

Paducah Independent 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

Explanations/Directions

<p>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.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Increase the combined percentage of elementary and middle school students scoring proficient / distinguished in reading and math from 39% to 60% by 2026 as measured by Kentucky Summative Assessment (KSA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>The district will increase the percentage of students scoring proficient/ distinguished in reading and mathematics on the 2023 Kentucky Summative Assessment (KSA), as follows:</p> <p><u>Elementary:</u> Reading from 49% to 56% Math from 35% to 42%</p> <p><u>Middle School:</u> Reading from 43% to 50% Math from 31% to 38%</p>	<p>Develop a systematic approach for assessing and revising common pacing guides and common assessments so that all students are being taught the standards at the appropriate levels of rigor with fidelity.</p> <p>KCWP 1: Design and Deploy Standards</p>	<p>With the help of Mastery Connect trainers, district instructional coaches will train teachers at each school on how to create unit assessments using the Mastery Connect item bank.</p>	<p>Successful creation of Mastery Connect unit assessments.</p>	<p>PLC teams will review unit assessments with teachers who have created them in alignment with MVP benchmarks.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
		<p>Teachers will use the Mastery Connect's (Formerly CASE Assessment) item banks and MVP benchmarks to create common unit assessments that are valid and reliable to the Kentucky Summative Assessment (KSA).</p>	<p>Successful creation of Mastery Connect unit assessments.</p>	<p>PLC teams will review unit assessments with teachers who have created them in alignment with MVP benchmarks.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
		<p>Teachers will revise their unit plans so that the lessons and assignments are aligned to grade-level standards at the appropriate levels of rigor.</p>	<p>Successful creation of Mastery Connect unit plans.</p>	<p>School principals will review unit plans to ensure that teachers are scaffolding prerequisite skills and are creating assignments that are aligned with the standards at the appropriate levels of rigor.</p>	<p>Salaries paid by general funds</p>
	<p>Revise our progress monitoring system to monitor standards mastery for each student.</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>District instructional coaches will facilitate MVP Assessment benchmark training for all core academic subject teachers in test administration and item analysis of test data.</p>	<p>Teachers will successfully use item analysis to drive instruction.</p>	<p>Grade level / department PLC teams will monitor student formative assessment at least twice monthly August-May. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
			<p>The district will facilitate 3 MVP Assessment Benchmarks in all district schools in order to provide a valid and reliable formative</p>	<p>Teachers will successfully use item analysis to drive instruction.</p>	<p>Grade level / department PLC teams will monitor student formative assessment at least twice monthly</p>

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		assessment that predicts student performance on the spring state assessment.		August-May. PLC teams will use a Plan-Do-Study-Act (PDSA) Process.	
		Teachers will conduct an item analysis of the 3 MVP Benchmarks in PLC teams. They will analyze which standards students have mastered.	Improved student mastery of standards tested by MVP Benchmarks.	School principals will review unit plans to ensure that teachers are scaffolding prerequisite skills and will analyze formative assessments to see that students are mastering standards at an appropriate rate.	<u>ARP/ESSER III Funds</u> Mastery Connect \$68,558
		Teachers will conduct an item analysis of their unit assessments that have been created from Mastery Connect item banks in PLC teams to assess student mastery of standards.	Improved student mastery of standards tested by MVP Benchmarks.	School principals will review unit plans to ensure that teachers are scaffolding prerequisite skills and will analyze formative assessments to see that students are mastering standards at an appropriate rate.	<u>ARP/ESSER III Funds</u> Mastery Connect \$68,558
		Teachers will use the Mastery Connect item bank to develop short, formative diagnostics to assess student mastery of standards in between benchmarks.	Improved student mastery of standards tested by MVP Benchmarks.	School principals will review unit plans to ensure that teachers are scaffolding prerequisite skills and will analyze formative assessments to see that students are mastering standards at an appropriate rate.	<u>ARP/ESSER III Funds</u> Mastery Connect \$68,558
	<p>Ensure that Title I resources are aligned with the needs identified in the CDIP and will effectively address those needs.</p> <p>KCWP 5: Design, Align and Deliver Support</p>	Based on each school’s CSIP Needs Assessment, school leadership and SBDM Councils will ensure that certified and classified staff positions funded by Title I will support Reading MTSS Tier I, Tier II, and Tier III interventions. This will be monitored and supported by regular Professional Learning Community meetings.	In PLC teams, administrators and teachers will monitor student learning using a school lead measure scoreboard, STAR Tests, Common Assessments, and MTSS Progress Monitoring Assessments.	Grade level / department PLC teams will monitor student formative assessment at least twice monthly August-May. We will use a Plan-Do-Study-Act (PDSA) Process.	<u>Title I</u> \$1,731,735.50

