

2019-20 Phase Three: Comprehensive Improvement Plan for Districts_01072020_17:41

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

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2019-20 Phase Three: Comprehensive Improvement Plan for Districts

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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 between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *ShIPLEY*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

[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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.


Using the Comprehensive District Improvement Plan Template

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

NA

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|-------------|--------------------|
|  CDIP 19-20 | CDIP | • |

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.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- [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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

| <p>Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.</p> | | | | | |
|--|---|---|---|---|--|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p> | <p>An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p> | <p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p> | <p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p> | <p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p> | <p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p> |

1: Proficiency Goal

| Goal 1 (State your proficiency goal.): The district will increase from 60%PD in READING to 75% and from 53%PD in MATH to 68% by 2022. | | | | | |
|---|---|--|---|--|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: The district will increase READING proficiency from 60% PD to 65% PD by May 2020. | KCWP 1: Design and Deploy Standards | <p>Teacher Ambassador work continues in order to</p> <ul style="list-style-type: none"> provide feedback on identified priority standards provide feedback on identified pacing guides | <ul style="list-style-type: none"> TA agendas TA plus/deltas TA surveys | <ul style="list-style-type: none"> Google form for feedback on pacing guide and priority standards. LINK HERE when created. June 2020 | Title 2 |
| | | <p>Teacher Ambassador work professional development and products that include:</p> <ul style="list-style-type: none"> development of proficiency scales for each identified priority standard within each bundled unit/pacing guide Continued learning on standards-based LEARNING in order to ensure mastery learning for all students | <ul style="list-style-type: none"> Created proficiency scales for each course/grade/unit bundle | <ul style="list-style-type: none"> Google Shared Drive with Units/Pacing Guides/Proficiency Scale will be shared with ALL BCS educators and community via district website by June 2020 | Title 2 |
| Objective 2: The district will increase MATH proficiency from 53% PD to 58% by May 2020. | KCWP 1: Design and Deploy Standards | <p>School teams will work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of:</p> <ol style="list-style-type: none"> What do your Ss need to know and be able to do? How do we know they have learned it? What do we do if they have not learned it? What do we do when they have learned it? | <ul style="list-style-type: none"> School/Team PLC/ILT agendas or minutes | <ul style="list-style-type: none"> PLC progress checks in partnership with school leadership teams Principal feedback and conversations at monthly level, cluster, and principal meetings Use of Global PD online library and <u>Learning by Doing</u> book to analyze level of PLC effectiveness within each grade/course team and admin/coach work to drive work forward. ongoing | |
| | KCWP 2: Design and Deliver Instruction | <p>Teachers will engage in professional learning centered around the curriculum, instruction, and assessment cycle in order to impact student achievement with particular focus on assessment literacy practices with a focus on creating learning opportunities that are Rigorous, Equitable, Accessible, and Relevant for ALL learners</p> | <ul style="list-style-type: none"> District/School professional learning session agendas Eleot data monthly review CASE assessments and data review sessions | <ul style="list-style-type: none"> Eleot data per school monthly review Principal and Teacher Ambassador work monitoring progress on quarterly report data to include CASE, STAR, and school common assessments | Title 2 |

| | | | | |
|--|--|--|--|--|
| | | | <ul style="list-style-type: none"> LSS, principals, and instructional coaches PD agendas, | |
|--|--|--|--|--|

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): **The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 44% PD to 51.6% (elementary), and 42% PD to 50% (middle) and 51.5 PD to 58.1% (high) by 2022.**

