

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):

Goal 1 Proficiency: By 2021, the district will increase the *combined* reading and math percentage of proficient/distinguished students to 68% (elementary/KPREP), 68% (middle/KPREP), and 52% (high - ACT).

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](#)
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- [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	Team Leader(s) and Progress Check Notes	Funding
Objective 1 Increase the percentage of students demonstrating proficiency in READING for 2018-19: Element (64.8%) Middle (60.1%) High (47.7%)	KCWP 1: Design and Deploy Standards KCWP 3: Design and Deliver Assessment Literacy	1. Establish district wide protocols and expectations to guide the work of our professional learning communities. Professional Learning Communities will guide the work of our Continuous Improvement. Each week PLC content level/department teams will meet to plan instructional units, monitor progress of students, and use this data to inform instruction, intervention, and enrichment.	Students are making continuous progress toward proficiency. Teachers are working collaboratively as a team and believe that this collaboration is an integral part of the continuous improvement efforts of the school/district. Evidence: <ul style="list-style-type: none"> • PLC Agendas • Aligned Curriculum Assessments matched to standards 	Superintendent Charles Higdon and District Instructional Leadership Team Laura Benningfield and DiAnne Harris will guide district continuous improvement efforts. Principals Melissa Long (TCPC), Donna Williams (TCIS), Sara Tucker (TCMS) and Jon Hall (TCHS) will lead and monitor the school level efforts	No specific funding needed

		2. Create and administer common unit assessments that are matched to the rigor and intent of the standards for all English and Reading classes at every grade level. Review and monitor common assessment data with PLC.	Aligned Instructional Units with Common Unit assessments for all grade level courses uploaded to Team Drives at each school.	District Leadership and Principals will oversee the work of the PLC teams who will create the assessments.	Grade Cam-Schools and District will split the costs
		3. Administer MAP (K-8) and CERT (9-12) tri-yearly to monitor the growth over the school year in Reading and Math. Review the data from each assessment to monitor growth and need for interventions or enrichments. Teachers will use this data to provide targeted instruction and remediation	a. Completion and growth rates b. Assessment results being used to guide instruction and interventions	District Level Leadership: DiAnne Harris and Laura Benningfield School Level Admin teams including principals, interventionists/specialists, and content teachers will lead the school level efforts with MAP and CERT	MAP (\$22,000) & CERT (\$9000) Flex Focus Funds
Objective 2 Increase the percentage of students demonstrating proficiency in MATH for 2018-19: Element (58.4%) Middle (40%) High (41.6%)	KCWP 1: Design and Deploy Standards KCWP 3: Design and Deliver Assessment Literacy	1. Create Instructional Units and Curriculum maps to ensure a guaranteed and viable curriculum.	a. Units uploaded to team drives and all teachers follow the curriculum with fidelity. b.	Laura Benningfield – Director of District Wide Programs and School Level Principals	No specific funding required.
		2. Create common unit assessments that are matched to the rigor and intent of the standards for all Math classes at every grade level.	a. Common Unit Assessments are uploaded to Team Drives and are used to plan instruction. b. Results from common assessments are guiding instruction and interventions.	Laura Benningfield – Director of District Wide Programs and School Level Principals	(Grade Cam)
		3. Math (and Reading) Teachers will meet regularly in Vertical Team Alignment meetings to ensure continuity of standard coverage and to calibrate instructional strategies and assessments.	a. Gaps in curriculum have been identified and addressed. b. All math teachers have a clear understanding of the progression of	Laura Benningfield – District Director School Level Principals Math and Reading Teachers	No specific funding required.

			standards throughout the different grade levels. c. Evidence will include meeting sign in sheets and agendas		
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):
Goal 2 Separate Academic Indicator: By 2021, the district will increase the proficiency percentage rates of students in each separate academic indicator: Science - 42% (elementary) and 25% (middle); Social Studies - 73% (elementary) and 60.2% (middle); and Writing - 55% (elementary), 64% (middle), and 70% (high).