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	<p>Ensure that teachers are supported with on-going professional development in best practice/high yield reading instructional strategies based on needs identified by the CSIP/CDIP Needs Assessments.</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>In the spring of 2022, a team of instructional coaches and administrators conducted a diagnostic walkthrough of every district classroom using the Paducah Coaching Diagnostic Tool (PCDT) which was developed in partnership with TNTP. The data from this walkthrough guided school and district professional development and coaching priorities for 2022-23.</p> <p>The district will conduct two diagnostic walkthroughs this school year in February and April of 2023. This data will be used to drive professional development and coaching priorities.</p>	<p>Airtable data set with diagnostic observation data for every classroom.</p>	<p>School and district leadership teams will analyze areas of strength and areas of improvement for each school after each observation data set is collected.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953</p> <p><u>Title I</u> TNTP -- \$56,662</p> <p><u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>
		<p>Based on the above diagnostic walkthrough observations, district coaches and teacher-leaders will train each school staff on the Paducah Schools Teaching Toolkit. This toolkit is founded on 6-8 Teach Like a Champion (TLaC) instructional techniques. Our coaches and lead teachers have been certified as Teach Like a Champion trainers.</p>	<p>Workshop survey feedback from participants.</p> <p>Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT).</p>	<p>School and district leadership teams will monitor and support staff as they implement TLaC techniques with students.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953</p> <p><u>Title I</u> TNTP -- \$56,662</p> <p><u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>The district will fully implement a system of instructional coaching using district- and school-based instructional coaches to improve classroom instruction in all schools.</p>	<p>Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT). Teacher survey feedback.</p>	<p>School and district leadership will monitor and support coaches and teachers as they implement the coaching process. There will be regular check-ins between teachers and administrators as well as coaches and administrators.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953 <u>Title I</u> TNTP -- \$56,662 <u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>
		<p>The district will facilitate workshops for teaching and assessing reading short answer and extended response. These workshops are based on methods from Abell and Atherton. The coaches and administrators will also support teachers with on-going feedback and support.</p>	<p>In PLC teams, administrators and teachers will monitor the progress of students on short answer and extended response items using a school lead measure scoreboard and analysis of student samples.</p>	<p>Grade level / department PLC teams will monitor student formative assessment data from short answer and extended responses. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p>\$1000 Title I PD Funds</p>
		<p>District and school administrators will provide on-going PD and coaching in the implementation of Reading Plus and Lexia Core 5 at all district schools with the support of district staff and a Success for All Consultant.</p>	<p>PLC teams will monitor student progress through STAR and Reading Plus. Administrators check fidelity through walkthroughs.</p>	<p>Grade level / department PLC teams will monitor student formative assessment at least twice monthly August-May. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p>\$10,244.50 Title IV for Success for All Consultant ESSER II for Reading Plus and Lexia Core 5 \$47,390</p>

