

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

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Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

Reading and Mathematics Proficiency for All Students
Reading and Mathematics Proficiency for Students with Disability (IEP) - Gap Group

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards (PLC system, Curriculum Resource Adoption system)
KCWP 2: Design and Deliver Instruction (Instructional Protocol system, Instructional Coaching system)
KCWP 3: Design and Deliver Assessment Literacy (IP system, PLC/PLT system)
KCWP 4: Review, Analyze, and Apply Data (MAP system, PLC system, Standards-Based Reporting system)
KCWP 5: Design, Align, and Deliver Support (MTSS system)
KCWP 6: Establishing Learning Culture and Environment (Instructional Protocol system, MTSS system, Special Education system, Leadership system, DRAFT Deeper Learning system)

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	51 - District Combined ES: 53.2 MS: 54.3 HS: 45.4	-3.5 - District Combined ES: 4.4 MS: -1.1 HS: -6.8
State Assessment Results in science, social studies and writing	49.2 - District Combined ES: 54.9 MS: 45.4 HS: 47.3	4.7 - District Combined ES: 4.6 MS: -4.3 HS: 4.4




State Assessment Results for Disability with IEP	28.4 - District Combined Disability with IEP ES: 32.1 MS: 29.5 HS: 23.6	5.05 - District Combined Disability with IEP ES: 3.9 MS: 6.2 HS: 21-22 Suppressed (No Change)
English Learner Progress	ES: 66.5	ES 22.4
Quality of School Climate and Safety	63.5 - District Combined ES: 73.0 MS: 63.0 HS: 54.4	District Combined -0.8 ES: -0.9 MS: -0.8 HS: -0.7
Postsecondary Readiness (high schools and districts only)	85.8	7.4
Graduation Rate (high schools and districts only)	93.5	3.1

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 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the district will take 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

<p>Goal 1 (State your reading and math goal.):</p> <p>By the end of the 23 - 24 school year, Grant County Schools will increase proficiency in Reading Elementary: from 39% to 45% Middle: from 38% to 45% High: from 30% to 40%</p> <p>By the end of the 23 - 24 school year, Grant County Schools will increase proficiency in Math Elementary: from 36% to 45% Middle: from 34% to 44% High: 26% to 35%</p> <p>By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in reading: Elementary: 55% Middle: 55% High: 50%</p> <p>By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in math: Elementary: 55% Middle:55% High: 45%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring ACTION PLAN will provide specific details, including dates.	Funding
Objective 1: Grant County Schools will fully implement the PLC system and all supporting structures (including Rtl) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math	All schools will fully implement the Grant County Schools PLC System.	All core courses/grade levels will meet weekly as Professional Learning Teams.	PLT feedback data, self-evaluation using district PLC rubric,	Weekly PLT agendas and minutes	ESSER funds for training through Solution Tree. \$2,000 a participant Title I funds for elementary schools to train through Solution Tree.
		High-quality units based on KSA priority standards will be in place for all reading and math core courses at all grade levels.	Curriculum resource unit audit results	Instructional visits to monitor lesson implementation and instructional delivery (all administrators visit at least 3 classrooms per week and capture data in a shared district tool) Unit planning evidence from weekly PLT	

