# Lee County Schools 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, Baldridge, 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.

## 1: Proficiency Goal

**Goal 1 (State your proficiency goal.):**
Decrease the percentage of novice to below 10% in reading and math over the next five years
Increase the percentage of proficiency in reading and math to over 75% in the next five years

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| **Objective 1**<br>**Lee County Elementary:**<br>Reading:<br>● Decrease novice from 24.74% to 21.8%<br>● Increase proficiency from 48.5% to 55.08%<br>Math:<br>● Decrease Novice from 18.56% to 16.8%<br>● Increase Proficiency from 43.8% to 50.04% | ● KCWP # 2 - Design and Deliver Instruction<br>　○ Develop systems that meet the Tier I educational needs of all students.<br>　○ Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement | ● Implement the revised Multi-tiered system of supports with a focus on Tier I.<br>　○ Focus on text complexity<br>　○ Student directed lessons<br>　○ Inquiry Based lessons<br>● Content focused PD in the fall around the standards for each content area - KyStandards.org<br>● Review/Revise units as needed<br>　○ Implement Reading Horizons and Reading Street<br>　○ EngageNY | ● Increased use of class profiles to 75% of staff using regularly<br>● Increase of classrooms showing 80% mastery<br>● Decrease in the number of students identified for Tier II<br>● Increase rigor and connection to the standards evidenced by walkthroughs, units and student achievement. | ● Bi-weekly PLC discussions around MTSS<br>● Class Profiles monitored by principals<br>● Tier II services<br>● Walkthroughs | ● Stipends for content experts to plan professional learning |
| | ● KCWP # 3 - Design and Deliver Assessment Literacy<br>　○ We will lead the next level of leaders in using data for actionable next steps.<br>　○ Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards. | ● Utilize Class profiles to reach 80% mastery with Tier I and identify students for Tier II<br>● Review and share the seven strategies of assessment for learning that are showing success in the classroom.<br>● Provide a structure for analyzing benchmark assessment and planning next steps | ● Increased evidence of the use of the seven strategies of assessment for learning<br>● Correlation between the use of strategies of assessment of learning and student success<br>● | ● Walkthrough documentation<br>● Benchmark Assessments<br>● Strategies implemented based on data | None |
| | ● KCWP #4 - Review, Analyze, Apply Data Results<br>　○ Develop and implement systems to ensure that student data is collected, analyzed and being used to drive classroom instruction.<br>　○ Implement systems district wide for teachers to monitor student's progress on standards in order to know when they have achieved mastery<br>　○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning.<br>　○ Develop/implement systems that school and district leaders can use to analye all the data to improve instruction and reduce the number of novice. | ● Data analysis system - FA at the end of each lesson, class profiles reviewed at PLC bi PLC, PBIS data reviewed quarterly with next steps identified, benchmark assessment are reviewed and next steps identified<br>● Review and implement strategy 4 - Student self-assessment | ● Walkthrough data shows that lesson adjustments are made at the end of lessons based on the FA<br>● Benchmark assessment are analyzed and will show next steps identified<br>● Principal PLC agenda will show review of strategy 4<br>● School PLC agendas will show a review of strategy 4<br>● Student self-assessment will increased and be evidenced by walkthrough data | ● Walkthrough data - lesson adjustments and strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis | None |

