

JOHNSON COUNTY SCHOOLS

LOVE, LEARN, LEAD, LEGACY



KDE Continuous Improvement

2021-2022 Comprehensive District Improvement Plan (CDIP)

Johnson County Schools

253 North Mayo Trail, Paintsville, KY 41240

Superintendent Thom Cochran

APPROVAL BY THE JC-BOE: DECEMBER 20, 2021

Rationale

The Johnson County School District engages in continuous improvement efforts focused on student needs through a collaborative process involving all stakeholders to establish and address priority needs based on data, funding needs, and building the capacity of educators to improve instruction/teaching and learning of all students while closing achievement gaps. Our Continuous District Improvement Plan (CDIP) is organized using six (6) required Kentucky Department of Education (KDE) goals and one optional district created goal for a total of seven (7) **Long-Term Goals**. We then prioritize annual **Objectives** (short-term goals) to be attained by the end of each academic school year. **Strategies** are research-based and are identified in the KDE Key Core Work Processes. Our **Activities** are actionable steps to ensure we chunk the goals into smaller, manageable, and measurable events that we can monitor successful implementation. Through a process of **Progress**

Monitoring, our Goals/Objectives/Strategies/Activities are identified with **Measures of Success, Person(s) Responsible, and Funding Sources** to ensure fidelity in our continuous improvement efforts.

Goal 1: Proficiency

Goal 1: By 2025, the Johnson County School District will increase the **Proficiency Indicator Score (Proficient/Distinguished)** of student performance in **Reading and Math by 5** as measured by the achievement scores in the Proficiency Indicator on state required academic assessments.

STRATEGIES		ACTIVITIES	TIMELINE *Funding Amounts Are Approximate and Tentative Based on Budget Allocations, Grant Funds, and SBDM/Board Approval		
Objective (Short-Term Goals)	Strategy (Key Work Processes)	Activities to Deploy Strategy/Actionable Steps	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By July 2022, provide a K-12 Professional Learning/Development and supports around Teacher Clarity of the Kentucky Academic Standards (KAS) and implement new universal curriculum to positively influence Proficiency Scores in the content areas of Reading and Mathematics integrating a consistent delivery model.</p>	<p>Key Core Work Process 2: Design and Deliver Instruction (KBE Target: Integrated Methods of Learning) All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school/district to determine how students learn best.</p> <p>Key Core Work Process 3: Design and Deliver Assessment Literacy (KBE Target: Novice Reduction) Classroom Assessment for Student Learning emphasizes assessment for learning strategies and provides effective targeted, penalty free practice for students, enables students to take responsibility for their own learning, improves student motivation and enables students to be in control of their own learning, improves student</p>	<p>1. Continue to provide Professional Learning throughout our district around integration of, “The Teacher Clarity Playbook” to reach across all grade bands and content areas by July 2022. The process will include learning around how to increase Teacher Clarity of the Kentucky Academic Standards (KAS) through:</p> <ul style="list-style-type: none"> • During PLCs, Co-Construct Learning Intentions and Success Criteria to impact student learning • Determine Feedback and Formative Assessment that aligns with Success Criteria and Learning Intentions, building capacity to ensure rigorous learning expectations are met by all students and creating opportunities for students to respond to their learning through Self-Reflection. 	<p>Person(s) Responsible: PD Coordinator Trained Lead Teachers K-12 Principals New Teacher Coordinator</p>	<p>Evidence: TeachPoint PD Logs/ PD Feedback Forms <i>by July 2022</i></p>	<p>\$2,600.00 PD TeachPoint Platform Annual Fee</p>
		<p>2. Provide a summer Professional Development around the continued implementation of a Universal K-8 Curriculum (McGraw Hill--ELA, Curriculum Associates—Math)</p>	<p>PD Coordinator Teacher Leaders K-12 Reading and Mathematics Teachers</p>	<p>TeachPoint PD Logs/Teacher Meetings/PLC Logs/ProLearn <i>by December 202</i></p>	<p>ESSR</p>
		<p>3. To ensure fidelity, K-12 principals will conduct “walkthroughs” around “Teacher Clarity” measures at least once a month as documented in the CEP Google Classroom Platform.</p>	<p>K-12 Principals</p>	<p>Walkthrough Document</p>	<p>\$0</p>

