47.4% in mathematics.* *By 2021, the district will increase the percentage of middle school students scoring proficient/distinguished in reading to 61.8% and to 40.3% in mathematics.* *By 2021, the district will increase the percentage of high school students*	• KCWP2: Design and Deliver Instruction	**High Yield Math Strategies**- Teachers will be offered training regarding teaching mathematics conceptually, as well as formatively assessing through math discussions and number talks in the classroom. Goals include (but are not limited to) 1. Embedding mathematical practices into daily lessons 2. Developing/implementing questioning & discussion techniques (written and verbal/formative and summative) at all levels of fluency, conceptual, and application.	Evidence of implementation through agendas/sign-in sheets, classroom observations, increased test scores, etc.	The Elementary and Middle School Math Academies with Charles Rutledge were put "on hold" this year, due to COVID-19 restrictions. We were not able to pull teachers out of buildings during the work day or have face-to-face meetings throughout the school year as we had in years past. However, the Instructional Teacher Leaders, Gifted Coordinator, and one pilot teacher at Summit Elementary utilized Graham Fletcher's Math Fluency Kits to implement in-school tutoring during the last nine weeks of school. Jenny Miller, first grade teacher at Summit Elementary,	IP	District General Funds for training materials

scoring proficient/distinguished in reading to 43.9% and to 32.8% in mathematics.				will be conducting training for first grade teachers across the school district in August on how to utilize the kits in their classrooms. Teachers will receive a free kit for attending. Another way the district is supporting math fact fluency is through the use of the Reflex Math Program. Teachers attended online training and piloted the program during the last nine weeks of school in hopes of purchasing for the 2021-2022 school year. In addition, the instructional team will meet with the district's KY Math Teacher Leaders, Tippi Thompson and Stephanie Lyons, to discuss math initiatives they would like to lead in the school district. This meeting will take place in July 2021. It should also be noted that all four elementary schools are hosting a four week summer camp that is focusing on math and reading/writing skills. The district chose to purchase a math summer camp curriculum through Scholastic to help address any "gaps" that may have occurred during remote learning over the past school year.		
	● KCWP1: Design and Deploy Standards	**Reading/Writing Curriculum Alignment-**	Completed and shared documents.	Ongoing. Teachers met last summer to identify "gap areas" created during remote instruction.	<mark>IP</mark>	Possible funding needed for release time or after

		Long-term goals include identifying power standards and learning targets, updating pacing guides, common assessments, success criteria, etc.		Curriculum documents were updated to reflect adjustments in pacing and the addition of the previous grade level standards that were not addressed during the 2019-2020 school year. All updated curriculum documents were submitted on Google Drive. It should also be noted that all four elementary schools are hosting a four week summer camp that is focusing on math and reading/writing skills. The district chose to purchase a reading/writing summer camp curriculum through Scholastic to help address any "gaps" that may have occurred during remote learning over the past school year.		school work time would be provide through the District General Funds
	• 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	**District Instructional Teacher Leaders-** District Wide Instructional Teacher Leaders will provide support in the areas of reading/mathematics through individual collaborative efforts with teachers, PLC meetings, training sessions, curriculum support, etc. on an on-going basis throughout the school year.	Increased teacher effectiveness. Meeting agendas/sign-in sheets as evidence of collaboration and training.	This list includes several activities supported, developed, or led by the district's Instructional Teacher Leaders: • New Teacher Welcoming Cadre • Science Teacher Leader Cadre • Social Studies Teacher Leader Cadre • District Literacy Team • District Leadership Team • Science Innovations Camp • Virtual Academy Support for teachers, parents, and students • Attended and facilitated training activities • Math Tutoring	IP	District General Funds

				- Collaboration with the Gifted Coordinator - Weekly Instructional Team Meetings - Teacher support as needed - Kagan training - Edmentum Training/Support - National Board Certification Support - Grant Writing - Kentucky Reading Project Support		
		• KCWP 2: Design and Deliver Instruction	**High Yield Reading and Writing Strategies-** Teachers will be given the opportunity to participate in quality training and/or book study opportunities including, but not limited to: Kentucky Reading Project, Kentucky Writing Project, Solution Tree training focused on teaching with complex text, close reading strategies, and building vocabulary and academic language	Increased teacher effectiveness and increased local/state test scores. Agendas/sign in sheets to show training occurred.	The District Literacy Team has met to identify strengths and weaknesses in the district's literacy program using the PERKS document. The team members attended a one-day planning meeting facilitated by Solution Tree to identify how teachers/schools/the district can support literacy. During that meeting, the District Literacy Team also created a Literacy Purpose Statement for the school district. District Literacy Team teacher leaders will facilitate a similar meeting at the building level with their colleagues. In addition, a one-day workshop through Solution Tree is planned (August 2021) for preschool/elementary and middle/high teachers to identify literacy strategies that can be used in any classroom and any content area.	IP	District General Funds

