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## Comprehensive District Improvement Plan (CDIP)

### Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

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### **Alignment to Needs:**

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### **Priorities/Concerns from Needs Assessment for Districts**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

**Focus on High School Writing, last year the percent novice increased from 4% to 12%.**

**Focus on High School Editing and Mechanics, last year the percent novice increased from 8% to 25%.**

**Focus on Middle School Science, last year the percent increased from 32% to 40%.**

### **Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

**Utilize an ELA consultant to train ELA Teachers in writing.**

**Utilize an ELA consultant to train ELA Teachers in editing and mechanics**

**Alignment of Science Curriculum to meet the needs of all students, grades 3-12.**

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**Indicator**

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Explanations/Directions

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	64.2/61.7/60.7	8.9/3.1/10.3
State Assessment Results in science, social studies and writing	71.1/54.8/54.1	12.7/-2.1/-7.1
English Learner Progress	No Data Available	No Data Available
Quality of School Climate and Safety	79.1/70/57.4	-0.5/1/0.7
Postsecondary Readiness (high schools and districts only)	100	11.4
Graduation Rate (high schools and districts only)	96.5	2.3

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**Goal:** Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <u>Kentucky's six (6) Key Core Work Processes</u> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

#### 1: State Assessment Results in Reading and Mathematics

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Goal 1 (State your reading and math goal.): By May 2026, Lewis County Schools will increase the combined Reading and Math percentage of Proficient/distinguished students from 73.3% in elementary schools to 80%. The combined Reading and Math Percentage of Proficient /distinguished students in middle school from 65.6% to 72.6%. The combined Reading and Math percentage of proficient/distinguished students in high school from 69.9% to 76%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Increase the elementary proficiency score in reading from 41.9 in 2023 to 44.8 in 2024. Increase the middle school proficiency score in reading from 58.0 in 2023 to 60.1 in 2023. Increase the high school proficiency score in reading from 38.7 in 2023 to 47.1 in 2023.	KCWP1: Design and Deploy Standards	Ensure curricular alignment reviews are on-going during the planning process. Teacher post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment was given and the percent mastery for each standard. Percent mastery is defined in the district as 80% on the assessment.	Increase in KSA  Increase in I-Ready diagnostic	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Increase in KSA  Increase in I-Ready diagnostic	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
	KCWP 2: Design and Deliver Instruction	I-READY Standards Mastery Reading Tests. Ensure congruence is present between standards, learning targets, and assessment. Analyze instructional activities students are expected to complete during class. Data will be analyzed, determine level of learning and activities meet high level rigor.	Increase in KSA  Increase in I-READY	Principal, Instructional Supervisor, DoSE, Superintendent	Other instructional support - \$40,000 – from Title 1

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Goal 1 (State your reading and math goal.): By May 2026, Lewis County Schools will increase the combined Reading and Math percentage of Proficient/distinguished students from 73.3% in elementary schools to 80%. The combined Reading and Math Percentage of Proficient /distinguished students in middle school from 65.6% to 72.6%. The combined Reading and Math percentage of proficient/distinguished students in high school from 69.9% to 76%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ELA consultant hired to provide ongoing professional learning in reading, grammar, and writing. Strategies are provided for teachers to use.	Increase in KSA Increase in I-READY	Principal, Instructional Supervisor, DoSE, Superintendent	ELA consultant – approximately \$75,000 from Title 2
		Create assessments that are aligned to standards. Teachers meet to analyze student learning to determine mastery.	Increase in KSA Increase in I-READY	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		K-2 Teachers will attend Orton-Gillingham Training July 2024 and implement those strategies beginning the 2024-2025 school year.	Increase in KSA Increase in I-READY	Principal, Instructional Supervisor, DoSE, Superintendent	Approximately 35,000 Federal Programs
	KCWP 5: Design, Align, and Deliver Support	Continue to implement Kindercamp prior to school starting. This will prepare more students for kindergarten.	Kindercamp sign-in sheets	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		Kindergarten students will be assessed at each elementary school upon entry with the common statewide screener, BRIGANCE. Teachers will provide support based on the results of the Kindergarten screener.	Brigance data	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		K, 1, 2 will be assessed on exit criteria; created and approved by the board. Teachers will provide support based on the results between the tests. Students will	Exit test developed according to state standards	Principal, Instructional Supervisor, DoSE, Superintendent	N/A