<p>Objective 2: By August 2022, provide Professional Development/Learning opportunities for teachers (and leaders) to help ensure integration of best practices and evidence-based strategies to build a culture of high expectations for learning in all content areas and for all students, regardless of learning platform (<i>virtual, in-person, or hybrid adult learning models</i>).</p>	<p>achievement, moves from a grading culture to a learning culture.</p>	<p>1. Provide Professional Development/Learning opportunities during summer workshops and ProLearn, providing teachers (and leaders) with identified learning that reaches their Professional Growth Goals (PGGs), school, and/or district CSIP goals for integration of best practices and evidence-based strategies in the classroom (<i>formative assessment, reading strategies, math practices</i>). Offer Professional Development for new universal resources and pacing guides.</p>	<p>Person(s) Responsible: PD Coordinator K-12 Teachers/Leaders DLCs</p>	<p>Evidence: PD TeachPoint Logs/ Sign-In Sheets <i>by August 2022</i></p>	<p>\$2,000.00 (PD/ Title II/District General Funds)</p>
<p>Objective 3: Between December 2020 - May 1, 2022, provide evidence in eProve Phase Four Diagnostic, the district's continuation and monitoring of our design and implementation during long term nontraditional instruction in order to ensure learning is occurring and preventing a loss of learning.</p>		<p>1. Provide and monitor student learning outcomes during extended nontraditional instruction times in case/due to COVID-19. The district will showcase evidence in eProve Phase Four Diagnostic by May 2022 of the continuation and monitoring of learning in our district regardless of the learning platforms (virtual, in-person, and hybrid models). This process will help to ensure student learning occurs across grades and grade bands and in order to prevent a loss of learning during the extended non traditional instruction times.</p>	<p>PD Coordinator Technology Specialist(s) Principals/APs COLT DLCs, Rtl</p>	<p>eProve Phase Four Diagnostic/2020-2022 Guidance/Rollout of Learning Platforms/Universal Tests (, STAR, i-Ready, MAP.)/PD TeachPoint Logs <i>by May 2022</i></p>	<p>\$0</p>
		<p>2. A new PD Survey will be sent out in early Spring 2022 to develop district-wide PD/PL goals/needs for 2021-2022 and eProve Phase Three Continuous Improvement 2021. Identified 2021-2022 and 2022-23 PD Needs were/are:</p> <ol style="list-style-type: none"> 1. –Balanced Universal Assessments, Curriculum, Pacing 2. -Blended Technology Learning Integration 3. –Differentiated Instruction 4. -Social & Emotional Learning 5. -Leadership (Students/Adults) (District) 	<p>PD Coordinator Superintendent</p>	<p><i>Survey by Spring 2022</i></p>	<p>\$0</p>

Goal 2: Separate Academic Indicator

Goal 2: By 2025, the Johnson County School District will increase the **Proficiency Indicator Score (Proficient/Distinguished)** of student performance in **Separate Academic Indicators (Science, Social Studies, and Writing)** by 5% (Elementary 83.0 to 87.15 Middle School 66.4 to 69.72 High School 62.6 to 65.73) as measured by the achievement scores on state required academic assessments.

