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:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - o Achievement Gap
 - o English Learner Progress
 - o Quality of School Climate and Safety
 - o Postsecondary Readiness
 - o Graduation Rate

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

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

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

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

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The district will increase the	Develop a systematic	With the help of Mastery Connect	Successful creation of	PLC teams will review unit assessments	ARP/ESSER III Funds
percentage of students	approach for assessing and	trainers, district instructional	Mastery Connect unit	with teachers who have created them	Mastery Connect
scoring proficient/	revising common pacing	coaches will train teachers at each	assessments.	in alignment with MVP benchmarks.	\$68,558
distinguished in science,	guides and common	school on how to create unit			
social studies, and writing on	assessments so that all	assessments using the Mastery			
the 2023 Kentucky	students are being taught the	Connect item bank.			
Summative Assessment (KSA),	standards at the appropriate	Teachers will use the Mastery	Successful creation of	PLC teams will review unit assessments	ARP/ESSER III Funds
as follows:	levels of rigor with fidelity.	Connect's (Formerly CASE	Mastery Connect unit	with teachers who have created them	Mastery Connect
		Assessment) item banks and MVP	assessments.	in alignment with MVP benchmarks.	\$68,558
Elementary:	KCWP 1: Design and Deploy	benchmarks to create common unit			
Science from 31% to 38%	Standards	assessments that are valid and			
Soc. Studies from 33% to 40%		reliable to the Kentucky Summative			
Writing from 27% to 34%		Assessment (KSA).			
	Revise our progress	Teachers will revise their unit plans	Successful creation of	School principals will review unit plans	Salaries paid by
Middle School:	monitoring system to monitor	so that the lessons and assignments	Mastery Connect unit	to ensure that teachers scaffold	general funds
Science from 19% to 26%	standards mastery for each	are aligned to the standards at the	plans.	prerequisite skills and create	0
Soc. Studies from 34% to 31%	student.	appropriate levels of rigor.	'	standards-aligned assignments.	
Writing from 28% to 35%		District instructional coaches will	Teachers will	Grade level / department PLC teams	ARP/ESSER III Funds
	KCWP 3: Design and Deliver	facilitate MVP Assessment	successfully use item	will monitor student formative	Mastery Connect
	Assessment Literacy	benchmark training for all core	, analysis to drive	assessment at least twice monthly	, \$68,558
	,	academic subject teachers in test	instruction.	, August-May. We will use a Plan-Do-	. ,
		administration and item analysis of		Study-Act (PDSA) Process.	
		, test data.			
		The district will facilitate 3 MVP	Teachers will	Grade level / department PLC teams	ARP/ESSER III Funds
		Assessment Benchmarks in all	successfully use item	will monitor student formative	Mastery Connect
		district schools in order to provide a	analysis to drive	assessment at least twice monthly	\$68,558
		valid and reliable formative	instruction.	August-May. PLC teams will use a	+)
		assessment that predicts student		Plan-Do-Study-Act (PDSA) Process.	

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

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

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).

Promote shared leadership opportunities among a stream of instructional coaching using district and school baaed instructional coaches to improve classroom instruction in all schools. In Proved walkthrough tages on the Paducab coaching Diagnotic Tracher survey feedback. School and district leadership will coaching Diagnotic toachers as they implement the coaching Diagnotic Tracher survey feedback. Matter and administrators as well as coachers and administrators as well as coachers and administrators as well as coachers and administrators. The district will facilitate workshop isotrict Instructional Coaching Diagnotic Tracher survey feedback. School and district leadership will coaching Diagnotic toachers as they implement the coaching Diagnotic Tracher survey feedback. The district will facilitate workshop isotrict Instructional Coachers Vill Materia School and were and extended response. These workshops are based on methods from Abell and Atherton. The coaches and administrators mill als support. In PLC teams, administrators and tachers will monitor surver and extended response. These workshops are based on methods from Abell and Atherton. The coaches and and support. 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. Slooo Title I PD Funds Promote shared leadership opportunities among Stareholders to elevale a positive and supportive culture of charning CWPP 6: Establish Learning CWPP 6: Establish Learning Culture of charning Culture of	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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Interactional coaches to improve classroom instruction in all schools.Tool (PCDT).coaching process. There will be regular check-ins between teachers and administrators as well as coaches and administrators.Title I TNTP - \$56,662.Image: State S			system of instructional coaching	ratings on the Paducah	monitor and support coaches and	TNTP \$107,953
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		KCWP 6: Establish Learning				
		Culture and Environment		partners.		