<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>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s) and Progress Check Notes	Funding
<p>Objective 1 Proficiency rates in each of the separate academic indicators will increase by 5% for</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>All science teachers will plan and implement Science Through Course Tasks (TCT) to deepen the students' learning experiences and provide a variety in how students are assessed.</p>	<p>TCTs are planned and administered in all classrooms and documented with principals and district leadership</p>	<p>DiAnne Harris, Instructional Supervision/DAC School Level Principals/Admin Science Teachers</p>	<p>No specific funding required</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s) and Progress Check Notes	Funding
the 2018-19 school year.					
		Create and administer common unit assessments that are matched to the rigor and intent of the standards for Science, Social Studies and Writing classes at every grade level. Review and monitor common assessment data with PLC.	a. Common Unit Assessments are uploaded to Team Drives and are used to plan instruction. b. Results from common assessments are guiding instruction and interventions.	Laura Benningfield – Director of District Wide Programs and School Level Principals	Grade Cam (costs for district wide program split between district and schools)
	KCWP 5: Design, Align, and Deliver Support	<p>WRITING PLANS</p> <p>1. Update Writing Plans at each school and ensure that literacy is a focus in every content area.</p> <p>2. Create a platform to house student writing portfolios .</p>	<p>a. Writing plans approved by SBDM and submitted to KDE</p> <p>b. Use Google Sites to house samples of student work.</p>	Laura Benningfield – District Director School Level Principals/Admin Teams English/Reading Teachers	No specific funding needed to implement.
	3. PLC teams will meet regularly to review common assessment to guide instruction and determine necessary interventions and enrichments for individual students as well as whole group.	<p>Students are making continuous progress toward proficiency. Teachers are working collaboratively as a team and believe that this collaboration is an integral part of the continuous improvement efforts of the school/district.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • PLC Agendas • Aligned Curriculum 	District Leadership Team Principals Admin teams PLC Teams	No specific funding needed to implement.	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s) and Progress Check Notes	Funding
			Assessments matched to standards		

3: Gap

Goal 3 (State your Gap goal):

Goal 3 GAP: By 2021, the district will increase the average combined reading and math proficiency rates of students in the identified subpopulations on KPREP in grades 3-8 and on the ACT in Grade 11 by at least 15% for each subpopulation. (Goals indicated in red in the chart below)

GAP Proficiency Goals for Subpopulations for Grades 3-8

Subpopulation	READING (GRADES 3-8)	MATH (GRADES 3-8)	Combined	2022 Goal
Students with Disabilities	48.9%	31.3%	40.1%	48%
Free/Reduced Lunch	57.2%	37.1%	47.2%	55%
African American student	16.1%	23.7%	19.9%	30%
Hispanic students	51.5%	25.4%	39%	49%

GAP Proficiency Goals for Subpopulations for Grade 11 (ACT)

Subpopulation	ACT READING	ACT MATH	Combined	2022 Goal
Students with Disabilities	26.1%	5%	15.6%	22%
Free/Reduced Lunch	29.6%	24.5%	27.1%	35%
African American student	-----	-----	-----	
Hispanic students	-----	-----	-----	

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.)

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Goal 3 (State your Gap goal):

Goal 3 GAP: By 2021, the district will increase the average combined reading and math proficiency rates of students in the identified subpopulations on KPREP in grades 3-8 and on the ACT in Grade 11 by at least 15% for each subpopulation. (Goals indicated in red in the chart below)

GAP Proficiency Goals for Subpopulations for Grades 3-8

Subpopulation	READING (GRADES 3-8)	MATH (GRADES 3-8)	Combined	2022 Goal
Students with Disabilities	48.9%	31.3%	40.1%	48%
Free/Reduced Lunch	57.2%	37.1%	47.2%	55%
African American student	16.1%	23.7%	19.9%	30%
Hispanic students	51.5%	25.4%	39%	49%

GAP Proficiency Goals for Subpopulations for Grade 11 (ACT)

Subpopulation	ACT READING	ACT MATH	Combined	2022 Goal
Students with Disabilities	26.1%	5%	15.6%	22%
Free/Reduced Lunch	29.6%	24.5%	27.1%	35%
African American student	-----	-----	-----	
Hispanic students	-----	-----	-----	

Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s) and Progress Check Notes	Funding
<p>Objective 1 Proficiency rates in each of the separate academic indicators will show a 5% growth for the 2018-19 school year.</p>	<p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>1. Establish district wide protocols and expectations to guide the work of our professional learning communities. Professional Learning Communities will guide the work of our Continuous Improvement. Each week PLC content level/department teams will meet to plan instructional units, monitor progress of students, and use this data to inform instruction, intervention, and enrichment.</p>	<p>a. Students are making continuous progress toward proficiency. b. Teachers are working collaboratively as a team and believe that this collaboration is an integral part of the continuous improvement efforts of the school/district. Evidence:</p> <ul style="list-style-type: none"> • PLC Agendas • Aligned Curriculum 	<p>District Leadership Team School Principals PLC Teams</p>	<p>No specific funding needed to implement.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s) and Progress Check Notes	Funding
			Assessments matched to standards		
		2. RTI Teams will meet regularly to review student progress and recommend next steps in helping students meet their academic goals. (Use MAP, AimsWeb, CERT, and common unit assessments)	a. RTI Binders b. Student Progress	School RTI Teams School Psychologist	No specific funding needed to implement.
		3. Administer MAP (K-8) and CERT (9-12) tri-yearly to monitor the growth over the school year in Reading and Math. Review the data from each assessment to monitor growth and need for interventions or enrichments. Teachers will use this data to provide targeted instruction and remediation	a. Completion and growth rates b. Assessment results being used to guide instruction and interventions	District Level Leadership: DiAnne Harris and Laura Benningfield School Level Admin teams including principals, interventionists/specialists, and content teachers will lead the school level efforts with MAP and CERT	Flex Focus Funds
	KCWP 5: Design, Align, and Deliver Support	Utilize a variety of RTI Resources to meet the needs of students. (Reading Recovery, LLI, Step up to Writing	a. Programs are used with fidelity b. Students show progress toward proficiency.	DiAnne Harris, Federal Programs School Psychologist School level RTI Teams	Title I funds
		Fully utilize Extended School Support Services to meet the needs of students who are falling behind their peers and not on track to meet proficiency. The elementary schools will run afterschool programs and the	a. Student participation in ESS programs - documentation b. Students are showing growth toward proficiency	Laura Benningfield, ESS Coordinator School Level ESS Coordinators School Principals	Flex Focus Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s) and Progress Check Notes	Funding
		high school and middle school will implement Daytime ESS waivers to provide interventions during the school day.	through ESS services provided.		
	KCWP 6: Establishing Learning Culture and Environment	Ensure that 21 st Century Learning programs at High School provide support for student achievement including ACT Prep Sessions and after school Tutoring (and have written grant for elementary 21 st Century program)	Increased student participation in programs	Bam Carney, 21 st Century Coordinator	21 st Century Grant Funds
		FRYSC Programs will support students and families who face learning barriers and ensure that basic needs are met and provide parent training and support.	Families and students in need get the support to find success.	FRYSC Coordinators: Ann Mattingly and April Melton	FRYSC funds
		Establish a JAG Program at the high school (2 JAG Specialists) who will create support systems for students facing barriers to learning.	a. At least 50+ students enrolled and active in program b. Students in program show increases in achievement	District Leadership Team Chris Goodin, Workforce Dev JAG Specialists	JAG Kentucky provides staffing salaries and resources/District pays benefits

4: Graduation rate

Goal 4 (State your Graduation Rate goal):

Goal 4 Graduation Rate: By 2022, maintain a graduation rate above 95%, as measured by the combined 4-5yr cohort.

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.)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s) and Progress Notes	Funding
Objective 1 Maintain a graduation rate of 98% or above for the 2019 graduating class.	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	1. Mentor At Risk students through a variety of support systems including At Risk Coordinators, Family Workshops, JAG Programs, Mental Health Counselors, Transition Readiness Coaches,	No dropouts	TCHS Admin and Counseling Team At Risk Coordinators JAG Specialists, KidSpot Counselors FRYSC Coordinators	Personnel Costs shared: General Funds
		2. Develop a new district ILP framework that will support students' postsecondary training and career goals. Ensure that all students graduate with a plan of action for after high school.	a. District ILP Model developed, approved, and implemented. b. Students set goals and graduate with a plan of action	Laura Benningfield – District ILP Lead Middle and High School Counseling Teams	No specific funding needed to implement.
		3. Individualized and relevant scheduling of courses and opportunities to support postsecondary goals	All students receive individualized advising and support.	School Counseling Teams	No specific funding needed to implement.