STRATEGIES		ACTIVITIES	TIMELINE *Funding Amounts Are Approximate and Tentative Based on Budget Allocations and SBDM/Board Approval		
Objective (Short-Term Goals)	Strategy (Key Work Processes)	Activities to Deploy Strategy/Actionable Steps	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By December 2022, provide a Professional Learning/ Development around Teacher Clarity of the Kentucky Academic Standards (KAS) and Collective Teacher Efficacy to positively influence Proficiency Scores in all/any content areas integrating a consistent delivery model.</p>	<p>Key Core Work Process 2: Design and Deliver Instruction (KBE Target: Integrated Methods of Learning) All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school/district to determine how students learn best.</p> <p>Key Core Work Process 3: Design and Deliver Assessment Literacy (KBE Target: Novice Reduction) Classroom Assessment for Student Learning emphasizes assessment for learning strategies and provides effective targeted, penalty free practice for students, enables students to take responsibility for their own learning, improves student motivation and enables students to be in control of their own learning, improves student achievement, moves from a grading culture to a learning culture.</p>	<p>1. Provide a summer Professional Development workshop that allows (up to six PD hours for K-12 teachers) around the understanding of Collective Teacher Efficacy to K-12 educators by December 2022. <i>(This PD may be offered in one 3 Hour session with 1-3 Hour Follow Up sessions through PLC Work or taken on ProLearn-- the in-district online PD modules for 6 PD Hours.)</i></p>	<p>Person(s) Responsible: PD Coordinator K-12 Science, Social Studies, Writing, Reading, Mathematics (any content area) Teachers</p>	<p>Evidence: TeachPoint PD Logs/ PD Feedback/ Retreat Agendas/ Teacher Meetings/ PLC Documentation <i>by August 2021 and ProLearn) by December 2021)</i></p>	<p>\$2,000.00 (PD/District General Fund) ESSR Funds</p>
		<p>2. Provide ongoing Professional Learning during PLCs and summer Professional Development for the implementation of Universal Resources, Curriculum, & Assessments.</p>	<p>Person(s) Responsible: PD Coordinator K-12 Science, Social Studies, Writing, Reading, Mathematics (any content area) Teachers DLCs</p>	<p>Evidence: TeachPoint PD Logs/ PD Feedback/ Retreat Agendas/ Teacher Meetings/ PLC Documentation <i>by August 2021 and ProLearn) by December 2022)</i></p>	<p>ESSR</p>
		<p>To ensure fidelity, K-12 principals will conduct “walkthroughs” around “Teacher Clarity” measures at least once a month as documented in the CEP Platform</p>	<p>K-12 Principals</p>	<p>Walkthroughs in CEP Classroom <i>by March 2022</i></p>	<p>\$0</p>

Goal 3: Growth

Goal 3: By 2025, the Johnson County School District will increase by 5% (Elementary 59.2 to 62.16 Middle School 56.5 to 59.33 High School N/A) the goal of proficiency by increasing the percentage of students who meet annual personal **Growth Targets** for improvement based on individual student trajectory toward proficiency or beyond in the content areas of Reading and Mathematics (equal weight).