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Goal 1 (State your reading and math goal.): By May 2026, Lewis County Schools will increase the combined Reading and Math percentage of Proficient/distinguished students from 73.3% in elementary schools to 80%. The combined Reading and Math Percentage of Proficient /distinguished students in middle school from 65.6% to 72.6%. The combined Reading and Math percentage of proficient/distinguished students in high school from 69.9% to 76%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 2</u> Increase the elementary proficiency score in math from 41.9 to 44.8 in 2023. Increase the middle school proficiency score in math from 49.9 in 2023 to 52.4 in 2023. Increase the high school proficiency score in math from 32.3 in 2023 to 35.7 in 2024.	KCWP 1:  Design and Deploy Standards	be promoted to the next grade level if they have successfully passed the exit criteria set forth by the district.			
		Implementation of Read to Succeed - SB 9 by following the MTSS Document by working with students that fall in the bottom 10% on their iReady. Closely monitor through intervention and implementing the Reading Improvement Plan	iReady Scores	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		Ensure curricular alignment reviews are on-going during the planning process. Teacher post district developed pacing guides in the classroom. Teachers will highlight what they are currently teaching, date when assessment was given and the percent mastery for each standard. Percent mastery is defined in the district as 80% on the assessment.	Increase in KSA	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PD agendas, Pacing guides	Principal, Instructional Supervisor, DoSE, Superintendent	N/A

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Goal 1 (State your reading and math goal.): By May 2026, Lewis County Schools will increase the combined Reading and Math percentage of Proficient/distinguished students from 73.3% in elementary schools to 80%. The combined Reading and Math Percentage of Proficient /distinguished students in middle school from 65.6% to 72.6%. The combined Reading and Math percentage of proficient/distinguished students in high school from 69.9% to 76%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		I-READY Standards Mastery Math Tests. Ensure congruence is between standards, learning targets, and assessments. Teachers will analyze instructional activities. Data will be analyzed, determine higher level learning and activities meet high level rigor. Create assessments that are aligned to standards. Teachers meet to analyze student learning to determine mastery.	Increase in KSA  Increase in I-READY	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		Continue to implement Kindercamp prior to school starting. This will prepare more students for kindergarten.	Kindercamp Sign-in sheets	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		Kindergarten students will be assessed at each elementary school upon entry with the common statewide screener, BRIGANCE. Teachers will provide support based on the results of the Kindergarten screener.	Brigance data	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
	KCWP 5:  Design, Align, and Deliver Support	K, 1, 2 will be assessed on exit criteria; created and approved by the board. Teachers will provide support based on the results between the tests. Students will be promoted to the next grade	Exit test developed according to state standards	Principal, Instructional Supervisor, DoSE, Superintendent	N/A



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		level if they have successfully passed the exit criteria set forth by the district.			
		Target (intensive and supplemental) students in Math during intervention and after school tutoring.	Increase in KSA Increase in I-Ready	Principal, Instructional Supervisor, DoSE, Superintendent	N/A
		K-12 Teachers attend Kagan Winter Academies January 12-15. There will be consistency in grades K-12 when all math teachers use the same strategies	Increase in KSA Increase in iReady	Principal, Instructional Supervisor, DoSE, Superintendent	10,000 from Deeper Learning Grant

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, Lewis County District will increase the combined Science, Social Studies, and Writing per students of proficient/distinguished students in elementary schools from Science 84.1% to 89%. Will increase the combined science, social studies, and writing per students of proficient/distinguished students in middle schools from 52.7% to 57.5%. Will increase the combined science, social studies, and writing per students of proficient/distinguished students in high school from 50.1% to 55.1%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Increase Science from 29.8% to 33.3% in elementary schools. Increase Science from 25.7% to 29.4% in middle schools. Increase Science from 40.4% to 43.3%.	KCWP 4:  Review, Analyze, and Apply data	Students will complete two Through Course Tasks at each grade level. One completed in the fall and one completed in the spring. Results will be analyzed at each school building	Analysis of TCT results	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Students will use Flocabulary, Simple Solutions at ES level, and classroom assessments to analyze what is working then apply that data to improve	Analysis of KSA, Flocabulary, Simple Solutions (ES) and classroom assessments	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Sixth Grade Teachers will attend OpenSciEd Unit Implementation. The unit training they attend will be implemented beginning Spring of 2024. OpenSciEd Units will be built upon and implemented each year.	Analysis of Science Standards through classroom assessments	Principal, Instructional Supervisor, DOSE, Superintendent	1,200.00 through Deeper Learning Grant
		Summer 2024 PD focusing on Intentional OpenSciEd Unit Planning for fifth grade teachers.	Analysis of Science Standards through classroom assessments	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Collaboration time for sixth grade teachers and seventh and eighth grade teachers in March 2024 to plan and share OpenSciEd Unit implementation.	Analysis of Science Standards through classroom assessments	Principal, Instructional Supervisor, DOSE, Superintendent	N/A