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| **Lee County Middle High Grades 6-8:**<br>Reading:<br>● Decrease novice from 22.22% to 17.8%<br>● Increase proficiency from 57.87% to 61.3%<br><br>Math:<br>● Decrease novice from 13.89% to 13.11%<br>● Increase proficiency from 38.89% to 46% | ● KCWP # 2 - Design and Deliver Instruction<br>  ○ Develop systems that meet the Tier I educational needs of all students.<br>  ○ Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement | ● Implement the revised Multi-tiered system of supports with a focus on Tier I.<br>● Content focused PD in the fall around the standards for each content area - KyStandards.org<br>● Review/Revise units as needed<br>● Biweekly Formative Assessment with Formative Assessment Breakdown Sheet<br>● Profile Sheet<br>● (Virtual Academy)- assess students who are behind in various ways (Study.com, Apex, Google Classroom, etc.)<br>● (Virtual Academy)- provide focused differentiated instruction through 1 on 1 interventions to obtain standards mastery<br>● Supplemental instructional video lessons for basic fundamental Math implemented in elective classes<br>● Increase the rigor of questioning<br>  ○ Multi-Skill questions | ● Increased use of class profiles to 75% of staff using regularly<br>● Increase of classrooms showing 80% mastery<br>● Decrease in the number of students identified for Tier II<br>● Increase rigor and connection to the standards evidenced by walkthroughs, units and student achievement.<br>● Review unit content consistently throughout the unit evidenced by walkthroughs, units and student achievement. | ● Bi-weekly PLC discussions around MTSS<br>● Class Profiles monitored by principals<br>● Tier II services | ● Stipends for content experts to plan professional learning |
| | ● KCWP # 3 - Design and Deliver Assessment Literacy<br>  ○ We will lead the next level of leaders in using data for actionable next steps.<br>  ○ Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards. | ● Utilize Class profiles to reach 80% mastery with Tier I and identify students for Tier II<br>● Review and share the seven strategies of assessment for learning that are showing success in the classroom.<br>● Provide a structure for analyzing benchmark assessment and planning next steps | ● Increased evidence of the use of the seven strategies of assessment for learning<br>● Correlation between the use of strategies of assessment of learning and student success<br>● Benchmark assessment are analyzed and will show next steps identified | ● Walkthrough documentation<br>● Benchmark Assessments<br>● Strategies implemented based on data | None |
| | ● KCWP #4 - Review, Analyze, Apply Data Results<br>  ○ Develop and implement systems to ensure that student data is collected, analyzed and being used to drive classroom instruction.<br>  ○ Implement systems district wide for teachers to monitor student's progress on standards in order to know when they have achieved mastery<br>  ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning.<br>  ○ Develop/implement systems that school and district leaders can use to analyze all the data to improve instruction and reduce the number of novice. | ● Data analysis system - FA at the end of each lesson, class profiles reviewed at PLC bi PLC, PBIS data reviewed quarterly with next steps identified, benchmark assessment are reviewed and next steps identified<br>● Review and implement strategy 4 - Student self-assessment | ● Walkthrough data shows that lesson adjustments are made at the end of lessons based on the FA<br>● Benchmark assessment are analyzed and will show next steps identified<br>● Principal PLC agenda will show review of strategy 4<br>● School PLC agendas will show a review of strategy 4<br>● Student self-assessment will increased and be evidenced by walkthrough data | ● Walkthrough data - lesson adjustments and strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis | None |

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| **Lee County Middle High Grades 9-12:**<br>Reading:<br>• Decrease novice from 26.98% for 23.6%<br>• Increase proficiency from 49.21% to 54.37%<br><br>Math:<br>• Decrease novice from 30.65% to 26.5%<br>• Increase proficiency from 30.65% to 39.5% | • KCWP # 2 - Design and Deliver Instruction<br>  ○ Develop systems that meet the Tier I educational needs of all students.<br>  ○ Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement | • Implement the revised Multi-tiered system of supports with a focus on Tier I.<br>• Content focused PD in the fall around the standards for each content area - KyStandards.org<br>• Review/Revise units as needed<br>• Biweekly Formative Assessment with Formative Assessment Breakdown Sheet<br>• Class Profile Sheets<br>• (Virtual Academy)- assess students who are behind in various ways (Study.com, Apex, Google Classroom, etc.)<br>• (Virtual Academy)- provide focused differentiated instruction through 1 on 1 interventions to obtain standards mastery<br>• Supplemental instructional video lessons for basic fundamental Math implemented in elective classes<br>• Increase the rigor of questioning<br>  ○ ACT type questions as bell ringers<br>  ○ Multi-Skill questions | • Increased use of class profiles to 75% of staff using regularly<br>• Increase of classrooms showing 80% mastery<br>• Decrease in the number of students identified for Tier II<br>• Increase rigor and connection to the standards evidenced by walkthroughs, units and student achievement.<br>• Review unit content consistently throughout the unit evidenced by walkthroughs, units and student achievement. | • Bi-weekly PLC discussions around MTSS<br>• Class Profiles monitored by principals<br>• Tier II services | • Stipends for content experts to plan professional learning |
| | • KCWP # 3 - Design and Deliver Assessment Literacy<br>  ○ We will lead the next level of leaders in using data for actionable next steps.<br>  ○ Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards. | • Utilize Class profiles to reach 80% mastery with Tier I and identify students for Tier II<br>• Review and share the seven strategies of assessment for learning that are showing success in the classroom.<br>• Provide a structure for analyzing benchmark assessment and planning next steps | • Increased evidence of the use of the seven strategies of assessment for learning<br>• Correlation between the use of strategies of assessment of learning and student success<br>• Benchmark assessment are analyzed and will show next steps identified | • Walkthrough documentation<br>• Benchmark Assessments<br>• Strategies implemented based on data | None |
| | • KCWP #4 - Review, Analyze, Apply Data Results<br>  ○ Develop and implement systems to ensure that student data is collected, analyzed and being used to drive classroom instruction.<br>  ○ Implement systems district wide for teachers to monitor student's progress on standards in order to know when they have achieved mastery<br>  ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning.<br>  ○ Develop/implement systems that school and district leaders can use to analyze all the data to improve instruction and reduce the number of novice. | • Data analysis system - FA at the end of each lesson, class profiles reviewed at PLC bi PLC, PBIS data reviewed quarterly with next steps identified, benchmark assessment are reviewed and next steps identified<br>• Review and implement strategy 4 - Student self-assessment | • Walkthrough data shows that lesson adjustments are made at the end of lessons based on the FA<br>• Benchmark assessment are analyzed and will show next steps identified<br>• Principal PLC agenda will show review of strategy 4<br>• School PLC agendas will show a review of strategy 4<br>• Student self-assessment will increased and be evidenced by walkthrough data | • Walkthrough data - lesson adjustments and strategy 4<br>• PLC agendas<br>• Benchmark assessment analysis | None |

## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): |
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| Decrease the percentage of novice to below 10% in science, social studies and on-demand writing over the next five years |
| Increase the percentage of proficiency in science, social studies and on-demand writing to over 75% in the next five years |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| **Objective 1** (Calculated by determining the growth needed annually to meet the 5 year goal) <br> **Lee County Elementary:** <br> Science: <br> • Decrease novice from 17.39% to 15.9% <br> • Increase proficiency from 33.33% to 41.7% <br> Social Studies <br> • Decrease Novice from 10.53% to 10% <br> • Increase Proficiency from 50.88% to 55.7% <br> On-Demand Writing: <br> • Decrease Novice from 38.6% to 32.9% <br> • Increase Proficiency from 19.3% to 30.44% | • KCWP # 2 - Design and Deliver Instruction <br>    ○ Develop systems that meet the Tier I educational needs of all students. <br>    ○ Develop/implement processes that measure teachers' instructional effectiveness based on student data. <br>    ○ Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement | • Implement the revised Multi-tiered system of supports with a focus on Tier I. <br> • Content focused PD in the fall around the standards for each content area - KyStandards.org <br> • Review/Revise units as needed <br> • Class Profile Sheets <br> • Writing <br>    ○ Implement rubrics at all grade levels <br>    ○ Use MAPS to deconstruct prompts for pre-writing | • Increased use of class profiles to 75% of staff using regularly <br> • Increase of classrooms showing 80% mastery <br> • Decrease in the number of students identified for Tier II <br> • Increase rigor and connection to the standards evidenced by walkthroughs, units and student achievement. | • Bi-weekly PLC discussions around MTSS <br> • Class Profiles monitored by principals <br> • Tier II services | • Stipends for content experts to plan professional learning |
| | • KCWP # 3 - Design and Deliver Assessment Literacy <br>    ○ We will lead the next level of leaders in using data for actionable next steps. <br>    ○ Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards. | • Utilize Class profiles to reach 80% mastery with Tier I and identify students for Tier II <br> • Review and share the seven strategies of assessment for learning that are showing success in the classroom. <br> • Provide a structure for analyzing benchmark assessment and planning next steps <br> • Student Self-Assessment | • Increased evidence of the use of the seven strategies of assessment for learning <br> • Correlation between the use of strategies of assessment of learning and student success <br> • Benchmark assessment are analyzed and will show next steps identified | • Walkthrough documentation <br> • Benchmark Assessments <br> • Strategies implemented based on data | None |
| | • KCWP #4 - Review, Analyze, Apply Data Results <br>    ○ Develop and implement systems to ensure that student data is collected, analyzed and being used to drive classroom instruction. <br>    ○ Implement systems district wide for teachers to monitor student's progress on standards in order to know when they have achieved mastery | • Data analysis system - FA at the end of each lesson, class profiles reviewed at PLC bi PLC, PBIS data reviewed quarterly with next steps identified, benchmark assessment are reviewed and next steps identified <br>    ○ Include TCTs for science, IDM for social studies and writing rubrics at LCE for writing in | • Walkthrough data shows that lesson adjustments are made at the end of lessons based on the FA <br> • Benchmark assessment are analyzed and will show next steps identified <br> • Principal PLC agenda will show review of strategy 4 | • Walkthrough data - lesson adjustments and strategy 4 <br> • PLC agendas <br> • Benchmark assessment analysis | None |