				The school district also has enough teachers to host our own Kentucky Reading Project in Boyd County. Boyd County Schools will be partnering with Morehead State University to provide this training for seven days in June, along with follow-up dates throughout the school year. Participants will receive a stipend, PD or graduate hours, training on high yield literacy strategies, and free resources. Teachers also attend a "Share Fair" at the end of the school year. Additionally, Sandra James has offered elementary teachers writing training opportunities. She has shared engaging writing strategies that work with any student. The district plans to have Ms. James lead a districtwide PLC for elementary teachers during the 2021-2022 school year to create shared writing strategies across the school district. Several middle school teachers will be attending training provided by the Carter County School district for improving on-demand writing scores. They plan to implement these strategies in grades 6-8 to provide a consistent approach for students. Sixth grade teachers will be meeting with Ms. James after the training to discuss vertical alignment between elementary and middle school.		

				Ms. James plans to share information derived from this meeting with the districtwide PLC that is planned to begin in the upcoming school year. It should also be noted that all four elementary schools are hosting a four week summer camp that is focusing on math and reading/writing skills. The district chose to purchase a reading/writing summer camp curriculum through Scholastic to help address any "gaps" that may have occurred during remote learning over the past school year.		
		District Literacy Plan- The district will create a District Literacy Team to evaluate the district's literacy program using the PERKS document. The outcome of the evaluation will support the District Literacy Team in creating a District Literacy Plan to guide literacy instruction and support within the school district.	Completed PERKS document and completed Literacy Plan.	The District Literacy Team collaborated to rate the school district's literacy program using the PERKS document during the 2020-2021 school year. These ratings will be used to identify areas of need for professional learning, resources, etc.	IP	District General Funds if release time is needed.

2: Separate Academic Indicator

Goal 2 *By 2022, the district will increase the percentage of elementary students scoring proficient/distinguished-*
Science: 37.4%
Social Studies: 58.5%
Writing: 56.3%
By 2022, the district will increase the percentage of middle school students scoring proficient/distinguished-
Science: 35.2%
Social Studies: 67.6%

By 2022, the district will increase the percentage of high *school students scoring proficient/distinguished-*
Science: 49.8%
Social Studies: N/A
Writing: 48.4%

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.)*	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.*	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.
● 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	● 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	NI (Not Implemented) IP (In Progress) C (Complete)	Funding
Objective *By 2021, the district will increase the percentage of* elementary *students scoring proficient/distinguished-* *Science: 30.8%* *Social Studies: 54.1%* *Writing: 51.7%* *By 2021, the district will increase the percentage of* middle *school students scoring proficient/distinguished-* *Science: 28.4%* *Social Studies: 64.2%* *Writing: 31.7%*	● KCWP 2: Design and Deliver Instruction	**Digital Professional Learning Library-** Use Google Drive to create a Professional Learning Library. The first set of videos will focus on writing instruction (with an emphasis on remote teaching/learning).	Completed and shared videos, along with evidence of teacher implementation through walk-throughs.	This has been put "on hold" due to COVID-19. However, Sandra James, fifth grade teacher at Ponderosa Elementary, recorded several writing lessons with her students and shared those videos with teachers, who attended training with her during the spring.	NI	Free

By 2021, the district will increase the percentage of high school students scoring proficient/distinguished- *Science: 44.5%* *Social Studies: N/A* *Writing: 42.9%*						
	• KCWP1: Design and Deploy Standards Classroom Activities	**Reading/Writing Curriculum Alignment-** Long-term goals include identifying power standards and learning targets, updating pacing guides, common assessments, success criteria, etc.	Completed and shared documents.	Ongoing. Teachers met last summer to identify "gap areas" created during remote instruction. Curriculum documents were updated to reflect adjustments in pacing and the addition of the previous grade level standards that were not addressed during the 2019-2020 school year. All updated curriculum documents were submitted on Google Drive. It should also be noted that all four elementary schools are hosting a four week summer camp that is focusing on math and reading/writing skills. The district chose to purchase a reading/writing summer camp curriculum through Scholastic to help address any "gaps" that may have occurred during remote learning over the past school year.	IP	Possible funding needed for release time or after school work time would be provide through the District General Fund
	• KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver	**Science Teacher Leader Network Learning Labs-** The district will support all science teachers in meeting for job-embedded	Evidence of TCT student work samples will be in science teacher	The Science Teacher Leaders have collaborated with Sheri Bonzo to implement Science Through Course Tasks throughout the school year and	IP	District General Funds

	Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data	training to implement cooperative learning strategies into TCT formative assessments and laboratory activities.	binders/Google Drive Folders. Evidence of instructional practices will be observed during walk-throughs and Learning Walks.	have collaborated to analyze student work together during meetings. Science Teacher Leaders have chosen a science curriculum program to implement in grades K-5 at all four elementary schools (pending school council approval). Mystery Science (elementary) and Actively Learn (middle school) were also purchased to support science instruction during the 2020-2021 school year. The team also collaborated to plan the Science Innovations Camp for exiting fifth graders. This is a five-day camp that will focus on engaging science topics and give students an opportunity to get acclimated to the middle school building as they transition to sixth grade.		
	● KCWP 3: Design and Deliver Assessment Literacy	**Science Benchmark Assessments-** The district will support science teachers in development of benchmark K-PREP assessments. Science K-2 3 Benchmarks Science 3-5 3 Benchmarks Science 6-8 4 Benchmarks Science 9-11 4 Benchmarks	Evidence of completed assessments will be in science teacher binders/Google Folders.	More work will occur once curriculum resources are purchased.	NI	District General Funds

						IP	District General Funds
	• KCWP 1: Design and Deploy Standards	**Science Curriculum Alignment-** The district will support teachers in continued curriculum alignment and creating common unit assessments.	Evidence will be completed common curricular timelines, objectives, targets, and formative activities in science teacher binders/Google Folders.	Ongoing. More work will occur once curriculum resources are purchased. Science Teacher Leaders have chosen a science curriculum program to implement in grades K-5 at all four elementary schools (pending school council approval). Mystery Science (elementary) and Actively Learn (middle school) were also purchased to support science instruction during the 2020-2021 school year.		IP	District General Funds
	• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction	**Building Social Studies Teacher Leaders-** The district will support twelve teacher leaders in implementing the new social studies standards. SS teacher leaders will meet monthly after school to plan modules, standards alignment tasks and inquiries. Building SS teacher leaders will then train building social studies teachers during PLCs. 2 Each Elementary Schools 2 Middle School 2 High School	Evidence will be curricular modules, alignment tasks, and inquiries in social studies teacher binders/Google Folders.	Social Studies Teacher Leaders have met throughout the school year to learn more about the social studies standards and how to utilize the C3 Framework. They have focused on the inquiry practices of questioning, investigating, using evidence, and communicating conclusions. The team has attended training with Wayne Stevens, Instructional Supervisor at Washington County Schools, and collaborated with teachers from the Washington County School District for training and sharing of resources/strategies. Additionally, the Social Studies Teacher Leaders have chosen a social studies curriculum program to implement in grades K-5 at all four elementary		IP	Grant Funds

				schools (pending school council approval).		
	● 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	**District Instructional Teacher Leaders-** District Wide Instructional Teacher Leaders will provide support in the areas of science/social studies/writing through individual collaborative efforts with teachers, PLC meetings, training sessions, curriculum support, etc. on an on-going basis throughout the school year.	Increased teacher effectiveness.	This list includes several of the activities supported, developed, or led by the district's Instructional Teacher Leaders: ● New Teacher Welcoming Cadre ● Science Teacher Leader Cadre ● Social Studies Teacher Leader Cadre ● District Literacy Team ● District Leadership Team ● Science Innovations Camp ● Virtual Academy Support for teachers, parents, and students ● Attended and facilitated training activities ● Math Tutoring ● Collaboration with the Gifted Coordinator ● Weekly Instructional Team Meetings ● Teacher support as needed ● Kagan training ● Edmentum Training/Support ● National Board Certification Support ● Grant Writing ● Kentucky Reading Project Support	IP	District General Funds

3: Gap

Goal 3 (*State your Gap goal*):
Increase the reading and mathematics proficiency rates for <u>students with disabilities</u> by 2022-
<mark>*Elementary Reading: 49.8%*</mark>
<mark>*Elementary Math: 39.7%*</mark>

<mark>*Middle School Reading: 30.9%*</mark>
<mark>*Middle School Math: 18.4%*</mark>