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Goal 2 (State your science, social studies, and writing goal.): By 2026, Lewis County District will increase the combined Science, Social Studies, and Writing per students of proficient/distinguished students in elementary schools from Science 84.1% to 89%. Will increase the combined science, social studies, and writing per students of proficient/distinguished students in middle schools from 52.7% to 57.5%. Will increase the combined science, social studies, and writing per students of proficient/distinguished students in high school from 50.1% to 55.1%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction				
<u>Objective 2</u> Increase Social Studies from 56.6% to 58.8% in elementary schools. Increase Social Studies from 62.5% to 64.4% in middle school. Increase Social Studies from 44.2% to 46.5% in high school.	KCWP 4: Review, Analyze, and Apply data	Students will use Simple Solutions at ES level, and classroom assessments to analyze what is working then apply that data to improve	Analysis of KSA, Simple Solutions (ES) and classroom assessments	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Continuation of SS resource alignment using DBQ, Simple Solutions, Flocabulary during Summer PD	Analysis of KSA and classroom assessments	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
	KCWP 2: Design and Deliver Instruction	District and building level administrator will conduct walkthrough observations	Analysis of walkthroughs	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
<u>Objective 3</u> Increase writing from 51.8% to 54.2% in elementary schools. Increase writing from 57.8% to 59.9% in middle school. Increase writing from 59.3% to 61.3% in high school.	KCWP 4: Review, Analyze, and Apply Data	Students will be given district on demand scrimmage three times per year. Students will score proficient or better	Analysis of On-Demand scrimmage scores	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Students will use Flocabulary, Simple Solutions (ES), typing.com (ES and MS) and classroom assessments to analyze what is working then apply that data to improve	Analysis of KSA, Flocabulary, Simple Solutions (ES), and classroom assessments	Principal, Instructional Supervisor, DOSE, Superintendent	N/A

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Goal 2 (State your science, social studies, and writing goal.): By 2026, Lewis County District will increase the combined Science, Social Studies, and Writing per students of proficient/distinguished students in elementary schools from Science 84.1% to 89%. Will increase the combined science, social studies, and writing per students of proficient/distinguished students in middle schools from 52.7% to 57.5%. Will increase the combined science, social studies, and writing per students of proficient/distinguished students in high school from 50.1% to 55.1%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2:  Design and Deliver Instruction	District and building level administrator will conduct walkthrough observations	Analysis of walkthroughs	Principal, Instructional Supervisor, DOSE, Superintendent	N/A

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**3: Achievement Gap**

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1</u> Increase the combined Reading and Math percentage of Proficient/Distinguished students from 41.9 to 44.8 (ES Reading); 58.0 to 60.1 (MS Reading); 38.7 to 47.1 (HS Reading); 41.9 to 44.8 (ES Math); 49.9 to 52.4 (MS Math); 32.3 to 35.7 (HS Math)	KCWP 4: Review, analyze and Apply data	Ensure that formative interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs	Principal monitoring sheets and observation data will be utilized to ensure that students receive the aligned and assigned instruction	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Assess with formative and summative assessments that are aligned to the standards and learning targets	Principal monitoring sheets observation data will be utilized to ensure that students receive the aligned and assigned instruction	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Ensure that all assessments produce accurate evidence. Ensure that assessments are designed to best evaluate student learning	Teachers, Principal, will review assessments bi monthly to ensure the validity of local assessments	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Ensure that Standards Mastery assessments from iReady are used appropriately to determine student mastery	Teachers, Principal will review assessments to ensure iReady assessments are measuring the intended standard	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
<u>Objective 2</u> Identify and provide assistance to all personnel to implement new	KCWP 5: Design, Align and Deliver support	Ensure ongoing professional development in the area of best/high yield instructional strategies to aid in curricular	Principal monitoring sheets and observation data will be utilized to ensure	Principal, Instructional Supervisor, DOSE, Superintendent	N/A

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
initiatives aligned to school and district needs		adjustments when students fail to meet mastery.	that students receive the aligned and assigned instruction.		