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| | ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning.<br>○ Develop/implement systems that school and district leaders can use to analyze all the data to improve instruction and reduce the number of novice. | ● Review and implement strategy 4 - Student self-assessment | ● School PLC agendas will show a review of strategy 4<br>● Student self-assessment will increased and be evidenced by walkthrough data | | |
| **Lee County Middle High Grades 6-8:**<br><u>Science:</u><br>● Decrease novice from 14.94% to 14.04%<br>● Increase proficiency from 22.39% to 32.9%<br><u>Social Studies</u><br>● Decrease Novice from 11.9% to 10%<br>● Increase Proficiency from 40.48% to 47.4%<br><u>On-Demand Writing:</u><br>● Decrease Novice from 21.43% to 19.1%<br>● Increase Proficiency from 41.67% to 48.3% | ● KCWP # 2 - Design and Deliver Instruction<br>○ Develop systems that meet the Tier I educational needs of all students.<br>○ Develop/implement processes that measure teachers' instructional effectiveness based on student data.<br>○ Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement | ● Implement the revised Multi-tiered system of supports with a focus on Tier I.<br>● Content focused PD in the fall around the standards for each content area - KyStandards.org<br>● Review/Revise units as needed<br>● Increase the rigor of questioning<br>  ○ ACT type questions as bell ringers<br>  ○ IDM for Social Studies<br>  ○ Charts and Graphs | ● Increased use of class profiles to 75% of staff using regularly<br>● Increase of classrooms showing 80% mastery<br>● Decrease in the number of students identified for Tier II<br>● Increase rigor and connection to the standards evidenced by walkthroughs, units and student achievement. | ● Bi-weekly PLC discussions around MTSS<br>● Class Profiles monitored by principals<br>● Tier II services | ● Stipends for content experts to plan professional learning |
| | ● KCWP # 3 - Design and Deliver Assessment Literacy<br>○ We will lead the next level of leaders in using data for actionable next steps.<br>○ Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards. | ● Utilize Class profiles to reach 80% mastery with Tier I and identify students for Tier II<br>● Review and share the seven strategies of assessment for learning that are showing success in the classroom.<br>● Provide a structure for analyzing benchmark assessment and planning next steps<br>● Provide structure for grading practices that distinguishes participation from mastery | ● Increased evidence of the use of the seven strategies of assessment for learning<br>● Correlation between the use of strategies of assessment of learning and student success<br>● Benchmark assessment are analyzed and will show next steps identified | ● Walkthrough documentation<br>● Benchmark Assessments<br>● Strategies implemented based on data | None |
| | ● KCWP #4 - Review, Analyze, Apply Data Results<br>○ Develop and implement systems to ensure that student data is collected, analyzed and being used to drive classroom instruction.<br>○ Implement systems district wide for teachers to monitor student's progress on standards in order to know when they have achieved mastery<br>○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning. | ● Data analysis system - FA at the end of each lesson, class profiles reviewed at PLC bi PLC, PBIS data reviewed quarterly with next steps identified, benchmark assessment are reviewed and next steps identified<br>  ○ Include TCTs for science, IDM for social studies and writing rubrics at LCE for writing in<br>● Review and implement strategy 4 - Student self-assessment | ● Walkthrough data shows that lesson adjustments are made at the end of lessons based on the FA<br>● Benchmark assessment are analyzed and will show next steps identified<br>● Principal PLC agenda will show review of strategy 4<br>● School PLC agendas will show a review of strategy 4 | ● Walkthrough data - lesson adjustments and strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis | None |