STRATEGIES	ACTIVITIES	TIMELINE *Funding Amounts Are Approximate and Tentative Based on Budget Allocations and SBDM/Board Approval
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Objective (Short-Term Goals)	Strategy (Key Work Processes)	Activities to Deploy Strategy/Actionable Steps	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By August 2022, K-6 teachers will revisit the Exit Criteria/Benchmark Pacing Guides to ensure fidelity across the district..</p>	<p>Key Core Work Process 1: Design and Deploy Standards (KBE Target: College & Career Readiness Pathways) The KY Academic Standards ensure schools/districts have access to the same outline of expectations and are in statute as what is to be taught. It is imperative that schools/districts assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.</p>	<p>1. Revisit/Update the Primary (K-3) and Intermediate Exit Criteria Pacing Guides (4-6) to ensure effective implementation and communication with stakeholders regarding KAS student criteria/expectations, benchmarks, readiness for the next grade, Primary Report Cards, 4th-8th grading, attendance, behaviors, etc. Teacher Clarity and Priority Standards will be updated and included, as well.</p>	<p>Person(s) Responsible: PD Coordinator All K-6 Teachers DLCs</p>	<p>Evidence: Exit Criteria and Benchmarks Updated <i>by August 2022 in a district-wide K-6 PLC</i></p>	\$0
<p>Objective 2: By August 2021, each K-6 principal will develop a process to ensure the newly adopted Writing-Literacy Policy/Plan is being implemented with fidelity, ensuring students are engaged in effective literacy practices in all disciplines and across all content areas.</p>		<p>2. Each K-6 principal will ensure teachers are following the Writing-Literacy Plan/Policy school/district process which reflects the Reading/Writing/Literacy KAS. Principals should help guide the work in PLCs to ensure curricular alignment to the Kentucky Academic Standards (KAS) across content areas, guiding teachers to provide opportunities for students to engage in discipline specific literacy. Writing, therefore, becomes a mode of learning, serving as an effective teaching tool to develop writers and deepen content understanding.</p> <ul style="list-style-type: none"> ○ K-6 Writing Folders (as evidence of Writing Across the Curriculum/Use of Rubrics for Scoring Writings/Writing for long and short durations/Writing for a variety of task, purpose, and audience/Handwriting K-6) ○ Authentic Writing Across the Curriculum ○ Balanced Literacy Practices 	<p>Person(s) Responsible: PD Coordinator K-6 Principals School Writing-Literacy Team</p>	<p>Evidence: Writing-Literacy Policy-Plan/Sign-In Sheet <i>by August 2022 (and ongoing in PLCs)</i></p>	\$0
<p>Objective 3: By August 2021, each K-12 principal will develop a schedule with common planning time for teachers to meet during the instructional day. A process will be in place. While the arrangement may vary across grade bands and schools, PLC meetings will occur at a minimum of one day per week (<i>more times if possible</i>) and will maintain an</p>		<p>3. Each K-12 principal will ensure a common planning time for teachers to meet during the instructional day. Although the arrangement of these PLCs may be different from elementary to middle school to high school or from school to school, there should be consistency in the schedule so that teachers in this PLC can meet at least once per week with fidelity and monitored by the Principal/Lead Teacher. <i>Some Suggested Types of Arrangements/Processes:</i></p> <ul style="list-style-type: none"> ○ Common Planning Times for like Grade Level Content (Example: All Third Grade) ○ Common Planning Times for Content Areas (Example: Math) ○ Vertical Planning Time (Example: 5/6 Grades) ○ District-wide Content-Vertical Planning Example: (K-12 Math teachers) ○ Team Planning Time (Example: Across Grades/Content) ○ Develop an Agenda Template for all Teachers to Use/Maintain in PLCs ○ Evidence of PLC Each Week (Agenda/Sign-In) 	<p>Person(s) Responsible: K-12 Principals Teacher Leads DLCs</p>	<p>Evidence: PLC Schedule <i>by August 2022 to Superintendent</i></p>	\$0

agenda/sign-in regarding the Collective Teacher work, discussion, professional learning.		<ul style="list-style-type: none"> ○ Principal/Lead Teacher to Guide/Participate in the PLC, <i>as often as possible and on a regular schedule</i> ○ 30-45-60 Minute Consistent Time Frame Designated for PLC Work 			
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Goal 4: Achievement Gap

Goal 3: By 2025, the Johnson County School District will move to close the **Achievement Gap** of student performance in **Reading & Mathematics** as measured by meeting or exceeding the annual state Gap Closure Benchmarks (**Gap to Group** --student group performance compared to reference student group (**all**)). **Goal is NO significant Gap Groups.**

STRATEGIES		ACTIVITIES		TIMELINE *Funding Amounts Are Approximate and Tentative Based on Budget Allocations and SBDM/Board Approval	
Objective (Short-Term Goals)	Strategy (Key Work Processes)	Activities to Deploy Strategy/Actionable Steps	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By December 2022, continue integration of a system that will help to reduce the disparity in student performance between groups by moving all students to higher levels (Proficient/ Distinguished) and moving those at the lowest levels more rapidly to help reduce achievement gaps and ensure equity for <u>all</u> learners.</p>	<p>Key Core Work Process 4: Review, Analyze, and Apply Data Schools/Districts must have a repeatable/uniform system for knowing the data. School/District leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data e.g., formative, summative, benchmark, interim, data) that is in their classrooms in order to determine priorities for individual student success.</p>	<p>1. Monitor students learning growth using district-wide K-8 universal screener/diagnostics (i-Ready Reading, Math and STAR) 9-12 universal diagnostics (MAP) up to three times a year (pre/mid/post). The data may be used as part of the protocol for monitoring and determining tiered intervention considerations/needs. PLCs should use data to create plans to move learners higher in their learning paths.</p> <p>2. Integrate a universal curriculum/resources K-8.</p>	<p>Person(s) Responsible: DAC (Provides Timeline/Monitoring) Principals (Monitor Timeline and Student Growth) Director of Special Education (Monitor Rtl) Teachers (Monitor Individual Student Growth)</p>	<p>Evidence: K-8 i-Ready Growth Diagnostic Reports K-6 STAR Reports <i>by posted Pre/Mid-Year/Post timeline</i>) 9-12 MAP Growth Diagnostic Reports</p>	<p>\$ (ESSR) \$10,000.00 (STAR- SBDM Instructional Funds)</p>
		<p>2. Continue the use of a clearly defined Rtl district-wide process, with applicable --protocol, checklist and monitoring data tools, service frequency, intervention programs/strategies/instruction, appropriate assessment measures, and progress monitoring resources are understood and shared (Shared Team Drive, Rtl Resource Notebook, Rtl Student Folders, and through Professional Learning Opportunities). Rtl Team Leads will continue to coach classroom teachers.</p>	<p>Director of Special Education Rtl District Team ESS Coordinator</p>	<p>Rtl District Team Will Update And Monitor District Rtl/Drive and Documents <i>by August 2022..</i></p>	
		<p>3. Each K-8 school will continue the progression of the PBIS school-wide behavior plan and expectations to promote and support learning <i>for all</i> in a positive culture/climate. Tier II and III processes will be followed for those needing extra support to reach Tier I expectations. Principals will ensure fidelity by training any new teachers/staff.</p>	<p>Principals Director of Special Education Coordinator Rtl District Team</p>	<p>Rtl District Team Agenda/Minutes/Rtl Team Drive/PLC Notes <i>by August 2022</i></p>	