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**4: English Learner Progress**Goal 4 (State your English learner goal.): **Currently there are no English Learners in the Lewis County School District**

Lewis County Schools is a district that is equipped to educate all students including immigrants and students who speak a language other than English.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> The Home Language Survey is included in the enrollment packet for Lewis County Schools	KCWP 4: Review, Analyze, and Apply Data	Enrollment, identification, and Initial Placement of ELLs. The Home Language Survey identifies students whose first language is NOT English	Home Language Survey	Principal, EL Coordinator, Guidance Counselor, Superintendent	N/A
	KCWP 5: Design, Align and Deliver Support	Administration and teachers will work collaboratively to continually improve the ELL System for all students. English Instruction/Immersion to English Language Learners through collaboration and professional development. The school will provide pull-out resource time or after-school tutoring for students who are in the beginning stages of English development.	Grade reports, common assessments, benchmark assessments (if applicable), Teacher/Student/Parent Input	Principal, EL Coordinator, Guidance Counselor, Superintendent	N/A
<b>Objective 2</b> Upon receiving the Home Language Survey, the District EL Coordinator makes arrangements to train the school guidance counselor. The guidance counselor will then administer the WIDA Screener to the ELL Student(s)	KCWP 4: Review, Analyze, and Apply Data	Exited ELL Students are monitored for four years after meeting the Kentucky requirements for English Proficiency.	Grade Reports, Common Assessments, Benchmark Assessments (if applicable), Teacher/Student/Parent Input	Principal, EL Coordinator, Guidance Counselor, Superintendent	N/A
		English proficiency and growth are measured each year	WIDA ACCESS	Principal, EL Coordinator, Guidance Counselor, Superintendent	N/A

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Goal 4 (State your English learner goal.): <b>Currently there are no English Learners in the Lewis County School District</b> Lewis County Schools is a district that is equipped to educate all students including immigrants and students who speak a language other than English.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(January) using WIDA ACCESS for ELs Online	K-ACCESS		
	KCWP 5: Design, Align, and Deliver Support	Administration and teachers will work collaboratively to continually improve the ELL system for all students. All students will be assessed using WIDA as a Universal screener.	WIDA ACCESS K-ACCESS	Principal, EL Coordinator, Guidance Counselor, Superintendent	N/A



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**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): Lewis County District will increase the quality of school climate to maintain and/or increase to an index of 84% elementary schools, 75.7% middle school, and 62.2% high school by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Increase and/or maintain the quality of school climate of an index of 83% (ES), 74.7% (MS), and 61.2% (HS) by 2024.	Strong and caring relationships among students, staff and families	Set appropriate goals for improving student behavior and student-staff relationships while monitoring ongoing progress	Analysis of KSA Analysis of Impact Survey	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
	Strong connections and partnerships between schools and the community	Understand student, staff, and parent perceptions of climate in their schools	Analysis of KSA Analysis of Impact Survey	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
<b>Objective 2</b> Increase and/or maintain the quality of school safety of an index of 77.3% (ES), 67.1% (MS), 55.6% (HS) by 2024.	Emergency readiness management	School-based supports that promote academic success and mental and physical health	Analysis of KSA Analysis of Impact Survey	Principal, Instructional Supervisor, Safe Schools Director, DOSE, Superintendent	N/A

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**6: Postsecondary Readiness**