5: Growth

Goal 5 (State your Growth goal):

Goal 5 Growth: Increase the average *combined* reading and math growth in grades 3-8 from 13.5% to 25% 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.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s) and Progress Notes	Funding
Objective 1 Increase the average READING growth scores from 19.0% to 25.0% at the elementary level and from 16.0 to 20.0% at the middle school level. Increase the average MATH growth scores from 13.1% to 20.0% at the elementary level and from 5.8% to 12% at the middle school level.	KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, and Deliver Support	1. Administer MAP (K-8) and CERT (9-12) tri-yearly to monitor the growth over the school year in Reading and Math. Review the data from each assessment to monitor growth and need for interventions or enrichments. Teachers will use this data to provide targeted instruction and remediation	a. Completion and growth rates b. Assessment results being used to guide instruction and interventions	District Level Leadership: DiAnne Harris and Laura Benningfield School Level Admin teams including principals, interventionists/specialists, and content teachers will lead the school level efforts with MAP and CERT	
		2. RTI Teams will meet regularly to review student progress and recommend next steps in helping students meet their academic goals. (Use MAP, AimsWeb, CERT, and common unit assessments)	a. RTI Binders b. Student Progress	School Level RTI Teams School Psychologist	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s)and Progress Notes	Funding
		3. Fully utilize Extended School Support Services to meet the needs of students who are falling behind their peers and not on track to meet proficiency. The elementary schools will run afterschool programs and the high school and middle school will implement Daytime ESS waivers to provide interventions during the school day.	a. Student participation in ESS programs - documentation b. Students are showing growth toward proficiency through ESS services provided.	Laura Benningfield, ESS Coordinator School Level ESS Coordinators School Principals	Flex Focus Funds

6: Transition Readiness

Goal 6 (State your Transition Readiness goal):

Goal 6 Transition Readiness: Increase the percentage of students who are college and/or career ready from 64% (2018) to 75% by 2021.

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>)	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>)	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.
<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 	<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 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s)and Progress Notes	Funding
Objective 1 Increase the	KCWP 4: Review,	1. The ACT will be given to all sophomores – free to the students – in order to establish baseline data for students and teachers to pinpoint strengths and areas of growth.	The ACT results are used to help students meet their college readiness ACT goals.	DiAnne Harris, DAC Jon Hall, TCHS Principals TCHS School Counseling Team	Funding shared by district and TCHS