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): Increase the combined percentage of elementary and middle school students scoring proficient / distinguished in science, social studies, and writing from 29% to 50% by 2026 as measured by Kentucky Summative Assessment (KSA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>The district will increase the percentage of students scoring proficient/ distinguished in science, social studies, and writing on the 2023 Kentucky Summative Assessment (KSA), as follows:</p> <p><u>Elementary:</u> Science from 31% to 38% Soc. Studies from 33% to 40% Writing from 27% to 34%</p> <p><u>Middle School:</u> Science from 19% to 26% Soc. Studies from 34% to 31% Writing from 28% to 35%</p>	<p>Develop a systematic approach for assessing and revising common pacing guides and common assessments so that all students are being taught the standards at the appropriate levels of rigor with fidelity.</p> <p>KCWP 1: Design and Deploy Standards</p>	<p>With the help of Mastery Connect trainers, district instructional coaches will train teachers at each school on how to create unit assessments using the Mastery Connect item bank.</p>	<p>Successful creation of Mastery Connect unit assessments.</p>	<p>PLC teams will review unit assessments with teachers who have created them in alignment with MVP benchmarks.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
		<p>Teachers will use the Mastery Connect’s (Formerly CASE Assessment) item banks and MVP benchmarks to create common unit assessments that are valid and reliable to the Kentucky Summative Assessment (KSA).</p>	<p>Successful creation of Mastery Connect unit assessments.</p>	<p>PLC teams will review unit assessments with teachers who have created them in alignment with MVP benchmarks.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
	<p>Revise our progress monitoring system to monitor standards mastery for each student.</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Teachers will revise their unit plans so that the lessons and assignments are aligned to the standards at the appropriate levels of rigor.</p>	<p>Successful creation of Mastery Connect unit plans.</p>	<p>School principals will review unit plans to ensure that teachers scaffold prerequisite skills and create standards-aligned assignments.</p>	<p>Salaries paid by general funds</p>
		<p>District instructional coaches will facilitate MVP Assessment benchmark training for all core academic subject teachers in test administration and item analysis of test data.</p>	<p>Teachers will successfully use item analysis to drive instruction.</p>	<p>Grade level / department PLC teams will monitor student formative assessment at least twice monthly August-May. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
		<p>The district will facilitate 3 MVP Assessment Benchmarks in all district schools in order to provide a valid and reliable formative assessment that predicts student</p>	<p>Teachers will successfully use item analysis to drive instruction.</p>	<p>Grade level / department PLC teams will monitor student formative assessment at least twice monthly August-May. PLC teams will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>

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		performance on the spring state assessment.			
		Teachers will conduct an item analysis of the 3 MVP Benchmarks in PLC teams to analyze which standards students have mastered.	Improved student mastery of standards tested by MVP Benchmarks.	School principals will review unit plans to ensure that teachers are scaffolding prerequisite skills and will analyze formative assessments to see that students are mastering standards at an appropriate rate.	<u>ARP/ESSER III Funds</u> Mastery Connect \$68,558
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	Ensure that Title I resources are aligned with the needs identified in the CDIP and will effectively address those needs. KCWP 5: Design, Align and Deliver Support	Based on each school’s CSIP Needs Assessment, school leadership and SBDM Councils will ensure that certified and classified staff positions funded by Title I will support Reading MTSS Tier I, Tier II, and Tier III interventions. This will be monitored and supported by regular Professional Learning Community meetings.	In PLC teams, administrators and teachers will monitor student learning using a school lead measure scoreboard, STAR Tests, Common Assessments, and MTSS Progress Monitoring Assessments	Grade level / department PLC teams will monitor student formative assessment at least twice monthly August-May. We will use a Plan-Do-Study-Act (PDSA) Process.	<u>Title I</u> \$1,731,735.50