Goal 6 (State your postsecondary goal.): Increase the combined Reading and Math percentage of Proficient/distinguished students from 73.3% in elementary schools to 80%. The combined Reading and Math Percentage of Proficient /distinguished students in middle school from 65.6% to 72.6%. The combined Reading and Math percentage of proficient/distinguished students in high school from 69.9% to 76% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1</u> Increase the average combined Reading/Math Proficient/Distinguished KSA scores to 76.6% (ES), 68.6% (MS), and 72.9% (HS) by 2024	KCWP 2: Design and Deliver Instruction	Ensuring monitoring measures are in place to support teaching to the standards by way of peer observations, formal and informal observations, and classroom data and standards mastery.	Principal monitoring sheets and observation data will be utilized to ensure that students receive the aligned and assigned instruction	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
<u>Objective 2</u> Reduce the percentage of novice in the overall averaged combined reading and math scores by 7% at all levels as measured by KSA	KCWP 5: Design, Align, and deliver support	Ensure ongoing professional development in the area of best practice strategies to aid in curricular adjustments when students fail to meet mastery	Principal monitoring sheets and observation data will be utilized to ensure that students receive the aligned and assigned instruction	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
		Ensure that assessments are designed to best evaluate student learning	Teachers, principal, will review assessments bi monthly to ensure the validity of local assessments.	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
	KCWP 4: Review, Analyze and Apply Data	Use summative evidence to inform what comes next for individual students and groups of students	Intervention notes and progress will be kept	Principal, Instructional Supervisor, DOSE, Superintendent	N/A
	KCWP 6: Establishing Learning Culture and Environment	Meet with community members and educators to explain "Portrait of a Lion"	Explanation of the 21 <sup>st</sup> Century Skills needed to measure	Principal, Instructional Supervisor, POL Committee Member, DOSE, Superintendent	N/A

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Goal 6 (State your postsecondary goal.): Increase the combined Reading and Math percentage of Proficient/distinguished students from 73.3% in elementary schools to 80%. The combined Reading and Math Percentage of Proficient /distinguished students in middle school from 65.6% to 72.6%. The combined Reading and Math percentage of proficient/distinguished students in high school from 69.9% to 76% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			success of Lewis County graduates		

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**7: Graduation Rate**

Goal 7 (State your graduation rate goal.): Increase the graduation rate from 95.6% to 99.0% by 2026

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Increase the graduation rate to 97% by 2023	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Watch List" for students performing below proficiency. Pay close attention to the failure/retention and other known risk factors that prevent students from graduating and making a successful transition to the post-secondary world.	Checked monthly by HS administrative team	HS principal, guidance counselor, assistant principal	N/A
		Enact communication protocols for and with parents/guardians regarding placement and progress in intervention support systems	HS administration will communicate with parents quarterly regarding progress	HS principal, guidance counselor, assistant principal	N/A
	KCWP 6: Establishing learning culture and environment	Utilize the persistence to graduation tool early warning tool to assist in identifying students at risk for remediation failure	Quarterly HS administration and support staff will monitor students identified at risk	HS principal, guidance counselor, assistant principal	N/A

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8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

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

#### **Monitoring and Support**

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

**Response:**

Lewis County's focus is student improvement and success. Lewis County has one TSI school, Lewis County Middle School for failing to meet disability proficiency targets. LCMS will describe their implementation and improvement through their school improvement plan. Through the CSIP the school will outline their efforts in incorporating new goals and initiatives, which will include goals and strategies addressing the District's Instructional System. The school's improvement plan will put into place the goals, strategies, activities needed and addressed in their CSIP.

The consistent review of classroom assessments, KSA, standards mastery, and diagnostic assessments show a consistent review of data and continuous improvement during department meetings.

- Formative Diagnostic Review: administered 3 times a year. We look at implementation of improvement strategies and activities. The progress monitoring provides feedback and is used to calibrate needs and support.
- Standards Mastery in Math and Reading: administered every two weeks over the specific standard. This helps us establish next steps needed to improve outcomes.

The district has identified in the district improvement plan numerous strategies that have/will be developed and implemented. These include: ensuring schools have a system in place to support students in becoming transition ready, so they will be prepared to advance to the next grade level; training is provided for staff in a wide variety of areas/content; programs and resources are provided to support academic and career readiness.

The Superintendent shares and reviews data and other essential information with the Board at public meetings. This allows the Board and the community to see the progress that the district is making. The Lewis County Board of Education also reviews and approves the revised school improvement plans annually.

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

**Additional/More Rigorous Actions**

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

**Response:**

Lewis County Middle School failed to exit TSI status this year.

Lewis County Middle School will provide 30 day plans for review and approval to the district for each cycle. The Instructional Supervisor and the Director of Special Education will review the 30 day plan for actionable, research-based practices. The plan must include objectives, strategies, and activities that support the improved achievement of students with IEP's, specifically in reading. These strategies should mirror those in the District Improvement Plan.