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|--|---|--|---------------|
| <p><i>Objective 1: The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 44% PD to 46.5% (elementary), and 42% PD to 44.7% (middle) and 51.5% PD to 53.6% (high) by May 2020.</i></p> | <p>KCWP 1: Design and Deploy standards</p> | <p>Teacher Ambassador Work continues in order to:</p> <ul style="list-style-type: none"> provide feedback on identified priority standards provide feedback on identified pacing guides | <ul style="list-style-type: none"> TA agendas TA plus/deltas TA surveys | <ul style="list-style-type: none"> Google form for feedback on pacing guide and priority standards. LINK HERE when created. June 2020 | Same as above |
| | | <p>Teacher Ambassador Professional Development and Products that include:</p> <ul style="list-style-type: none"> development of proficiency scales for each identified priority standard within each bundled unit/pacing guide | <ul style="list-style-type: none"> Created proficiency scales for each priority standard | <ul style="list-style-type: none"> Google Shared Drive with Units/Pacing Guides/Proficiency Scale will be shared with ALL BCS educators and community via district website by June 2020 | Same as above |
| | <p>KCWP 3: Design and Deliver Assessment Literacy</p> | <p>Authentic Literacy Instruction</p> <ul style="list-style-type: none"> Teachers will ensure students are engaged in authentic literacy instruction through the continued work around FOCUS book (Mike Schmoker) Students will be engaged in READING, WRITING, and/or DISCUSSION across all contents | <ul style="list-style-type: none"> Principal walk-throughs Eleot or Engagement tool Unit/Lesson planning at PLC meetings | <ul style="list-style-type: none"> Expectation should be set by principal and school leadership team Work on the WHY and HOW should continue with ongoing PLC meetings to help empower teachers | Same as above |
| | <p>KCWP 1: Design and Deploy Standards</p> | <p>School teams will work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of:</p> <ol style="list-style-type: none"> What do your Ss need to know and be able to do? How do we know they have learned it? What do we do if they have not learned it? What do we do when they have learned it? | <ul style="list-style-type: none"> School/Team PLC/ILT agendas or minutes | <ul style="list-style-type: none"> PLC progress checks in partnership with school leadership teams Principal feedback and conversations at monthly level, cluster, and principal meetings | Same as above |

Goal 2 (State your separate academic indicator goal.): **The district will increase the Separate Academic Indicator of Science, Social Studies, and Writing from 44% PD to 51.6% (elementary), and 42% PD to 50% (middle) and 51.5 PD to 58.1% (high) by 2022.**

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|---|--|---|---|---------|
| | | <p>Highly Aligned Instructional System</p> <ul style="list-style-type: none"> Work with school leadership teams in collaboration with LSS team to continue to develop and implement highly-aligned, research-based curriculum. | | <ul style="list-style-type: none"> Use of <u>Learning by Doing</u> book to analyze level of PLC effectiveness within each grade/course team and admin/coach work to drive work forward. ongoing | |
| | KCWP 4: Review, Analyze, and Apply Data | <p>Activity- 4DX- Scoreboard Review at School & District Level</p> <ul style="list-style-type: none"> Using the 4DX (4 Disciplines of Execution) model, District will create a visual Data Dashboard (Quarterly Report and “Yellow” sheets) as a way to monitor and support schools. District will continue to work with schools to measure high-yield instructional strategies to serve as LEAD measures. | <ul style="list-style-type: none"> 4DX Lag/Lead Measures Scoreboards (school & district) Meetings Agendas/Minutes | <ul style="list-style-type: none"> Reviewed monthly at School/Level and quarterly at District Level District look to purchase dashboard tools (Panorama) to assist with dashboard and survey support for stakeholders | 0 |
| | KCWP 5: Design, Align, and Deliver Support | <p>Activity- Action Research on District and School Programs</p> <ul style="list-style-type: none"> LSS works in partnership with school leadership teams to monitor and evaluate current implementation of programs based on ESSA standards as well as using district data to determine effectiveness. | <ul style="list-style-type: none"> STAR scores, KPREP data, ongoing classroom formative assessments | <ul style="list-style-type: none"> Quarterly LSS Team Agendas LSS/Principal Level/Cluster meeting agendas and notes | 0 |