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| | | | ● Student self-assessment will increased and be evidenced by walkthrough data | | |
| **Lee County Middle High Grades 9-12:**<br>Science:<br>● Decrease novice from 9.52% to 9.2%<br>● Increase proficiency from 28.57% to 37.9%<br>Social Studies<br>● 20% or below novice<br>● 45% proficiency<br>On-Demand Writing:<br>● Decrease Novice from 6.35% to 6.25%<br>● Increase Proficiency from 71.43% to 72.1% | ● KCWP # 2 - Design and Deliver Instruction<br>  ○ Develop systems that meet the Tier I educational needs of all students.<br>  ○ Develop/implement processes that measure teachers' instructional effectiveness based on student data.<br>  ○ Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement | ● Implement the revised Multi-tiered system of supports with a focus on Tier I.<br>● Content focused PD in the fall around the standards for each content area - KyStandards.org<br>● Review/Revise units as needed<br>● Increase the rigor of questioning<br>  ○ ACT type questions as bell ringers<br>  ○ IDM for Social Studies<br>  ○ Charts and Graphs | ● Increased use of class profiles to 75% of staff using regularly<br>● Increase of classrooms showing 80% mastery<br>● Decrease in the number of students identified for Tier II<br>● Increase rigor and connection to the standards evidenced by walkthroughs, units and student achievement. | ● Bi-weekly PLC discussions around MTSS<br>● Class Profiles monitored by principals<br>● Tier II services | ● Stipends for content experts to plan professional learning |
| | ● KCWP # 3 - Design and Deliver Assessment Literacy<br>  ○ We will lead the next level of leaders in using data for actionable next steps.<br>  ○ Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards. | ● Utilize Class profiles to reach 80% mastery with Tier I and identify students for Tier II<br>● Review and share the seven strategies of assessment for learning that are showing success in the classroom.<br>● Provide a structure for analyzing benchmark assessment and planning next steps<br>● Provide structure for grading practices that distinguishes participation from mastery | ● Increased evidence of the use of the seven strategies of assessment for learning<br>● Correlation between the use of strategies of assessment of learning and student success<br>● Benchmark assessment are analyzed and will show next steps identified | ● Walkthrough documentation<br>● Benchmark Assessments<br>● Strategies implemented based on data | None |
| | ● KCWP #4 - Review, Analyze, Apply Data Results<br>  ○ Develop and implement systems to ensure that student data is collected, analyzed and being used to drive classroom instruction.<br>  ○ Implement systems district wide for teachers to monitor student's progress on standards in order to know when they have achieved mastery<br>  ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning.<br>  ○ Develop/implement systems that school and district leaders can use to analyze all the data to improve instruction and reduce the number of novice. | ● Data analysis system - FA at the end of each lesson, class profiles reviewed at PLC bi PLC, PBIS data reviewed quarterly with next steps identified, benchmark assessment are reviewed and next steps identified<br>  ○ Include TCTs for science, IDM for social studies and writing rubrics at LCE for writing in<br>● Review and implement strategy 4 - Student self-assessment | ● Walkthrough data shows that lesson adjustments are made at the end of lessons based on the FA<br>● Benchmark assessment are analyzed and will show next steps identified<br>● Principal PLC agenda will show review of strategy 4<br>● School PLC agendas will show a review of strategy 4<br>● Student self-assessment will increased and be evidenced by walkthrough data | ● Walkthrough data - lesson adjustments and strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis | None |

## 3: Growth

**Goal 3 (State your growth goal.)**: Elementary and Middle School Only
Increase the growth indicator to 60 over the next five years.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1<br>**Lee County Elementary**<br>● Increase the growth indicator from 51.5 to 53.2 | ● KCWP #4 - Review, Analyze, Apply Data Results<br>   ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning. | ● Review student self-assessment in PLCs<br>● Implement strategies for Student self-assessment | ● Student self-assessment will increased and be evidenced by walkthrough data | ● Walkthrough data showing increased use of strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis will show growth | None |
| Objective 2<br>**Lee County MIddle High 6-8:**<br>● Increase the growth indicator from 48.3 to 50.64 | ● KCWP #4 - Review, Analyze, Apply Data Results<br>   ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning. | ● Review student self-assessment in PLCs<br>● Implement strategies for Student self-assessment | ● Student self-assessment will increased and be evidenced by walkthrough data | ● Walkthrough data showing increased use of strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis will show growth | None |