<mark>*High School Reading: 29.6%*</mark>
<mark>*High School Math: 25.6%*</mark>

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.*)	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.*)	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.
• 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	• 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	NI (Not Implemented) IP (In Progress) C (Complete)	Funding
Objective *Increase the reading and mathematics proficiency rates for <u>students with disabilities</u> by 2021-* <mark>*Elementary Reading: 44.5%*</mark> <mark>*Elementary Math: 33.4%*</mark> <mark>*Middle School Reading: 23.6%*</mark>	• KCWP 5: Design, Align and Deliver Support	**RTI Process**- The district RTI Coordinator will collaborate with schools to refine the RTI processes and protocol with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. The RTI Coordinator will	Updated documents, training activities, and implementation regarding the district's RTI process.	The Instructional Team and the SPED/Counseling team will be collaborating to update the district's RTI Plan. This is anticipated to begin in the fall.	NI	SPED and General Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	NI / IP / C	Funding
Middle School Math: 9.8% *High School Reading: 22.2%* *High School Math: 17.7%*		designate school RTI Coordinators to provide support and train teachers on the districtwide RTI protocol.				
	● KCWP 5: Design, Align and Deliver Support	**Tutoring Resources-** The district will explore tutoring resources in the area of mathematics with a focus on fluency.		The school district purchased Graham Fletcher's Math Fluency Kits to be utilized with 1st-2nd grade students. The school district also piloted Reflex/Frax Math in hopes of purchasing it for the 2021-2022 school year.	C	District General Funds

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): *Increase the Graduation Rate to 94.7%, as measured by the 4-Year Cohort Graduation Rate.*

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.)*	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.*	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.
● 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	● 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	NI (Not Implemented) IP (In Progress) C (Complete)	Funding
	● KCWP 2: Design and Deliver Instruction	**Kagan Cooperative Learning Training-** Students are less likely to drop out of school when they are	Completion of training days, implementation and increased	A variety of teachers across the school district participated in online Kagan training at the beginning of	IP	District General Funds & Title I

		actively engaged during their classes. In addition, Kagan Cooperative Learning Structures decrease bullying and behavior issues in class and improve social skills, while supporting emotional growth, as well.	student engagement verified through principal walk-throughs and district Learning Walks; increased STAR and state assessment results.	the school year. We were unable to bring in Kagan Coaches this school year, due to COVID-19 restrictions. We hope to bring in coaches in the upcoming school year and/or begin training our own coaches "in-district." Additionally, the District Leadership Team met with a Kagan representative during the last meeting to discuss the future of Kagan in Boyd County. The team agreed that the structures provide student engagement and cooperative learning skills that are vital to student success and achievement. They asked that "refresher" training be provided, due to the difficulty in implementing Kagan Structures virtually and in-person with COVID-19 restrictions over the past year. Kagan Stretch and Review training is scheduled for August with around 70 participants signed up to attend. Right now, some of those are on a waitlist, due to capacity restrictions at KEDC. There are also several teachers planning to attend online offerings, such as Adapting Kagan to		

				COVID-19 Restrictions, Growth Mindset, Cooperative Learning Days 1-3, and more.			
	• KCWP 2: Design and Deliver Instruction	**Kagan Cooperative Learning Coaching**- Identified teachers at each building will participate in Kagan Coaching, which will be offered twice a year. Coaching is provided by a Kagan Coach. Teachers receive "in the moment" coaching and individual feedback from a Kagan consultant.	Changes in practice and increased student engagement observed through walk-throughs and Learning Walks; increased STAR and state assessment results.	We were unable to bring in Kagan Coaches this school year, due to COVID-19 restrictions. This is the first school year in the past few years that we have been unable to provide Kagan Coaching. We hope to bring in coaches in the upcoming school year and/or begin training our own coaches "in-district."		NI	District General Funds & Title I
	• KCWP 2: Design and Deliver Instruction	**National Board Certification**- If finances are available, the district will identify ways to support and/or fund National Board Certification for our teachers. National Board Certification will support the graduation rate, because as teachers grow professionally, they are more likely to have the tools to keep students engaged and support academic achievement.	Increased Teacher Effectiveness	There are now two Cohorts of teachers pursuing National Board Certification in Boyd County. The district is partnering with Eastern Kentucky University to provide mentorship to the participants. Participants meet and receive informational emails as often as weekly to get support on the National Board Certification process.		IP	District General Funds
	• KCWP 5: Design, Align and Deliver Support	**Districtwide Trauma Informed Care Team**- A team has been designated to attend specific trainings regarding Trauma Informed Care. This learning collaborative is part of Project AWARE 2, a project of the Kentucky Department of	Decreased drop-out rate and behavior referrals. Increased amount of teachers and administrators trained on	Ongoing. Teachers from across the district attended the Kagan Emotion Friendly Teaching Workshop in the fall to gain more knowledge in creating a classroom environment that promotes relationships and empathy. During the 2021-2022 school		IP	Safe Schools