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	<p>Ensure that teachers are supported with on-going professional development in best practice/high yield reading instructional strategies based on needs identified by the CSIP/CDIP Needs Assessments.</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>In the spring of 2022, a team of instructional coaches and administrators conducted a diagnostic walkthrough of every district classroom using the Paducah Coaching Diagnostic Tool (PCDT) which was developed in partnership with TNTP. The data from this walkthrough guided school and district professional development and coaching priorities for 2022-23.</p> <p>The district will conduct two diagnostic walkthroughs this school year in February and April of 2023. This data will be used to drive professional development and coaching priorities.</p>	<p>Airtable data set with diagnostic observation data for every classroom.</p>	<p>School and district leadership teams will analyze areas of strength and areas of improvement for each school after each observation data set is collected.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953</p> <p><u>Title I</u> TNTP -- \$56,662</p> <p><u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>
		<p>Based on the above diagnostic walkthrough observations, district coaches and teacher-leaders will train each school staff on the Paducah Schools Teaching Toolkit. This toolkit is founded on 6-8 Teach Like a Champion (TLaC) instructional techniques. Our coaches and lead teachers have been certified as Teach Like a Champion trainers.</p>	<p>Workshop survey feedback from participants.</p> <p>Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT).</p>	<p>School and district leadership teams will monitor and support staff as they implement TLaC techniques with students.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953</p> <p><u>Title I</u> TNTP -- \$56,662</p> <p><u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>

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		<p>The district will fully implement a system of instructional coaching using district- and school-based instructional coaches to improve classroom instruction in all schools.</p>	<p>Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT). Teacher survey feedback.</p>	<p>School and district leadership will monitor and support coaches and teachers as they implement the coaching process. There will be regular check-ins between teachers and administrators as well as coaches and administrators.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953 <u>Title I</u> TNTP -- \$56,662 <u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>
		<p>The district will facilitate workshops for teaching and assessing reading short answer and extended response. These workshops are based on methods from Abell and Atherton. The coaches and administrators will also support teachers with on-going feedback and support.</p>	<p>In PLC teams, administrators and teachers will monitor the progress of students on short answer and extended response items using a school lead measure scoreboard and analysis of student samples.</p>	<p>Grade level / department PLC teams will monitor student formative assessment data from short answer and extended responses. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p>\$1000 Title I PD Funds</p>
	<p>Promote shared leadership opportunities among all shareholders to elevate a positive and supportive culture for learning KCWP 6: Establish Learning Culture and Environment</p>	<p>District and school administrators will meet with community partners who provide support to students outside of school to get feedback and to align academic and non-cognitive supports.</p>	<p>Improved student academic performance as measured by STAR and MVP. Informal feedback from community partners.</p>	<p>Administrators will monitor student formative assessment data.</p>	<p><u>General Fund</u> Administrator salaries</p>