<p>end-of-unit assessments, and Rtl data.</p> <p> Copy of PLC System...</p> <p> Copy of MAP Assess...</p>		All schools will create/revise common formative assessments, including mid-unit/module and end-of-unit/module assessments.	item analysis, assessment results	Data analysis protocol review, PLT agendas and minutes, calibration of scoring	\$2,000 a participant
		All schools will implement Tier 2 intervention and extensions that are value added.	Reassessment results after Tier 2 intervention takes place	Master schedules with designated time for Tier 2 Partner visits with building administration to monitor implementation at least twice in second semester (feedback documentation) PLT agendas and minutes	
		All schools will implement Tier 3 intervention for students with foundational issues that is value-added.	MAP results, common assessment results, diagnostic data	Master schedules with designated time for Tier 3 Partner visits with building administration to monitor implementation at least twice in second semester (feedback documentation) Rtl meeting minutes (meet at least quarterly)	
<p>Objective 2: Grant County Schools will use the Grant County Schools Instructional Protocol system to ensure equitable high-quality instruction in all classrooms by the end of the 2023-2024 school year as evidenced by Instructional Protocol walkthrough data.</p> <p> Copy of Instructional...</p>	All schools will fully implement the Grant County Schools Instructional Protocol System.	All school administrators (Ps, APs, and CSs) will visit at least three classrooms per week and provide feedback using the GCS Instructional Visit Tool.	GCS Instructional Visit Tool data	District team monitors the IP visit spreadsheet weekly to ensure number of visits is met. Winter retreat - Teams will review their mid-year data using Feedback Rubric	None
		All district administrators will partner with one building-level administrator each week to calibrate feedback.	GCS Instructional Visit partner schedule, GCS Instructional Visit Tool data	District administrative team will use the Instructional Protocol Feedback Rubric to evaluate each administrator's feedback on a rotating basis.	
		All schools will train all new teachers on the Instructional	New Teacher Meeting agendas,	Directors of Elementary and Secondary monitor this by	

		Protocol and provide support as needed through coaching.	Instructional Coaching notes	partnering with Curriculum Specialists on their New Teacher agenda. Coaching check-ins take place at least every other month in role group meetings.	
		District and school administrators will evaluate feedback to ensure it is high-quality and actionable.	Principal, Curriculum Specialists, and Assistant Principal role group meeting agendas, New Administrator Network meeting agendas	In monthly role group meetings, Principals, Curriculum Specialists, and Assistant Principals provide each other with feedback on their actionable feedback from the tool. We focus on a different component each month.	
		District and school administrators will continue professional learning around high-quality instruction to ensure feedback is effective. In 2023-2024, GCS will focus on inquiry-based learning, productive struggle and literacy.	Principal, Curriculum Specialists, and Assistant Principal role group meeting agendas, New Administrator Network meeting agendas	Monthly topics for professional learning followed by feedback analysis looking for that specific information in the next month's feedback in IP Visit tool.	
Objective 3: <ul style="list-style-type: none">Grant County Schools will implement and deploy high-quality instructional resources and a K-3 reading diagnostic to ensure student growth in reading as evidenced by the NWEA MAP Reading Fluency diagnostic assessment and as	All elementary schools will collaborate to adopt high-quality instructional resources for math.	Using the KDE HQIR rubric, elementary curriculum specialists and principals will partner with the Director of Elementary to complete the adoption recommendation process outlined in the Grant County Schools High-Quality Instructional Resources system.	Meeting agendas, completion of KDE HQIR for mathematics rubric	Recommendation to the Superintendent by late February/early March 2024	ESSER funds: Elementary: \$130,000 Middle/High: \$125,000
	All elementary schools will implement high-quality instructional resources in reading and MAP Reading Fluency assessments.	Elementary Principals and Curriculum Specialists will monitor and support implementation of the new literacy HQIR through classroom and PLT visits.	GCS Instructional Visit Data, Elementary Curriculum Specialist meeting agendas, MAP Reading	During elementary CS role group meetings, professional learning continuous around a knowledge building curriculum, the connection between reading & writing, and foundational reading instruction.	

<p>documented in the HQIR and MAP systems.</p> <ul style="list-style-type: none">• Grant County secondary schools will adopt high-quality instructional resources for science.• High school will deploy and implement high-quality instructional resources in math.		<p>Elementary Curriculum Specialists will continue professional learning around our literacy HQIR.</p> <p>Elementary Principals and Curriculum Specialists will implement MAP Reading Fluency assessments for all students in grades K-3 and will partner with techers to analyze data to determine individual student needs.</p>	<p>Fluency assessment schedules, PLT agendas and minutes</p>	<p>K-3 MAP Reading Fluency data analysis during CS meetings after the Fall and Winter districtwide assessment window. This will continue after the Spring assessment window.</p>	
	<p>High school will implement high-quality instructional resources in math.</p>	<p>Director of Secondary will partner with GCHS Curriculum Specialists to ensure implementation of new math high-quality instructional resource that was adopted for the 23-24 school year.</p>	<p>Increase in math assessment scores</p> <p>Increase in CERT scores</p>	<p>District and building-level administrators attend math PLTs and conduct weekly classroom IP visits to determine effective implementation.</p>	
	<p>All secondary schools will collaborate to adopt high-quality instructional resources for science.</p>	<p>Using the KDE HQIR rubric, secondary curriculum specialists and principals will partner with the Director of Secondary to complete the adoption recommendation process outlined in the Grant County Schools High-Quality Instructional Resources system.</p>	<p>Increase in science common assessment and KSA science assessment scores</p>	<p>Team will make recommendation to the superintendent by late February/early March according to the High-Quality Instructional Resource system.</p>	