3: Growth

| Goal 3 (State your growth goal.): Increase the %PD in READING in ES from 55% to 65%, in MS from 64% to 74%, in HS from 55% to 65% and in MATH in ES from 53% to 63%, in MS from 51% to 61%, and in HS from 51% to 61% by 2022. | | | | | |
|---|--|--|---|--|--------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1: Increase the % PD in READING in ES from 55% to 60%, in MS from 64% to 68%, in HS from 55% to 60% by May 2020.</p> <p>Objective 2: Increase the %PD in MATH in ES from 53% to 58%, in MS from 51% to 56%, in HS from 51% to 56% by May 2020.</p> | <p>KCWP 4: Review, Analyze, and Apply Data</p> | <p>RTI 2.0 – Multi-Tiered System of Support</p> <ul style="list-style-type: none"> Taskforce of 6 school pilot “Treatment Teams” will meet regularly in the form of a PDSA team and provide feedback as we work to scale the work in 2020 and beyond to all elementary schools and middle schools Work to build integrated systems that support the whole child including academic supports (teachers, coaches, teaching and learning team) working directly with student services supports including (counselors, psychologists, social workers) Feedback from RTI 2.0 taskforce could mean proposed changes to pacing guides alongside Teacher Ambassador work | <ul style="list-style-type: none"> Progress Monitoring Data from each Treatment team (YES, EES, OES, BES, TES, NHES) Meeting agendas from SS and LSS collaborative meetings RTI 2.0 agendas/minutes Google Drive with all 2.0 documents and PD sessions | <ul style="list-style-type: none"> Progress Monitoring Data reviewed quarterly from our 6 pilot team schools YES 3rd grade EES 1st grade OES 2nd grade NHES 2nd grade TES 3rd grade BES 1st grade Base-line data from STAR to see where individual students from the pilot ended the year- quarterly CASE summative data to see any increase of proficiency of students in the Pilot program.- May/June 2020 | Title 1 or Title 2 |
| | <p>KCWP 4: Review, Analyze and Apply Data</p> | <p>Use of CASE assessment as common tool for PLC work district-wide assessment tool</p> <ul style="list-style-type: none"> PLC process of teachers coming together to understand what students know and don’t know and developing common approaches and plans on how to improve student achievement on standards and enduring skills | <ul style="list-style-type: none"> CASE Benchmarking data 3x year district-wide PLC work with coaches, principals and teachers to work to increase rigor around standards | <ul style="list-style-type: none"> Planning and Goal setting documents centered around CASE data could include: <ul style="list-style-type: none"> 30-60-90 day plans by school Quarterly reports at district and school level More intentionality around the PDSA cycles for continuous improvement- quarterly reviewed | District funds |

Goal 3 (State your growth goal.): Increase the %PD in READING in ES from 55% to 65%, in MS from 64% to 74%, in HS from 55% to 65% and in MATH in ES from 53% to 63%, in MS from 51% to 61%, and in HS from 51% to 61% by 2022.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|---|--|---|--------------------------------|
| <p>Objective 3 Increase % PD in READING Grades K-2 using CASE as a measure from 48% to 58% by May, 2020.</p> <p>Objective 4 Increase % PD in MATH Grades K-2 using CASE as a measure from 52% to 65% by May, 2020.</p> | <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> | <p>Eleot and Classroom walk-throughs</p> <ul style="list-style-type: none"> As a way to provide feedback to teachers looking through the lens of students in order to improve instructional practice. Focus on an educational opportunity for all learners that is <i>RIGOROUS, RELEVANT, ACCESSIBLE, and EQUITABLE</i> <p>Intense focus on Primary Grades PreK-2 Literacy/Numeracy Development</p> <ul style="list-style-type: none"> Support teachers with specific professional learning, curriculum resources, vocabulary and phonics support to ensure that ALL teachers have a thorough understanding of: Early Numeracy Skills Learn to Read process of phonemes, phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing | <ul style="list-style-type: none"> Eleot walk-through tool Data Questions to share feedback Teacher professional learning modules/experiences | <p>Preschool: Increase from 35% K ready (Brigance) to 50% K ready by May 2020. <i>Monitor progress quarterly at each benchmark.</i></p> <p>Kindergarten: Increase from combined reading and math ____ PD (CASE) to ____ PD by May 2020. <i>Monitor progress quarterly at each benchmark.</i></p> <p>First Grade: Increase in READING from 69% PD (CASE) to 75% PD by May 2020. Increase in MATH from 62% to 68% by May 2020. <i>Monitor progress quarterly at each benchmark.</i></p> <p>Second Grade: Increase in READING from 54% PD (CASE) to 60% PD by May 2020. Increase in MATH from 60% PD to 65% PD by May 2020. <i>Monitor progress quarterly at each benchmark.</i></p> | <p>District Funds, Title 2</p> |