3: Achievement Gap

Goal 3: Increase the combined percentage of elementary, middle, and high school Hispanic, African American, Two or More Races, and Economically Disadvantaged students scoring proficient / distinguished in reading and math from 31% to 50% by 2026 as measured by Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
37% of Hispanic, African American, Two or More Races, and Economically Disadvantaged elementary, middle, and high school students in will score proficient / distinguished in reading and math on the 2023 Kentucky Summative Assessment (KSA).	Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps them to develop their character, and helps them to be successful.	All core subject teachers will revise their unit plans so that their lessons and assignments are aligned to grade-level standards at the appropriate levels of rigor as exemplified in the MVP Assessment Benchmarks (formerly CASE Assessment).	Diagnostic walkthrough data shows that an increased number of lessons and assignments.	School principals will review unit plans to ensure that teachers are scaffolding prerequisite skills and are creating assignments that are aligned with the standards at the appropriate levels of rigor.	<u>General Fund</u> Administrator and teacher salaries	
	KCWP 6: Establish Learning Culture and Environment	School administrators and counselors will increase the number of underrepresented students who are enrolled and successful in rigorous courses including Advanced Placement (AP) Classes using the approaches learned from Advance Kentucky and Equal Opportunity Schools (EOS).	School administrators and counselors will increase the number of underrepresented students who are enrolled and successful in rigorous courses including Advanced Placement (AP) Classes using the approaches learned from Advance Kentucky and Equal Opportunity Schools (EOS).	Increased numbers of underrepresented students enrolled and successful in Pre-AP and AP classes at Tilghman. Increased numbers of underrepresented students passing AP exams.	Equal Opportunity Schools will monitor enrollment numbers and will conduct regular administrator check-ins to conduct problem-solving.	<u>ESSER II</u> \$25,000 -- Equal Opportunity Schools (EOS)
		The district will revise the Gifted Education program identification process to improve access for underrepresented students.	Increase in the numbers of students in the non-duplicated gap group identified in the Gifted and Talented Program.	Gifted Teachers will monitor the identification rates for student subgroups. Gifted Coordinator will report progress to the state.		
	Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all the data that is in their schools to	The district will improve the process for monitoring and supporting Hispanic, African American, Two or More Races, and Economically Disadvantaged student progress toward being proficient and distinguished as they transition from	Improvement of student subgroup performance on MVP Benchmarks and STAR tests at middle school and high school.	School teams will monitor subgroup progress in PLC meetings. Principals and District Administrators will monitor subgroup progress after each CASE and STAR Benchmark using the District Dashboard.	<u>General Fund</u> Administrator and Guidance Counselor salaries	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) to determine priorities for individual student success.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>elementary to middle school and from middle school to high school.</p>	<p>Reduction in the number of student failures at the middle school and 9th grade level.</p>		
	<p>Ensure that students are actively involved in analyzing their own data and making decisions about their own learning.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>School leadership will improve the district Leadership Notebook (student data folder) process at the elementary schools and the middle school. This includes students tracking their own data, and it also includes scaling up the student-led conference process.</p>	<p>School administrators will check for fidelity through walkthroughs and PLC meetings.</p>	<p>Leader in Me program implementation assessment data conducted at school sites at least yearly.</p>	<p><u>FRYSC GEER Grant</u> \$58,680</p>
	<p>Ensure culturally responsive behaviors are modeled among faculty, staff, and students.</p> <p>Ensure that schools operate within the district’s guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.</p>	<p>The district’s Equity Advisory Council, which is organized and facilitated by the Chief Equity Officer, will draft/review a proposed District Equity Policy to submit to the board of education.</p> <p>Administration will facilitate an on-going professional development strand that helps staff create culturally responsive lessons and an</p>	<p>Board approval of a district equity policy.</p> <p>Student surveys show an improvement in minority students’</p>	<p>Equity Advisory Council reports. Monthly check-ins between Superintendent, Asst. Superintendent, and Chief Equity Officer</p> <p>Staff and student survey data that is analyzed by district and school teams at least yearly.</p>	<p><u>General Fund</u> Chief Equity Officer Salary \$90,000 Millennium Concepts (Dr. Roger Cleveland) \$2000 <u>FRYSC GEER Grant</u></p>

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	KCWP 6: Establishing Learning Culture and Environment	environment in which diverse learners are comfortable and can thrive. This professional development will be informed by the District Equity Audit and guided by the Equity Advisory Council.	views towards their relationships with staff.		
		School leadership will improve and sustain MTSS implementation in each building, by applying best practices as learned from the MTSS/PBIS Cohort professional development series at WKEC.	IC and SWIS behavior data should show improving trends in student behavior. PBIS TIF assessment should show progress in implementation	PBIS Teams in each school will monitor progress monthly.	School Safety Flex Focus Grant
		Elementary Schools will undergo training in the Leader in Me. Leader in Me is a researched based character and essential skills program.	Leader in Me Implementation Checklist Benchmarks. And administrator observation.	Leader in Me program implementation assessment data conducted at school sites at least yearly.	GEER / Title IV \$58,680
	<p>Enable students to develop leadership roles within the school and/or classroom.</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	The district will engage the Student Equity Advisory Council (SEAC) and the African American Leadership Club (AALC) to help design and facilitate the process for gathering and using Tilghman student voice data to make the school culture more culturally responsive.	<p>Successfully gathering student voice data sets.</p> <p>Improved student voice data</p>	District and school leaders will create improvement steps that improve student voice data over time.	<u>General Fund</u> District and school administrative staff salaries
	<p>Build on the elementary processes for students to track their own academic progress (Leadership Notebooks).</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	The district will engage students and staff in a process of revising the Individual Learning Plan (ILP) process.	Improved use of the ILP. Improved connection with Infinite Campus Student Portal	District and school leaders will facilitate discussions with stakeholders and propose improvements by June 2020	<u>General Fund</u> District and school administrative staff salaries