2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By the end of the 23 - 24 school year, Grant County Schools will increase proficiency in Science</p> <p>Elementary: from 27% to 35%</p> <p>Middle: from 20% to 30%</p> <p>High: to 20%</p> <p>By the end of the 23 - 24 school year, Grant County Schools will increase proficiency in Social Studies</p> <p>Elementary: from 32% to 40%</p> <p>Middle: from 25% to 35%</p> <p>High: from 28% to 35%</p> <p>By the end of the 23 - 24 school year, Grant County Schools will increase proficiency in Writing</p> <p>Elementary: from 41% to 50%</p> <p>Middle: from 31% to 40%</p> <p>High: from 51% to 55%</p> <p>By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in Science</p> <p>Elementary: 45%</p> <p>Middle: 40%</p> <p>High: 30%</p> <p>By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in Social Studies.</p> <p>Elementary: 50%</p> <p>Middle: 45%</p> <p>High: 45%</p> <p>By the end of the 26 - 27 school year, Grant County Schools will increase proficiency in Writing from</p> <p>Elementary: 60%</p> <p>Middle: 50%</p> <p>High: 65%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Grant County Schools will fully implement the PLC system and all supporting	All schools will fully implement the Grant County Schools PLC System.	All core courses/grade levels will meet weekly as Professional Learning Teams.	PLT feedback data, self-evaluation using district PLC rubric,	Weekly PLT agendas and minutes	ESSER funds for training through Solution Tree.

Updated June 2023

<p>structures (including Rtl) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math end-of-unit assessments, and Rtl data.</p>				<p>December Listening Walk will get feedback on 23-24 PLT/PLC implementation at each building.</p>	<p>\$2,000 a participant</p>
		<p>High-quality units based on KSA priority standards will be in place for all reading and math core courses at all grade levels.</p>	<p>Curriculum resource unit audit results</p>	<p>Instructional visits to monitor lesson implementation and instructional delivery (all administrators visit at least 3 classrooms per week and capture data in a shared district tool)</p> <p>Unit planning evidence from weekly PLT</p>	<p>Title I funds for elementary schools to train through Solution Tree.</p> <p>\$2,000 a participant</p>
		<p>All schools will create/revise common formative assessments, including mid-unit/module and end-of-unit/module assessments.</p>	<p>item analysis, assessment results</p>	<p>Data analysis protocol review, PLT agendas and minutes, calibration of scoring</p>	
		<p>All schools will implement Tier 2 intervention and extensions that are value added.</p>	<p>Re-assesment results after Tier 2 intervention takes place</p>	<p>Master schedules with designated time for Tier 2</p> <p>Partner visits with building administration to monitor implementation at least twice in second semester (feedback documentation)</p> <p>PLT agendas and minutes</p>	
		<p>All schools will implement Tier 3 intervention for students with foundational issues that is value-added.</p>	<p>MAP results, common assessment results, diagnostic data</p>	<p>Master schedules with designated time for Tier 3</p> <p>Partner visits with building administration to monitor implementation at least twice in second semester (feedback documentation)</p> <p>Rtl meeting minutes (meet at least quarterly)</p>	