4: Achievement Gap

| Goal 4 (State your achievement gap goal.) Increase proficiency rates for all students in the Gap Group (Consolidated Student Group) in READING elementary school 41% to 51%, middle school 48% to 58%, and high school 32 to 42% by 2022 and in MATH elementary schools 27% to 37%, middle schools from 37% to 47%, and high schools from 29% to 39% by 2022. | | | | | |
|---|---|--|--|---|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1: Increase proficiency rates for all students in the Gap Group in READING elementary schools from 41% to 46%, middle schools from 48% to 53%, and high school from 32% to 37% by May 2020.</p> <p>Objective 2: Increase proficiency rates for all students in the Gap Group in MATH elementary schools from 27% to 32%, middle schools from 37% to 42%, and high schools from 29% to 34% by May 2020.</p> | <p>KCWP 5: Design, Align, and Administer Support</p> | <p>Special Education Processes</p> <ul style="list-style-type: none"> Develop and maintain effective monitoring systems to ensure all special education students receive an educational experience that is RIGOROUS, RELEVANT, ACCESSIBLE, and EQUITABLE Provide consistent professional learning and PLC opportunities for SpEd teachers and collaborative teachers and SpEd staff in order to build teacher efficacy District initiated team PDSA (Plan/Do/Study/Act) as a system to ensure the QUALITY of education for each special ed student represents the developmentally appropriate REAR learning experience | <ul style="list-style-type: none"> Student schedules Eleot data PLC and professional learning agendas/plans PDSA model for continuous improvement | <ul style="list-style-type: none"> Student progress monitoring data IEP goals/progress data review STAR score analysis of growth CASE summative and growth data reviewed quarterly | IDEA |
| | | <p>EL Processes (active + RFEP monitoring)</p> <ul style="list-style-type: none"> Improve monitoring systems to ensure teachers are calibrated with understanding of how to build proficiency with English language learners. Continue to provide professional learning opportunities/trainings that center around developing proficiency (CIA cycle) with English language learners for all professionals working with English language learners. Trainings should include SIOP (Sheltered Instruction) Provide improved aligned curriculum and resources to schools based on need to ensure strong EL supports are provided. | <ul style="list-style-type: none"> EL proficiency defined and calibrated among all stakeholders Curriculum and monitoring systems to support EL programming and ensure success | <ul style="list-style-type: none"> Ellevation data Access data School-District collaborative professional learning sessions EL PLC monthly | Title 3 |

5: Transition Readiness

| Goal 5 (State your transition readiness goal.): Increase the transition indicator from 70.4 to 75 by 2022. | | | | | |
|--|---|---|--|--|-----------------------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase the transition indicator from 70.4 to 72 by 2020. | KCWP 2: Design and Deliver Instruction | <p>Activity- Continued Professional Development Support of teachers pertaining to PLC work, RTI work, Effective Instructional Strategies, Student Engagement, and Guaranteed and Viable Aligned Curriculum Support</p> <ul style="list-style-type: none"> LSS team, in partnership with school leadership teams, will continue to stay at the forefront of research on best practices for continuous improvement in all areas of teaching and learning. Whether it be professional outsourcing, or internal support, we will work to provide whatever PD is necessary to support our team. LSS team will also create a SHARED DRIVE as a repository for Learning Modules specific to targeted audiences that will be available for schools to use to support professional learning on an as-needed basis | <ul style="list-style-type: none"> STAR scores KPREP data CERT/CASE ongoing classroom formative assessments | <ul style="list-style-type: none"> Ongoing based on needs and wishes of school leadership teams and as LSS team in collaboration with school leaders deem appropriate | District PD |
| Objective 1 | KCWP 6: Establish Learning Culture/Environment | <p>Develop a continuum of Comprehensive Mental Health Services provided through a multi-tiered system of supports utilizing school employed and school district community mental health partnership to support students, families and the school community.</p> <ul style="list-style-type: none"> The Student Services team, in partnership with the Hope4 Boone County Mental Health Task Force will continue and complete its strategic planning process to: | <ul style="list-style-type: none"> Comprehensive Needs assessment results Strategic plan completed community partner meeting (s) Job descriptions reviewed and revised | <ul style="list-style-type: none"> Quarterly | District PD Title II Grants |