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	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
2023 Kentucky Summative Assessment (KSA).	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).	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.	<u>State Gifted Grant</u> \$36,000 <u>General Fund</u> 3 Gifted Teacher Salaries
	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
	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. KCWP 4: Review, Analyze, and Apply Data	elementary to middle school and from middle school to high school.	Reduction in the number of student failures at the middle school and 9 th grade level.		
	Ensure that students are actively involved in analyzing their own data and making decisions about their own learning. KCWP 4: Review, Analyze, and Apply Data	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.	School administrators will check for fidelity through walkthroughs and PLC meetings.	Leader in Me program implementation assessment data conducted at school sites at least yearly.	FRYSC GEER Grant \$58,680
	Ensure culturally responsive behaviors are modeled among faculty, staff, and students. Ensure that schools operate within the district's guidelines	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.	Board approval of a district equity policy.	Equity Advisory Council reports. Monthly check-ins between Superintendent, Asst. Superintendent, and Chief Equity Officer	<u>General Fund</u> Chief Equity Officer Salary \$90,000 Millennium Concepts (Dr. Roger Cleveland) \$2000
	of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Administration will facilitate an on- going professional development strand that helps staff create culturally responsive lessons and an	Student surveys show an improvement in minority students'	Staff and student survey data that is analyzed by district and school teams at least yearly.	FRYSC GEER Grant

	-				Updated May 202
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		environment in which diverse	views towards their		
	KCWP 6: Establishing Learning	learners are comfortable and can	relationships with staff.		
	Culture and Environment	thrive. This professional			
		development will be informed by			
		the District Equity Audit and guided			
		by the Equity Advisory Council.			
		School leadership will improve and	IC and SWIS behavior	PBIS Teams in each school will monitor	School Safety Flex
		sustain MTSS implementation in	data should show	progress monthly.	Focus Grant
		each building, by applying best	improving trends in		
		practices as learned from the	student behavior.		
		MTSS/PBIS Cohort professional	PBIS TIF assessment		
		development series at WKEC.	should show progress		
			in implementation		
		Elementary Schools will undergo	Leader in Me	Leader in Me program implementation	GEER / Title IV
		training in the Leader in Me. Leader	Implementation	assessment data conducted at school	\$58,680
		in Me is a researched based	Checklist Benchmarks.	sites at least yearly.	
		character and essential skills	And administrator		
		program.	observation.		
	Enable students to develop	The district will engage the Student	Successfully gathering	District and school leaders will create	<u>General Fund</u>
	leadership roles within the	Equity Advisory Council (SEAC) and	student voice data	improvement steps that improve	District and school
	school and/or classroom.	the African American Leadership	sets.	student voice data over time.	administrative staff
		Club (AALC) to help design and			salaries
	KCWP 6: Establishing Learning	facilitate the process for gathering	Improved student		
	Culture and Environment	and using Tilghman student voice	voice data		
		data to make the school culture			
		more culturally responsive.			
	Build on the elementary	The district will engage students and	Improved use of the	District and school leaders will	General Fund
	processes for students to	staff in a process of revising the	ILP. Improved	facilitate discussions with stakeholders	District and school
	track their own academic	Individual Learning Plan (ILP)	connection with	and propose improvements by June	administrative staff
	progress (Leadership	process.	Infinite Campus	2020	salaries
	Notebooks).		Student Portal		
	KCWP 4: Review, Analyze, and				
	Apply Data				

4: English Learner Progress

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

system of instructional coaching using district- and school-based instructional coaches to improve classroom instruction in all schools. Teacher survey feedback. Teacher survey feedback. Theacher survey feedback.	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Leader SubscriptionUsing district- and school-based instructional coaches to improve classroom instruction in all schools.Coaching Diagnostic Tool (PCDT).teachers as they implement the coaching process. There will be regular check-ins between teachers and administrators as well as coaches and administrators.Title I TNTP \$56,662 General Fund District Instructi Teacher survey feedback.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, andELL and regular education teacher who attend WIDA professional development will share best procisonal development on Culturally-Responsive RTI.Improved use of best practices in the regular classroom and in ELL pullout settings.School and district leadership will monitor instruction in the regular classroom and in ELL pullout settings.Title II TNTP \$56,662 and administrators.Develop a clearly defined Rti school staff throughout the year. This will include provide professional development on Culturally-Responsive RTI.Improved use of best practices in the regular classroom and in ELL pullout settings.Title III TNTP \$56,662 and administrators.Develop a clearly defined Rti school staff throughout the year. This will include provide professional development on Culturally-Responsive RTI.Improved use of best academic interventions.School and district leadership will monitor instruction in the regular classroom and in ELL pullout settings.Title II Title III School Staff throughout the year. This will include provide professional devel						ARP/ESSER III Fun
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goal measurement, and Culturally-Responsive RTI.						
		0	.,			
		KCWP 2: Design and Deliver Instruction				