			Education with funds from the Substance Abuse and Mental Health Services Administration. The Project AWARE TICE Learning Collaborative is led by the University of Kentucky Center on Trauma and Children, which is committed to developing and disseminating knowledge and practices to reduce the effects of trauma on children.	trauma-informed practices.	year, emotional intelligence and support will be needed as we continue to see students, who were impacted by the pandemic.		
		● KCWP 5: Design, Align and Deliver Support	**Mental Health & Wellness Cadre-** The SPED Director will meet with representatives from Regroup and Pathways monthly at the school level to discuss pertinent health/wellness information, as well as target specific students needing additional services/support.	Decreased drop-out rate and behavior referrals. Increased collaboration and support amongst stakeholders.	Meetings occurred throughout the school year.	IP	N/A
		● KCWP 5: Design, Align and Deliver Support	**Counselors' Cadre-** Boyd County counselors will meet in conjunction with the regional counselors to discuss specific district needs and increase communication/consistency among the schools within our district. This cadre is led by the district's special education director.	Decreased drop-out rate and behavior referrals. Increased collaboration and support amongst stakeholders. Increased communication between counselors and additional services or trainings identified for counselors,	Meetings occurred throughout the school year.	IP	N/A

			teachers, administrators, and students.			
	● KCWP 2: Design and Deliver Instruction	**On-going Technology Professional Learning Opportunities-** Training opportunities will continue to be provided in the following areas as needed: Google Drive, Google Classroom, Seesaw, Remind, Google Certification	Increased teacher effectiveness.	A variety of technology training activities occurred throughout the school year (this list is not exhaustive): - Google Suite - Google Certification - Remind Training - Seesaw Training - Screencastify - Clever - Infinite Campus - Renaissance Learning Three days of specific technology training is being planned for August 9-11. There will be a variety of topics and training on specific programs offered to teachers on these days.	<mark>IP</mark>	N/A

5: Growth

Goal 5 (*State your Growth goal*): Increase the amount of elementary and middle school students showing categorical growth by 30% by 2022.

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		Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	NI (Not Implemented) IP (In Progress) C (Complete)	Funding
Objective *Increase the amount of elementary and middle school students showing categorical growth by 10% by 2021.*	● KCWP 5: Design, Align and Deliver Support	**RTI Process**- The district RTI Coordinator will collaborate with schools to refine the RTI processes and protocol with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. The RTI Coordinator will designate school RTI Coordinators to provide support and train teachers on the districtwide RTI protocol.	Updated documents, trainings, and implementation regarding the district's RTI process. Increased STAR scores for SPED students and students receiving RTI.	The Instructional Team and the SPED/Counseling team will be collaborating to update the district's RTI Plan. This is anticipated to begin in the fall.	NI	SPED and District General Funds
	● KCWP 5: Design, Align and Deliver Support	**Tutoring Resources-** The district will explore tutoring resources in the area of mathematics with a focus on fluency.		The school district purchased Graham Fletcher's Math Fluency Kits to be utilized with 1st-2nd grade students. The school district also piloted Reflex/Frax Math in hopes of purchasing it for the 2021-2022 school year.	C	District General Funds

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): Increase the percentage of Transition Ready students by 30% by 2022

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	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	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.

					NI (Not Implemented)	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	NI (Not Implemented) IP (In Progress) C (Complete)	Funding
Increase the percentage of Transition Ready students by 10% by 2021.	KCWP6: Establishing Learning Culture and Environment Classroom Activities	**Transition Readiness Incentive**- Due to the car award partnership ending with Bill Cole Auto Mall, the district will work to identify other community partners, who may be willing to donate items that can be given as rewards/incentives for transition readiness.	Increased graduation rate and students identified as Transition Ready.	Not started.	NI	N/A
	KCWP 5: Design, Align and Deliver Support	**ILP/ACE & Navigator Implementation-** Counselors will support students and teachers in using ACE (high school) and Navigator (middle school) to record and communicate achievements in soft skills, work skills, leadership skills, civic responsibility, and academics. Initial training has been conducted and accounts have been created. Implementation is set to begin in January 2020.	Increased graduation rate and students identified as Transition Ready.	Ongoing. Teachers/counselors continue to learn more about the platform and utilize it to support students' transition into adult life.	IP	District General Fund

7: Other (optional)

Goal 7 (*State your goal*):

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.)*	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.*	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.
● 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	● 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					