| Goal 5 (State your transition readiness goal.): Increase the transition indicator from 70.4 to 75 by 2022. | | | | | |
|--|----------|---|---|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | <ul style="list-style-type: none"> ○ Optimize school district mental health professionals; school counselors, school psychologists, FRYSC coordinators, social workers and school nurses. ○ Increase the number and variety of partnerships between schools and community health /mental health organizations. ○ Build on current programs, services, and strategies used in the Boone County Schools. ○ Focus on equitable service and resources for all students ○ Ensure a full array of programs, services and strategies – mental health education and promotion through intensive intervention ○ Align and integrate school mental health and PBIS ensuring an interconnected systems framework. ○ Partner with LSS to provide a variety of training to include Trauma informed Care leading to Trauma Informed Schools, Culturally Responsive schools, restorative practices, annual mental health summit, Sources of Strength and other. ○ Provide additional Youth Mental Health First Aid Training to employees and community members to respond appropriately to young people, support their wellness, identify and respond to | <ul style="list-style-type: none"> ○ Resource map ○ Re-defined Mental Health web page ○ Number of authentic partnerships ○ Increased messaging around mental health ○ Resiliency poll data ○ Suspension and attendance data ○ Tier III hearing data ○ Student Climate | | |

| Goal 5 (State your transition readiness goal.): Increase the transition indicator from 70.4 to 75 by 2022. | | | | | |
|--|----------|---|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | <p>early warning signs of mental health difficulties.</p> <ul style="list-style-type: none"> ○ Focus on targeted prevention (including authentic SEL) and intervention programs and services that support mental health, emotional and behavioral well-being of children, youth and young adults, as well as specific mental/behavioral health services and supports that address their emotional and behavioral difficulties. | | | |

6: Graduation Rate

| Goal 6 (State your graduation rate goal.): Increase the Graduation Indicator from 94.5 to 95 by 2020, as measured by the combined 4 and 5 Year Cohort Graduation Rate. | | | | | |
|---|--|---|--|--|----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 Increase the Graduation Indicator from 94.5 to 95 by 2020, as | KCWP 6: Establishing Learning Culture and Environment | <p>Activity- Academic & Behavioral Supports</p> <p>In collaboration with district office, building principals and leadership teams develop school culture supports, both academic and behavioral, to promote and support learning for all.</p> | <ul style="list-style-type: none"> • Resiliency Poll Data • Other School Surveys • Anecdotal Evidence • Eleot and Engagement walk-thru tools | <ul style="list-style-type: none"> • Ongoing by principals and school teams • LSS,SS,OSS partner | District Funds |

| Goal 6 (State your graduation rate goal.): Increase the Graduation Indicator from 94.5 to 95 by 2020, as measured by the combined 4 and 5 Year Cohort Graduation Rate. | | | | | |
|---|----------|---|--|--|----------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| measured by the combined 4 and 5 Year Cohort Graduation Rate. | | <p>Activity- Social Emotional Learning for ALL students In partnership with our schools, Student Services, Learning Support Services, and SEL Taskforce committee will work to develop curriculum and embed Social Emotional Learning opportunities for ALL students.</p> | <ul style="list-style-type: none"> Resiliency Poll Data Other School Surveys Anecdotal Evidence | <ul style="list-style-type: none"> Ongoing by principals and school teams LSS,SS,OSS partner | District Funds |
| | | <p>Activity- Persistence to Graduation Tool Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.</p> | <ul style="list-style-type: none"> Resiliency Poll Data collected on reduction of students not on track to graduate | <ul style="list-style-type: none"> Ongoing by principals and school teams LSS,SS,OSS partner | 0 |
| | | <p>Activity- Authentic Pathways Increased and Monitored at each MS/HS</p> <ul style="list-style-type: none"> Use of ILP tool in grades 6-12 Use of district Canvas course for Academic Planning for all students in grades 6-12 Training and support for counselors, CCR coaches, and teachers using the IC Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning | <ul style="list-style-type: none"> ILP | <ul style="list-style-type: none"> Ongoing by principals and school teams LSS,SS,OSS partner | District Funds |