		4. Student Attendance will be monitored to address non-academic barriers to learning. JC Truancy Policy/Process/Protocol will continue to be integrated district-wide to encourage a more systematic approach to improve attendance (Elementary 95%+ MS/HS 93 %+) through a collaboration of efforts by the District Pupil Personnel Director, School Leadership, and the COLT. Staff Attendance will also be monitored for disparity considerations and reported to the Superintendent.	DPP Principals COLT	School/Staff Attendance Reports <i>Quarterly Monitoring Reports</i>	\$2,000.00 (District General Fund)

Goal 5: Transition Readiness

Goal 5: By 2025, the Johnson County School District will attain **Transition Readiness** of the necessary knowledge, skills, and dispositions to successfully transition students to the next level of his or her education in both academic and career pathways as evidenced by the state-required assessment accountability system. The High School will earn a Transition Readiness score based on the number of students obtaining specific certifications, dual credits, AP courses, vocational studies, etc. by meeting the Academic/Career components of accountability. Transition Readiness Indicator will increase by 5% (High School 69.9 to 73.40% as measured by ACT or Coyote., AP, industry certifications, education pathways, HOSA, and other program assessments.)

STRATEGIES		ACTIVITIES	TIMELINE *Funding Amounts Are Approximate and Tentative Based on Budget Allocations and SBDM/Board Approval		
Objective (Short-Term Goals)	Strategy (Key Work Processes)	Activities to Deploy Strategy/Actionable Steps	Measure of Success	Progress Monitoring	Funding
Objective 1: By December 2022, to ensure HS students are college and career ready, strategies will be in place to help transition students as indicated by an increase of the Transition Readiness Indicator 69.9 to 71.0.	Key Core Work Process 1: Design and Deploy Standards (KBE Target: College & Career Readiness Pathways) The KY Academic Standards ensure schools/districts have access to the same outline of expectations and are in statute as what is to be taught. It is imperative that schools/districts assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.	1. MS/HS will utilize a program "ACE" to ensure fidelity of Individual Learning Plans (ILPs) throughout the 6-12 grades.	Person(s) Responsible: Vocational Principal Counselors Vocational Teachers	Evidence: Counselors <i>ongoing monitoring throughout the year</i>	\$0 (ACE Funds/KVEC Grant)
		2. KYOTE Tests in Writing and Math will be administered in the Fall and Spring to 12th grade students not meeting ACT Benchmarks to increase the number of college ready students.	JCHS Testing Coordinator	<i>Monitor/Update Transition Readiness Spreadsheet</i>	\$0
		3. SAT will be offered during the school day to all Juniors and Seniors who are unable to test on weekends to increase SAT examinees (college ready).	JCHS Testing Coordinator	<i>Monitor #SAT</i>	\$0
		4. Advanced Placement examination registration will be promoted (career ready).	JCHS Testing Coordinator Principal	<i>Log/Update # AP</i>	\$0