<p>Objective 2: Grant County Schools will use the Grant County Schools Instructional Protocol system to ensure equitable high-quality instruction in all classrooms by the end of the 2023-2024 school year as evidenced by Instructional Protocol walkthrough data.</p>		All school administrators (Ps, APs, and CSs) will visit at least three classrooms per week and provide feedback using the GCS Instructional Visit Tool.	GCS Instructional Visit Tool data	District team monitors the IP visit spreadsheet weekly to ensure number of visits is met.	None
		All district administrators will partner with one building-level administrator each week to calibrate feedback.	GCS Instructional Visit partner schedule, GCS Instructional Visit Tool data	Winter retreat - Teams will review their mid-year data using Feedback Rubric District administrative team will use the Instructional Protocol Feedback Rubric to evaluate each administrator's feedback on a rotating basis.	
		All schools will train all new teachers on the Instructional Protocol and provide support as needed through coaching.	New Teacher Meeting agendas, Instructional Coaching notes	Directors of Elementary and Secondary monitor this by partnering with Curriculum Specialists on their New Teacher agenda. Coaching check-ins take place at least every other month in role group meetings.	
		District and school administrators will evaluate feedback to ensure it is high-quality and actionable.	Principal, Curriculum Specialists, and Assistant Principal role group meeting agendas, New Administrator Network meeting agendas	In monthly role group meetings, Principals, Curriculum Specialists, and Assistant Principals provide each other with feedback on their actionable feedback from the tool. We focus on a different component each month.	
		District and school administrators will continue professional learning around high-quality instruction to ensure feedback is effective. In 2023-2024, GCS will focus on inquiry-based learning, productive struggle and literacy.	Principal, Curriculum Specialists, and Assistant Principal role group meeting agendas, New Administrator Network meeting agendas	Monthly topics for professional learning followed by feedback analysis looking for that specific information in the next month's feedback in IP Visit tool.	

Objective 3: Grant County Schools will implement and deploy high-quality instructional resources and a K-3 reading diagnostic to ensure student growth in reading as evidenced by the NWEA MAP Reading Fluency diagnostic assessment and as documented in the HQIR and MAP systems.	All elementary schools will collaborate to adopt high-quality instructional resources for math.	Using the KDE HQIR rubric, elementary curriculum specialists and principals will partner with the Director of Elementary to complete the adoption recommendation process outlined in the Grant County Schools High-Quality Instructional Resources system.	Meeting agendas, completion of KDE HQIR for mathematics rubric	Recommendation to the Superintendent by late February/early March 2024 December Listening walk will get feedback on HQIR implementation and adoption at each school.	
	All elementary schools will implement high-quality instructional resources in reading and MAP Reading Fluency assessments.	Elementary Principals and Curriculum Specialists will monitor and support implementation of the new literacy HQIR through classroom and PLT visits. Elementary Curriculum Specialists will continue professional learning around our literacy HQIR. Elementary Principals and Curriculum Specialists will implement MAP Reading Fluency assessments for all students in grades K-3 and will partner with teachers to analyze data to determine individual student needs.	GCS Instructional Visit Data, Elementary Curriculum Specialist meeting agendas, MAP Reading Fluency assessment schedules, PLT agendas and minutes	During elementary CS role group meetings, professional learning continuous around a knowledge building curriculum, the connection between reading & writing, and foundational reading instruction. K-3 MAP Reading Fluency data analysis during CS meetings after the Fall and Winter districtwide assessment window. This will continue after the Spring assessment window.	\$10,000 ESSER Funds
	High school will implement high-quality instructional resources in math.	Director of Secondary will partner with GCHS Curriculum Specialists to ensure implementation of new math high-quality instructional resource that was adopted for the 23-24 school year.	Increase in math assessment scores Increase in CERT scores	District and building-level administrators attend math PLTs and conduct weekly classroom IP visits to determine effective implementation.	
	All secondary schools will collaborate to adopt	Using the KDE HQIR rubric, secondary curriculum specialists	Increase in science common assessment	Team will make recommendation to the superintendent by late	Approximately \$10,000