## 4: Achievement Gap

**Goal 4 (State your achievement gap goal.):**
To decrease the gap in reading and math between the gap groups and proficiency (100%) by 50% over the next 5 years.
male vs female
disability
free and reduced

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| **Objective 1** (Based on Long Term Goals)<br>**Lee County Elementary**<br><u>Reading</u><br>● Increase proficiency of free and reduced group from 46.7 to 51.5<br>● Increase proficiency of disability students from 24.1 to 31<br>● Increase proficiency of males from 61.3 to 65.17<br><br><u>Math</u><br>● Increase proficiency of free and reduced group from 42.6 to 47.8<br>● Increase proficiency of disability students from 24.1 to 31<br>● Increase proficiency of males from 59.2 to 61.24 | ● KCWP #4 - Review, Analyze, Apply Data Results<br> ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning. | ● Review student self-assessment in PLCs<br>● Implement strategies for Student self-assessment<br>● Co-teaching with special ed | ● Student self-assessment will increased and be evidenced by walkthrough data<br>● Walkthrough showing co-teaching strategies<br>● PLC agendas showing training on co-teaching | ● Walkthrough data showing increased use of strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis will show growth | None |
| | ● KCWP #5 - Design, Align, Deliver Support Processes<br> ○ Develop processes to ensure that behavioral interventions are taking place and monitored to meet the needs of all students. | ● Review and implement behavioral interventions<br>● Identify individual student needs when dealing with behavioral issues - academics, behavior and social emotional needs<br>● PBIS reviews overall behavioral data, as well as, individual data of targeted students AND identified next steps<br>● Connect with KYAbri to identify next steps | ● PLC agendas shows review of interventions<br>● Behavioral documentation shows implementation of interventions<br>● Behavior data shows a decrease in referrals as a whole AND by individual target students<br>● Next steps identified for PBIS | ● Documentation of use of interventions<br>● Behavioral data | None |
| **Lee County Middle High Grade 6-8**<br><u>Reading</u><br>● Increase proficiency of free and reduced group from 51.7 to 56.1<br>● Increase proficiency of disability students from 5.9 to 18.7<br>● Increase proficiency of males from 29.2 to 32.74<br><br><u>Math</u> | ● KCWP #4 - Review, Analyze, Apply Data Results<br> ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning. | ● Review student self-assessment in PLCs<br>● Implement strategies for Student self-assessment<br>● Co-teaching with special ed | ● Student self-assessment will increased and be evidenced by walkthrough data<br>● Walkthrough showing co-teaching strategies<br>● PLC agendas showing training on co-teaching | ● Walkthrough data showing increased use of strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis will show growth | None |

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| <ul><li>Increase proficiency of free and reduced group from 31 to 37.3</li><li>Increase proficiency of disability students from 4.5 to 9.1</li><li>Increase proficiency of males from 47.1 to 52.39</li></ul> | | | | | |
| | <ul><li>KCWP #5 - Design, Align, Deliver Support Processes<ul><li>Develop processes to ensure that behavioral interventions are taking place and monitored to meet the needs of all students.</li></ul></li></ul> | <ul><li>Review and implement behavioral interventions</li><li>Identify individual student needs when dealing with behavioral issues - academics, behavior and social emotional needs</li><li>PBIS reviews overall behavioral data, as well as, individual data of targeted students AND identified next steps</li><li>Connect with KYAbri to identify next steps</li></ul> | <ul><li>PLC agendas shows review of interventions</li><li>Behavioral documentation shows implementation of interventions</li><li>Behavior data shows a decrease in referrals as a whole AND by individual target students</li><li>Next steps identified for PBIS</li></ul> | <ul><li>Documentation of use of interventions</li><li>Behavioral data</li></ul> | None |
| **Lee County Middle High Grade 9-12**<br>Reading<br><ul><li>Increase proficiency of free and reduced group from46.9 to 51.7</li><li>Increase proficiency of males from 41.7 to 47.53</li></ul>Math<br><ul><li>Increase proficiency of free and reduced group from 25 to 35</li><li>Increase proficiency of females from 22.2 to 29.98</li></ul> | <ul><li>KCWP #4 - Review, Analyze, Apply Data Results<ul><li>Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning.</li></ul></li></ul> | <ul><li>Review student self-assessment in PLCs</li><li>Implement strategies for Student self-assessment</li><li>Co-teaching with special ed</li></ul> | <ul><li>Student self-assessment will increased and be evidenced by walkthrough data</li><li>Walkthrough showing co-teaching strategies</li><li>PLC agendas showing training on co-teaching</li></ul> | <ul><li>Walkthrough data showing increased use of strategy 4</li><li>PLC agendas</li><li>Benchmark assessment analysis will show growth</li></ul> | None |
| | <ul><li>KCWP #5 - Design, Align, Deliver Support Processes<ul><li>Develop processes to ensure that behavioral interventions are taking place and monitored to meet the needs of all students.</li></ul></li></ul> | <ul><li>Review and implement behavioral interventions</li><li>Identify individual student needs when dealing with behavioral issues - academics, behavior and social emotional needs</li><li>PBIS reviews overall behavioral data, as well as, individual data of targeted students AND identified next steps</li><li>Connect with KYAbri to identify next steps</li></ul> | <ul><li>PLC agendas shows review of interventions</li><li>Behavioral documentation shows implementation of interventions</li><li>Behavior data shows a decrease in referrals as a whole AND by individual target students</li><li>Next steps identified for PBIS</li></ul> | <ul><li>Documentation of use of interventions</li><li>Behavioral data</li></ul> | None |