		Continues focus on having students pass the AP exam at the end of the course for college credit.		<i>Track/Monitor Pass Rates</i>	
		5. Dual Credit enrollment in technical classes will be promoted (college/career ready).	CTE Principal and Coordinator	<i>Monitor/Track # DC</i>	\$0
		6. Students will be given Industry Certification Exams according to their career major, with a focus on high demand areas.	CTE Principal and Counselor	<i>Record/Track /Monitor Pass Rates</i>	\$0
Objective 2: By October 2022, to ensure transition from preschool to kindergarten and elementary school to middle school, by establishing a system to support parents/students/teachers provided by stakeholders.		1. Transitional meetings with Headstart/Preschool/Kindergarten teachers to integrate best practices for Kindergarten Readiness. Ongoing monitoring of Kindergarten Readiness Screener. Information provided to stakeholders (including parents/guardians) to improve readiness skills. As part of the Readiness Grant, Preschool/Early Childhood parents will be trained around Kindergarten Readiness skills during monthly training (six in all).	Person(s) Responsible: Headstart Director Preschool Director Kindergarten Teachers	Evidence: Stakeholder Docs Online Resources Sign-In Sheets <i>by October 2021</i>	\$500.00 (Head Start/Preschool Funds/\$75,000.00 Readiness Grant)
		2. Schedule transition days for students entering Kindergarten, seventh, and ninth grades to acclimate those transitioning students with their new buildings, teachers, and administrators, as well as, help ensure essential expectations for learning and transitions between grade bands (elementary, middle school, and high school).	Elementary/Middle School/High School Principals	Calendar/Schedules <i>by August 2022</i>	\$1,000.00 (School General Funds)
		3. Middle School students will use ACE to ensure fidelity of Individual Learning Plans (ILPs).	Counselors	ACE Platform/ Counselors <i>ongoing monitoring throughout the year</i>	\$0 (ACE Grant (Title IV and V Funds))

Goal 6: Graduation Rate Goal

Goal 6: By 2025, the Johnson County School District will continue to strive toward a 100% Graduation Rate, increasing from 95.7% to 98% of students earning a high school diploma compared to the 5-year cohort of students starting in grade nine (9) as measured by the state required accountability system delivery target in the SRC.