5: Quality of School Climate and Safety

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

6: Postsecondary Readiness

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.	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	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
	KCWP 5: Design, Align, and Deliver Support	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	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
	levels of rigor with fidelity. KCWP 1: Design and Deploy Standards	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 Activities Measure of Success **Progress Monitoring** Funding Strategy where in their pacing guides they cover ACT objectives and how their common assessment items align with ACT expectations. Equal Opportunity Schools will monitor School administrators will ensure \$3000 State PD Number of students that students who are almost enrollment numbers and will conduct meeting the Funds academic ready are effectively benchmark in regular administrator check-ins to engaged in Success Labs so that remaining areas of conduct problem-solving. \$18,000 General they may receive the academic college readiness. Fund for consulting interventions necessary to reach the services with Equal academic-readiness benchmarks. **Opportunity Schools.** Based on gaps identified in PLCs, Practice ACT scores in Administrators will meet in PLC to Benefit of the WKFC lead core subject teachers from sophomore and junior analyze student formative assessment Gear Up Grant each grade in the high school will \$5000 year will increase. data. 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.

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the	Monitor and evaluate student	School administrators and teachers	Reduction in the	School administration will monitor	General Fund: 1
verage combined 4-year and	data to ensure high levels of	will monitor the number of failing	number of student	student progress toward graduation in	principals, 1
-year graduation rate from	teacher effectiveness and	grades disaggregated by teacher	failures at the middle	partnership with faculty and staff in	counselor, 1 teache
1.7% to 87% by 2023.	student learning.	and course. Administrators will help	school and high school	PLC teams.	salaries.
		teachers identify root causes for	levels; improvement of		
	KCWP 5: Design, Align, and	student failures and adjust	gap student		
	Deliver Support	instruction accordingly.	performance on		
			common assessments.		
		School administrators and teachers	Reduction in the	Choices Team will monitor and support	ESSER II \$20,000
		at Choices Educational Center	number of student	students as they earn credits through	
		(Alternative School) will reinforce	failures at the middle	the APEX credit recovery program.	
		positive behaviors and student	school and high school		
		engagement with a system of daily	levels; improvement of		
		student goals, PBIS Tornado Tickets,	gap student		
		and celebrating personal all-time	performance on		
		bests.	common assessments.		
	Create a schoolwide	School administrators and teachers	Reduction in the	PBIS Teams in each school will monitor	School Safety Flex
	behavioral support system	will monitor the number of failing	number of student	progress monthly.	Focus Grant
	that aligns with the Code of	grades disaggregated by teacher	failures at the middle		
	Conduct as well as student	and course. Administrators will help	school and high school		
	action plans for self-	teachers identify root causes for	levels; improvement of		
	monitoring and immediate	student failures and adjust	gap student		
	feedback.	instruction accordingly.	performance on		
			common assessments.		
	KCWP 5: Design, Align, and				
	Deliver Support	School administrators and teachers	Reduction in the	School administration will monitor	General Fund: 1
	Monitor and evaluate student	will monitor the number of failing	number of student	student progress toward graduation in	principals, 1
	data to ensure high levels of	grades disaggregated by teacher	failures at the middle	partnership with faculty and staff in	counselor, 1 teache
		and course. Administrators will help	school and high school	PLC teams.	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 Measure of Success **Progress Monitoring** Funding Strategy Activities teacher effectiveness and teachers identify root causes for levels; improvement of student failures and adjust student learning. gap student instruction accordingly. performance on KCWP 5: Design, Align, and common assessments. **Deliver Support** Create a schoolwide School administrators and teachers Reduction in the Choices Team will monitor and support ESSER II \$20,000 behavioral support system at Choices Educational Center number of student students as they earn credits through that aligns with the Code of (Alternative School) will reinforce failures at the middle the APEX credit recovery program. Conduct as well as student positive behaviors and student school and high school action plans for selfengagement with a system of daily levels; improvement of student goals, PBIS Tornado Tickets, gap student monitoring and immediate feedback. and celebrating personal all-time performance on bests. common assessments. KCWP 5: Design, Align, and PROCESS: School administrators Deliver Support Reduction in the School Safety Flex PBIS Teams in each school will monitor Monitor and evaluate student and teachers will monitor the number of student progress monthly. Focus Grant data to ensure high levels of number of failing grades failures at the middle teacher effectiveness and disaggregated by teacher and school and high school student learning. course. Administrators will help levels; improvement of teachers identify root causes for gap student KCWP 5: Design, Align, and student failures and adjust performance on Deliver Support instruction accordingly. common assessments.

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.