## 5: Transition Readiness - <mark>Grades 9-12 only</mark>

**Goal 5 (State your transition readiness goal.):**
To increase the transition readiness index for all students and economically disadvantaged students to 99 over the next five years

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| **Objective 1**<br>**Lee County Middle High 9-12**<br>● Increase in transition index for all students from 97.1 to 97.48<br>● Increase in transition index for economically disadvantaged students from 95.3 to 96.04 | ● KCWP #4 - Review, Analyze, Apply Data Results<br>  ○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning. | ● Review student self-assessment in PLCs<br>● Implement strategies for Student self-assessment<br>● Build Master Schedule based on student individual needs. | ● Student self-assessment will increased and be evidenced by walkthrough data | ● Walkthrough data showing increased use of strategy 4<br>● PLC agendas<br>● Benchmark assessment analysis will show growth | None |
| | ● KCWP #5 - Design, Align, Deliver Support Processes<br>  ○ Develop processes to ensure that behavioral interventions are taking place and monitored to meet the needs of all students. | ● Review and implement behavioral interventions<br>● Identify individual student needs when dealing with behavioral issues - academics, behavior and social emotional needs<br>● PBIS reviews overall behavioral data, as well as, individual data of targeted students AND identified next steps<br>● Connect with KYAbri to identify next steps | ● PLC agendas shows review of interventions<br>● Behavioral documentation shows implementation of interventions<br>● Behavior data shows a decrease in referrals as a whole AND by individual target students<br>● Next steps identified for PBIS | ● Documentation of use of interventions<br>● Behavioral data | None |

## 6: Graduation Rate    Grades 9-12 only

**Goal 6 (State your graduation rate goal.):**
Increase the graduation rate from 94.2 to 98 over the next 5 years

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| **Objective 1**<br><br>Increase the graduation rate for all students from 94.2 to 94.96 | ● KCWP #4 - Review, Analyze, Apply Data Results<br>　○ Develop systems to ensure that students are actively involved in knowing their own data and making decisions about their own learning. | ● Review student self-assessment in PLCs<br>● Implement  strategies for Student self-assessment | ● Student self-assessment will increased and be evidenced by walkthrough data | | |
| | ● KCWP #5 - Design, Align, Deliver Support Processes<br>　○ Develop processes to ensure that behavioral interventions are taking place and monitored to meet the needs of all students. | ● Review and implement behavioral interventions<br>● Identify individual student needs when dealing with behavioral issues - academics, behavior and social emotional needs<br>● PBIS reviews overall behavioral data, as well as, individual data of targeted students AND identified next steps<br>● Connect with KYAbri to identify next steps | ● PLC agendas shows review of interventions<br>● Behavioral documentation shows implementation of interventions<br>● Behavior data shows a decrease in referrals as a whole AND by individual target students<br>● Next steps identified for PBIS | | |