4: English Learner Progress

Goal 4 (State your English learner goal.): The percentage of English Learners who reach English proficiency as measured by the ACCESS test will increase by 20% by 2026. (Data Suppressed)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The percentage of English Learners who reach English proficiency as measured by the 2023 ACCESS test will increase by 7%.	<p>Ensure that teachers are supported with on-going professional development in best practice/high yield reading instructional strategies based on needs identified by the CSIP/CDIP Needs Assessments.</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>In the spring of 2022, a team of instructional coaches and administrators conducted a diagnostic walkthrough of every district classroom using the Paducah Coaching Diagnostic Tool (PCDT) which was developed in partnership with TNTP. The data from this walkthrough guided school and district professional development and coaching priorities for 2022-23.</p> <p>The district will conduct two diagnostic walkthroughs this school year in February and April of 2023. This data will be used to drive professional development and coaching priorities.</p>	<p>Airtable data set with diagnostic observation data for every classroom.</p>	<p>School and district leadership teams will analyze areas of strength and areas of improvement for each school after each observation data set is collected.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953</p> <p><u>Title I</u> TNTP -- \$56,662</p> <p><u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>
		<p>Based on the above diagnostic walkthrough observations, district coaches and teacher-leaders will train each school staff on the Paducah Schools Teaching Toolkit. This toolkit is founded on 6-8 Teach Like a Champion (TLaC) instructional techniques. Our coaches and lead teachers have been certified as Teach Like a Champion trainers.</p>	<p>Workshop survey feedback from participants.</p> <p>Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT).</p>	<p>School and district leadership teams will monitor and support staff as they implement TLaC techniques with students.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953</p> <p><u>Title I</u> TNTP -- \$56,662</p> <p><u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>

Goal 4 (State your English learner goal.): The percentage of English Learners who reach English proficiency as measured by the ACCESS test will increase by 20% by 2026. (Data Suppressed)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>The district will fully implement a system of instructional coaching using district- and school-based instructional coaches to improve classroom instruction in all schools.</p>	<p>Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT). Teacher survey feedback.</p>	<p>School and district leadership will monitor and support coaches and teachers as they implement the coaching process. There will be regular check-ins between teachers and administrators as well as coaches and administrators.</p>	<p><u>ARP/ESSER III Funds</u> TNTP -- \$107,953 <u>Title I</u> TNTP -- \$56,662 <u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)</p>
	<p>Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. KCWP 2: Design and Deliver Instruction</p>	<p>ELL and regular education teacher who attend WIDA professional development will share best practices for meeting the needs of English Language Learners with school staff throughout the year. This will include provide professional development on Culturally-Responsive RTI.</p>	<p>Improved use of best practices in the regular classroom and during academic interventions.</p>	<p>School and district leadership will monitor instruction in the regular classroom and in ELL pullout settings.</p>	<p><u>Title III</u> \$2500 for WIDA Conference registration/travel</p>

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): The percentage students who Agree or Strongly Agree that “My school is a caring place” will increase from 81% to 90% by 2026 as measured by Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The percentage students who Agree or Strongly Agree that “My school is a caring place” will increase from 81% to 84% by 2023 as measured by Quality of School Climate and Safety Survey.	Enable students to develop leadership roles within the school and/or classroom. KCWP 6: Establishing Learning Culture and Environment	The district will engage the Student Equity Advisory Council (SEAC) and the African American Leadership Club (AALC) to help design and facilitate the process for gathering and using Tilghman student survey and focus group data to improve school climate and safety.	Successfully gathering student voice data sets. Improved student voice data	District and school leaders will create improvement steps that improve student voice data over time.	<u>General Fund</u> District and school administrative staff salaries
	The school/district act as a cultural mediator, bridging student culture with school and classroom cultures. KCWP 6: Establishing Learning Culture and Environment	District and school leaders will use formative student survey and focus group data to create action steps that improve school climate and safety.	Formative student voice data shows improvement.	Administrators and teachers will track and review data in PLC meetings.	<u>General Fund</u> District and school administrative staff salaries
The percentage of staff who Agree or Strongly Agree that “I believe that overall staff morale in the district is high” will increase from 45% to 53% in 2023. (Staff survey instrument may change).	District and school leadership promote shared leadership opportunities among all shareholders in order to elevate a positive and supportive culture for learning. KCWP 6: Establishing Learning Culture and Environment	District and school leaders will use formative staff survey and focus group data to co-create action steps that improve school climate and safety.	Formative staff survey data shows improvement.	Administrators and teachers will track and review data in PLC meetings.	<u>General Fund</u> Cognia MyVoice--