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s)and Progress Notes	Funding
<p>percentage of students meeting college readiness benchmarks/criteria from 37% to 45% for 2019.</p>	<p>Analyze, and Apply Data</p> <p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Students will use these results to set ACT goals for their junior year and teachers will use these results to plan instruction and targeted interventions.</p>			
		<p>2. Use data from CERT, ACT, and Common Assessments to monitor and track progress of students toward meeting college readiness benchmarks.</p>	<p>We will use the following to monitor and gauge success:</p> <ul style="list-style-type: none"> a. Progress checks b. PLC data c. Growth over the year 	<p>District Leadership: Laura Benningfield and DiAnne Harris School Level Admin Team PLC Teams</p>	<p>(MAP, CERT, ACT)</p>
		<p>3. Participate in the Advance Kentucky AP cohort. We are in year 2 of a 3-yr cohort and our objective is to increase the number of students enrolling in AP courses, especially our underrepresented student groups (Free/Reduced, Minority groups, Students with disabilities)</p>	<ul style="list-style-type: none"> a. Numbers in AP courses show growth. b. Number of students taking and passing AP exams. 	<p>District Leadership Keith Benningfield, TCHS Counselor Jon Hall, TCHS Principal AP Teachers</p>	<p>District responsible for travel expenses for AP teachers to attend trainings and workshops.</p>
		<p>4. Ensure that students have a variety of Dual Credit (DC) opportunities at TCHS, the Central Kentucky Career Academy, and the Green Co ATC, as well as on campus/online through college and university partners like CU, Lindsey Wilson, WKU, Etown CTC, Murray State, and Somerset CTC.</p>	<ul style="list-style-type: none"> a. A wide variety of DC courses are offered. b. Student enrollment in DC classes show growth. c. The number of students earning a C or better in the course. 	<p>District Leadership Principal Jon Hall and admin team TCHS School Counseling Team Support teams Dual Credit teachers</p>	<p>State funds Dual Credit scholarships for students to take 6 hours of Dual Credit.</p>
<p>Objective 2 Increase the percentage of students</p>	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>1. Offer additional CTE pathway classes at the Central Kentucky Career Center. Healthcare launched the 2018-19 school year (Medicaid Nurse Aide, Phlebotomy, Pharmacy Tech). For the 2019-20 school year,</p>	<ul style="list-style-type: none"> a. Student enrollment b. Growth in students earning industry 	<p>Charles Higdon, Superintendent Laura Benningfield, District Director Jon Hall, TCHS Principal TCHS Counseling Team</p>	<p>Joint funding of CKCA for building upkeep Staff funded by GCATC and CU</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s)and Progress Notes	Funding
<p>meeting career readiness benchmarks/criteria from 58.5% to 65% for 2019.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>we will add additional CTE courses (Electrical Maintenance, IT, and aviation) and an LPN program in partnership with Campbellsville University.</p>	<p>certifications in these areas.</p>		
		<p>2. Increase the number of opportunities for students to earn Industry Certifications that are aligned with approved CTE pathways.</p>	<p>An increase in the number of students who earn industry certifications</p>	<p>DiAnne Harris, DAC Laura Benningfield, District Director Jon Hall, TCHS Principal TCHS Counseling Team CTE Teachers</p>	<p>State funds the costs of industry certs for all students on free/reduced lunch.</p>
		<p>3. Provide multiple career readiness opportunities for students to visit, interact, job shadow, and intern with business and industry, including: approved apprenticeship programs, Future Readiness Fair (9-12), Career Café (6th Grade), Business and Industry</p>	<p>a. Student documentation in ILP b. Increased number of students job shadowing and interning</p>	<p>Jon Hall, TCHS Principal TCHS Admin/Counseling Team Chris Goodin, Workforce Development Coordinator</p>	
		<p>4. Participate in JAG and Vocational Rehab in order to better prepare students who are facing barriers for postsecondary training and for the workforce. (Add a Workforce Development Coordinator and 2 JAG Specialists, and increase the number of students being served by the Vocational Rehab program.</p>	<p>a. Increased number of students being served by Voc Rehab b. 50+ students enrolled in JAG classes</p>	<p>Charles Higdon, Superintendent Laura Benningfield, District Director Andy Close, Voc Rehab Chris Goodin, Workforce Dev</p>	<p>Funding through JAG Kentucky, Vocational Rehab funds, and district stipend.</p>

7: Other (optional)

Goal 7 (State your goal):

Goal 7 Safety: We will implement rigorous safety measures in all facilities in our district to provide safe and secure campuses where students and staff feel safe and secure.

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	Team Leader(s) and Progress Notes	Funding
Objective 1 SAFETY PLANNING TEAMS	KCWP 6: Establishing Learning Culture and Environment	1. Develop District and School Level Safety Teams that meet on a regular basis to revise and review safety plans and protocols.	a. Regular meetings b. District Safety Plan developed and approved	Superintendent	No funding necessary
		2. Gather feedback from all stakeholders to determine safety needs of district.	a. Google Survey Results b. Round Table Discussions	District Safety Team	No funding necessary
		3. Conduct regular meetings among district admin, school level admin, 1 st responders, and community partners.	Agendas from meetings	District Safety Team School Principals SROs	No funding necessary
		4. Prepare for crisis situations. Purchase crisis management kits and emergency medical kits for all schools and district office. Partner with local 1 st responders	Kits and supplies purchased	DiAnne Harris District Safety Team District Maintenance Team	District Safety Funds Partnerships Community Donations