STRATEGIES	ACTIVITIES	TIMELINE *Funding Amounts Are Approximate and Tentative Based on Budget Allocations and SBDM/Board Approval
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Objective (Short-Term Goals)	Strategy (Key Work Processes)	Activities to Deploy Strategy/Actionable Steps	Measure of Success	Progress Monitoring	Funding
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<p>Objective 1: By August 2022, provide Professional Development/Learning opportunities for MS/HS teachers (and leaders) to help ensure integration of best practices and evidence-based strategies to build a culture of high expectations for all learners preparing them for successful transition beyond high school.</p>	<p>Key Core Work Process 1: Design and Deploy Standards (KBE Target: College & Career Readiness Pathways) The KY Academic Standards ensure schools/districts have access to the same outline of expectations and are in statute as what is to be taught. It is imperative that schools/districts assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.</p>	<p>1. Those MS/HS teachers who did not participate in the 2019-2020 Teacher Clarity PD will participate in Teacher Clarity Professional Development/Learning to learn how to create and communicate clear learning targets with students.</p>	<p>Person(s) Responsible: PD Coordinator Lead Teachers MS/HS Teachers/Leaders</p>	<p>Evidence: TeachPoint PD Logs <i>by August 2021</i></p>	<p>\$2,000.00 (PD/District General Fund)</p>
		<p>2. MS/HS teachers will integrate learning from Teacher Clarity (Learning Intentions and Success Criteria with Learning Progressions) with their KAS.</p>	<p>MS/HS Teachers</p>	<p>Teacher Lesson Plans/Displayed in Classroom/Principal Walkthroughs <i>by December 2022</i></p>	<p>\$0</p>
		<p>3. MS/HS teachers/leaders in coordination with the PDC will provide a summer Professional Development for MS/HS teachers around best practices and high-yield strategies such as engagement, feedback, formative assessments, Jigsaw, discussion, metacognition, vocabulary, etc.</p>	<p>PD Coordinator MS/HS Teachers Lead Teachers</p>	<p>TeachPoint PD Logs <i>by August 2022</i></p>	<p>\$2,000.00 (PD/District General Fund)</p>
		<p>4. MS/ HS teachers will implement Kagan Structures/Discussion Strategies to ensure better student engagement.</p>	<p>MS/HS Teachers</p>	<p>Teacher Lesson Plans/Principal Walkthroughs <i>by December 2021</i></p>	<p>\$0</p>
		<p>5. MS/HS principals will integrate “walkthroughs with feedback” provided to ensure fidelity of implementation of Teacher Clarity and Student Engagement.</p>	<p>MS/HS Principals</p>	<p>Principal Walkthroughs <i>by December 2022</i></p>	<p>\$0</p>
<p>Objective 2: By May 2021, intervention needs of High School students will be addressed through a process developed and integrated into the instructional schedule to ensure students who need additional support are given them.</p>	<p>Key Core Work Process 3: Design and Deliver Assessment Literacy (KBE Target: Novice Reduction) Classroom Assessment for Student Learning emphasizes assessment for learning strategies and provides effective targeted, penalty free practice for students, enables students to take responsibility for their own learning, improves student motivation and enables students to be in control of their own learning, improves student achievement, moves from a grading culture to a learning culture.</p>	<p>1. All 9-12 students will work on their ILP using the ACE platform in their advisory groups to continue to explore their careers and also connect this career with higher learning.</p>	<p>Person(s) Responsible: Principal/Counselors/ HS Teachers</p>	<p>Evidence: HS Schedule/ Teacher Logs <i>at least monthly</i></p>	<p>\$0 ACE (KVEC Grant Funds)</p>
		<p>2. For students that are failing courses, offer online digital learning credit recovery (Acellus) that can be completed during a credit recovery period, before or after school during Eagle Enrichment. Students who are in jeopardy of not passing a required course will be provided enrichment opportunities during Eagle Enrichment.</p>	<p>Principal Counselors HS Teachers</p>	<p>HS Schedule/Teacher Lesson Plans <i>each semester or as by quarterly or as it occurs</i></p>	<p>\$25,000.00 (Acellus) ESS/21st Century Enrichment Grant)</p>
		<p>3. Students who have nine (9) or more unexcused absences in a single semester will be reported as noncompliant (No Pass/No Drive) and reported to the DPP.</p>	<p>HS Teachers Principals DPP</p>	<p>Attendance /Truancy Records <i>by the end of the semester</i></p>	<p>\$0</p>

Goal 7: Optional: Opportunity and Access for ALL

Goal 7: By 2024, the Johnson County School District, in order to provide research-based, high-yield equitable opportunity and access experiences to positively impact student learning, will use multiple measures tied to equity and to help ensure high achievement and growth for the whole child as measured by Opportunity and Access standards of the state required accountability system (when applicable), the results of the TELL Survey, the results of in-district Surveys, Working Conditions, and other relevant District Data.