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): Increase the percentage of high school students who graduate transition ready (academic and/or career ready) from 72% to 95% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of high school students who graduate transition ready (academic and/or career ready) from 72% to 78% by 2023.	Improve and sustain the processes that ensure appropriate academic interventions are taking place to meet the needs of all students. KCWP 5: Design, Align, and Deliver Support	School administrators and counselors will increase the number of underrepresented students who are enrolled and successful in Advanced Placement (AP) Classes using the approaches learned from Advance Kentucky and Equal Opportunity Schools.	Numbers of underrepresented students enrolled and successful in AP classes.	Equal Opportunity Schools will monitor enrollment numbers and will conduct regular administrator check-ins to conduct problem-solving.	\$25,000 General Fund for consulting services with Equal Opportunity Schools.
		School administrators will ensure that students who are almost academic ready are effectively engaged in Success Labs so that they may receive the academic interventions necessary to reach the academic-readiness benchmarks.	Number of students meeting the benchmark in remaining areas of college readiness.	School teams will monitor the post-secondary readiness dashboard will tracks each student’s progress toward academic- or career-readiness.	General fund: 2 teacher salaries, 1 administrator salary
	Develop a systematic approach for assessing and revising common pacing guides and common assessments so that all students are being taught the standards at the appropriate levels of rigor with fidelity. KCWP 1: Design and Deploy Standards	High school teachers will use Mastery Prep as a tool for ACT academic intervention.	Practice ACT scores for 9 th -12 th grade will increase using interventions provided by the Mastery Prep program.	Administrators will meet in PLC to analyze student formative assessment data.	Benefit of the WKEC Gear Up Grant \$5000
		Based on gaps identified in PLCs, lead core subject teachers from each grade in the high school will meet during the school year to refine our common pacing guides and common assessments for each unit. They will focus on identifying	Practice ACT scores for 9 th -12 th grade will increase using interventions provided by the Mastery Prep program.	Administrators will meet in PLC to analyze student formative assessment data.	Benefit of the WKEC Gear Up Grant \$5000

Goal 6 (State your postsecondary goal.): Increase the percentage of high school students who graduate transition ready (academic and/or career ready) from 72% to 95% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>where in their pacing guides they cover ACT objectives and how their common assessment items align with ACT expectations.</p>			
		<p>School administrators will ensure that students who are almost academic ready are effectively engaged in Success Labs so that they may receive the academic interventions necessary to reach the academic-readiness benchmarks.</p>	<p>Number of students meeting the benchmark in remaining areas of college readiness.</p>	<p>Equal Opportunity Schools will monitor enrollment numbers and will conduct regular administrator check-ins to conduct problem-solving.</p>	<p>\$3000 State PD Funds \$18,000 General Fund for consulting services with Equal Opportunity Schools.</p>
		<p>Based on gaps identified in PLCs, lead core subject teachers from each grade in the high school will meet during the school year to refine our common pacing guides and common assessments for each unit. They will focus on identifying where in their pacing guides they cover ACT objectives and how their common assessment items align with ACT expectations.</p>	<p>Practice ACT scores in sophomore and junior year will increase.</p>	<p>Administrators will meet in PLC to analyze student formative assessment data.</p>	<p>Benefit of the WKEC Gear Up Grant \$5000</p>