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s)and Progress Notes	Funding
		to provide tourniquets for all classrooms. Install barricadas in all classrooms			
Objective 2 SAFETY TRAINING, DRILLS, AND PROTOCOLS	KCWP 6: Establishing Learning Culture and Environment	1. Conduct assessment walkthroughs of all district facilities and grounds with 1 st Responders to determine hazards.	a. Notes/Reports from First Responders b. Improvements made based on suggestions from first responders	School Principals SROs	No funding necessary
		2. Conduct Active Shooting “RUN – HIDE – FIGHT” Training for All District Staff.	a. Feedback from training b. Staff uses information learned in training to improve safety of classrooms and schools	District Safety Teams School Principals School Resource Officers	No additional funding required. Training Provided by Kentucky State Police.
		3. Require all staff members to wear district assigned badges at all times and all visitors to the building to wear a name tag.	a. Make badges for all staff members. b. Do routine walkthroughs to monitor badges.	District and School Admin and Safety Teams SROs	District Safety Funds for Badges (Key Cards)
		4. Ensure that teachers keep Classroom Doors locked as a safety prevention.	Do routine walk throughs to check doors.	District and School Admin and Safety Teams SROs	No funding necessary
Objective 3 SECURITY AND SUPERVISION	KCWP 6: Establishing Learning Culture and Environment	1. Partner with county government to add an additional School Resource Officer which will bring the number to 4 SRO’s to cover the 4 district schools and the Central Kentucky Career Academy.	4 th SRO added	Superintendent	Partnership with County/Sheriff’s Department/District
		2. Establish district wide	Visitor protocols are	District Safety Team	No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s)and Progress Notes	Funding
		procedures to visitors and management of who is in the buildings at all times and communicate these procedures to parents, staff, and community.	implemented with fidelity at all schools	Principals Front Office Personnel SROs	necessary
		3. Install card readers at the middle school, intermediate school, and career center.	a. Readers installed b. Cards/Badges given to all staff members	Allen Gumm, District Network Administrator	District Safety Funds
		4. Active Supervision: Ensure all common areas are supervised with staff at all times and train staff on active supervision strategies.	Regular walkthroughs to ensure supervision in place.	School Level Admin Teams SROs	No funding necessary
Objective 4 MENTAL HEALTH COUNSELING AND MENTAL HEALTH/BULLYING/SUICIDE AWARENESS	KCWP 6: Establishing Learning Culture and Environment	1. Whole Child Wellness Programs: Partner with Community Agencies to provide mental health counselors, nurses, and at risk counselors in every building.	a. Students needs are being met. b. Attendance rates increase	Superintendent and District Leadership Team	Partnerships: School Nurses (One Cross) Mental Health (Kidspot)
		2. Staff training on recognizing depression, suicide and bullying prevention, identifying at risk students, and building positive relationships. Parent workshops and training sessions: social media, depression, suicide prevention	Agendas/Sign in Sheets of trainings and workshops	District Leadership Team School Counselors KidSpot Counselors	No specific funding required.
Objective 5 COMMUNICATION PLANNING	KCWP 6: Establishing Learning Culture and Environment	1. Develop a district emergency management plan.	Plan is written, reviewed, approved and communicated.	District Safety Team	No specific funding required.
		2. Develop a communication	a. Staff understands	Superintendent	No specific funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Team Leader(s)and Progress Notes	Funding
		system and chain of command to be used to identify and manage crisis situations throughout the district.	roles in a crisis b. Practice situations	District Safety Team	required.
		3. Create a reunification plan for all campuses to reunite students and parents in case of emergencies on any of our campuses.	Plan is approved by board and communicated to all stakeholders.	Superintendent District Safety Team	No specific funding required.
		4. Communicate all new changes to traffic, visitors, and staff expectations to all stakeholders.	a. New policies are implemented with fidelity. b. Stakeholders are informed.	Superintendent District Safety Team Marketing Director	Signage: Partnership funds