STRATEGIES		ACTIVITIES	TIMELINE *Funding Amounts Are Approximate and Tentative Based on Budget Allocations and SBDM/Board Approval		
Objective (Short-Term Goals)	Strategy (Key Work Processes)	Activities to Deploy Strategy/Actionable Steps	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By December 2022, leadership will help develop a structure of common understandings to support the direction of the district, integration of the mission, vision, and beliefs into actionable goals for continuous improvement of student learning.</p>	<p>Key Core Work Process 6: Establishing a Learning Culture for Environment (KBE Target: Learning Systems) The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment.</p>	<p>1. Engage all stakeholders to update the district's Strategic Plan, creating a shared document that focuses the needs and work of the district.</p>	<p>Person(s) Responsible: Superintendent COLT Principals/Teachers</p>	<p>Evidence: Strategic Plan/COLT Weekly Slides/ Administrative Meetings/Stakeholder Meetings with Super by June 2022</p>	\$0
		<p>2. To help ensure we are growing leadership in the district, organize an intentional Professional Learning Cohort providing opportunities in the area of effective "leadership" for future aspiring leaders in the district.</p> <ul style="list-style-type: none"> ● Organize an Eagle Aspiring Leadership Academy to provide and build future leaders with ongoing Professional Learning in the area of "exemplary leadership practices." <ul style="list-style-type: none"> ○ Cohort 1 will begin by summer 2021 ○ Cohort 2 will begin by summer 2022 	<p>Superintendent/Designee PD Coordinator Principals</p>	<p>PD TeachPoint Logs/ Aspiring Leadership Cohort 1 Begins by Summer 2021</p>	\$5,000.00 (District Funds/Title II)
		<p>3. Develop/Conduct Surveys to determine the needs of the district and develop appropriate processes for improvement of schools and or programs.</p>	<p>Superintendent/Designee PD Coordinator Principals</p>	<p>Surveys conducted by December 2021</p>	\$0
<p>Objective 2: By August 2020, barriers for learning will be addressed as well as other resources identified and integrated to reduce barriers for optimal learning for all, growing student leadership skills so they are</p>		<p>1. Virtual Classroom (Acellus) will continue to be used to ensure that all students' needs are being met. Students that have been identified as JC students but are being homeschooled will be a focus of the Virtual Classroom with a second focus on HS graduation. Students not meeting requirements may use this for credit recovery. Further, Adult Education is being offered to encourage completion of HS for those adults who have not.</p>	<p>Person(s) Responsible: District Virtual Learning Coordinator Alternative School Principal</p>	<p>Evidence: Virtual Classroom Quarterly Logs</p>	\$25,000.00 (ESS/Special Ed. Funds)

prepared for life (college/career) beyond High School.		2. The 21st Century Enrichment Grant will be utilized at schools that obtain and maintain funding opportunities, for beyond the school day activities at no cost to students. <i>Students not meeting Proficiency goals will be encouraged to participate. Student groups identified as gaps will also be targeted for strategies.</i>	Grant Director(s) Principals	Grant Documents Required As <i>Ongoing Measures</i>	\$ (21 Century Grant Funds)
		3. Grant(s) and other community funding resources will be sought to collaborate efforts with stakeholders to integrate district-wide “ Leader in Me ” processes to build student leadership and provide Social and Emotional support to students within a positive school culture.	LIM Grant Director Principals SBDM	Grant/Donation Requirements	\$ (Pending Grant Funds/ Donations/\$20,000 District General Funds)
Objective 3: By August 2021, continue to refine Induction Process for new teachers to the district for up to three (3) years, providing ongoing PL/PD to integrate common language, best practices, mentor collaboration, etc. to meet adult learners needs along with individual, school, district needs to ensure every classroom is taught by an effective teacher.	Key Core Work Process 2: Design and Deliver Instruction (KBE Target: Integrated Methods of Learning) All schools are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. It is the responsibility of the school/district to determine how students learn best.	1. Continue to refine New Teacher to Johnson County Induction Process to ensure fidelity of teacher effectiveness over a three year timeline and implement it as part of the CEP (<i>replacement for KTIP</i>).	Person(s) Responsible: PD Coordinator Mentors Rtl Specialists DLCs	Evidence: Induction Process/CEP/Shared Team Drive of Resources <i>by August 2022</i>	\$ (PD Funds/District General Funds)
Objective 4: By December 2021, the Integrated Technology Specialist(s) will provide 1:1 technology integration instruction, best practices and modeling in PLC, after school Teacher Meetings, summer school retreats, PD sessions, and ProLearn opportunities.		1. Technology instruction will incorporate blended learning models such as station-rotation and flipped instruction. Lessons will include a balance of online and traditional classroom instruction (balanced learning). The SAMR Model will be taken into consideration during lesson design.	Person(s) Responsible: Technology Specialist(s) DLCs	Evidence: PD Logs/Daily Schedules/ Lesson Plans/ Specialist <i>On-Going Logs through December 2022</i>	\$65,000.00 (Integration Specialist(s) (Title II/))

CDIP NOTES:

*Refer to the 2019-2021 PD Surveys and School Comprehensive Improvement Plans (CSIPs) for a complete listing of school identified Professional Development/Learning requests and needs.