7: Graduation Rate

Goal 7 (State your graduation rate goal.): Increase the average combined 4-year and 5-year graduation rate from 81.6% to 90% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the average combined 4-year and 5-year graduation rate from 81.7% to 87% by 2023.	Monitor and evaluate student data to ensure high levels of teacher effectiveness and student learning. KCWP 5: Design, Align, and Deliver Support	School administrators and teachers will monitor the number of failing grades disaggregated by teacher and course. Administrators will help teachers identify root causes for student failures and adjust instruction accordingly.	Reduction in the number of student failures at the middle school and high school levels; improvement of gap student performance on common assessments.	School administration will monitor student progress toward graduation in partnership with faculty and staff in PLC teams.	General Fund: 1 principals, 1 counselor, 1 teacher salaries.
		School administrators and teachers at Choices Educational Center (Alternative School) will reinforce positive behaviors and student engagement with a system of daily student goals, PBIS Tornado Tickets, and celebrating personal all-time bests.	Reduction in the number of student failures at the middle school and high school levels; improvement of gap student performance on common assessments.	Choices Team will monitor and support students as they earn credits through the APEX credit recovery program.	ESSER II \$20,000
	Create a schoolwide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback. KCWP 5: Design, Align, and Deliver Support	School administrators and teachers will monitor the number of failing grades disaggregated by teacher and course. Administrators will help teachers identify root causes for student failures and adjust instruction accordingly.	Reduction in the number of student failures at the middle school and high school levels; improvement of gap student performance on common assessments.	PBIS Teams in each school will monitor progress monthly.	School Safety Flex Focus Grant
		School administrators and teachers will monitor the number of failing grades disaggregated by teacher and course. Administrators will help	Reduction in the number of student failures at the middle school and high school	School administration will monitor student progress toward graduation in partnership with faculty and staff in PLC teams.	General Fund: 1 principals, 1 counselor, 1 teacher salaries.

Goal 7 (State your graduation rate goal.): Increase the average combined 4-year and 5-year graduation rate from 81.6% to 90% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	teacher effectiveness and student learning. KCWP 5: Design, Align, and Deliver Support	teachers identify root causes for student failures and adjust instruction accordingly.	levels; improvement of gap student performance on common assessments.		
	Create a schoolwide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback. KCWP 5: Design, Align, and Deliver Support	School administrators and teachers at Choices Educational Center (Alternative School) will reinforce positive behaviors and student engagement with a system of daily student goals, PBIS Tornado Tickets, and celebrating personal all-time bests.	Reduction in the number of student failures at the middle school and high school levels; improvement of gap student performance on common assessments.	Choices Team will monitor and support students as they earn credits through the APEX credit recovery program.	ESSER II \$20,000
	Monitor and evaluate student data to ensure high levels of teacher effectiveness and student learning. KCWP 5: Design, Align, and Deliver Support	PROCESS: School administrators and teachers will monitor the number of failing grades disaggregated by teacher and course. Administrators will help teachers identify root causes for student failures and adjust instruction accordingly.	Reduction in the number of student failures at the middle school and high school levels; improvement of gap student performance on common assessments.	PBIS Teams in each school will monitor progress monthly.	School Safety Flex Focus Grant

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: The board will review and approve Paducah Middle School’s Comprehensive Improvement Plan in December 2022. District administration will monitor and support Paducah Middle School’s implementation of the improvement plan through the following:

1. Check-ins with school administrators
2. Attendance at Paducah Middle “Student Affairs” and “Academic Affairs” meetings
3. Assistance in providing professional development based on school needs
4. Monitoring of classroom instruction with diagnostic observation walkthroughs using the Paducah Coaching Diagnostic Tool (PCDT).
5. Providing PLC protocols and support with the assistance of a district instructional coach.
6. Monitoring of student progress with formative assessment data, including STAR and MVP Assessment Data.