Updated June 2023

	high-quality instructional resources for science.	and principals will partner with the Director of Secondary to complete the adoption recommendation process outlined in the Grant County Schools High-Quality Instructional Resources system.	and KSA science assessment scores	February/early March according to the High-Quality Instructional Resource system.	
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Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Goal 3 By the end of the 23 - 24 school year, Grant County Schools will increase proficiency in reading for disability (IEP) gap group Elementary: from 19% to 25% Middle: from 16% to 25% High: to 20% By the end of the 23 - 24 school year, Grant County schools will increase proficiency in math for disability (IEP) gap group Elementary: from 21% to 30% Middle: from 14% to 25% High: to 20% By the end of the 26 - 27 school year,Grant County Schools will increase average combined reading and math proficiency in our disabilities gap group: Elementary: 35% Middle: 35% High: 30% By the end of the 26 - 27 school year,Grant County Schools will increase average combined math proficiency in our disabilities (IEP) gap group: Elementary: 40% Middle: 35% High: 30%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Grant County Schools will fully implement the PLC system and all supporting structures (including Rtl) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math	All schools will fully implement the Grant County Schools PLC System.	All core courses/grade levels will meet weekly as Professional Learning Teams.	PLT feedback data, self-evaluation using district PLC rubric,	Weekly PLT agendas and minutes December Listening Walks will get teacher feedback on Tier 2 Rtl process at each building.	None
		High-quality units based on KSA priority standards will be in place for all reading and math core courses at all grade levels.	Curriculum resource unit audit results	Instructional visits to monitor lesson implementation and instructional delivery (all administrators visit at least 3 classrooms per week and capture data in a shared district tool)	None

end-of-unit assessments, and Rtl data.				Unit planning evidence from weekly PLT	
		All schools will create/revise common formative assessments, including mid-unit/module and end-of-unit/module assessments.	item analysis, assessment results	Data analysis protocol review, PLT agendas and minutes, calibration of scoring	None
		All schools will implement Tier 2 intervention and extensions that are value added.	Re-assesment results after Tier 2 intervention takes place	Master schedules with designated time for Tier 2 Partner visits with building administration to monitor implementation at least twice in second semester (feedback documentation) PLT agendas and minutes	None
		All schools will implement Tier 3 intervention for students with foundational issues that is value-added.	MAP results, common assessment results, diagnostic data	Master schedules with designated time for Tier 3 Partner visits with building administration to monitor implementation at least twice in second semester (feedback documentation) Rtl meeting minutes (meet at least quarterly)	None
Objective 2: Grant County Schools will use the Grant County Schools Instructional Protocol system to ensure equitable high-quality instruction in all classrooms by the end of the 2023-2024 school year as evidenced by Instructional Protocol walkthrough data.		All school administrators (Ps, APs, and CSs) will visit at least three classrooms per week and provide feedback using the GCS Instructional Visit Tool.	GCS Instructional Visit Tool data	District team monitors the IP visit spreadsheet weekly to ensure number of visits is met. December Listening Walk question will ask for feedback on how the Instructional Protocol is being implemented and the next steps we will take to deepen learning.	None

				Winter retreat - Teams will review their mid-year data using Feedback Rubric	
		All district administrators will partner with one building-level administrator each week to calibrate feedback.	GCS Instructional Visit partner schedule, GCS Instructional Visit Tool data	District administrative team will use the Instructional Protocol Feedback Rubric to evaluate each administrator’s feedback on a rotating basis.	None
		All schools will train all new teachers on the Instructional Protocol and provide support as needed through coaching.	New Teacher Meeting agendas, Instructional Coaching notes	Directors of Elementary and Secondary monitor this by partnering with Curriculum Specialists on their New Teacher agenda. Coaching check-ins take place at least every other month in role group meetings.	None
		District and school administrators will evaluate feedback to ensure it is high-quality and actionable.	Principal, Curriculum Specialists, and Assistant Principal role group meeting agendas, New Administrator Network meeting agendas	In monthly role group meetings, Principals, Curriculum Specialists, and Assistant Principals provide each other with feedback on their actionable feedback from the tool. We focus on a different component each month.	None
		District and school administrators will continue professional learning around high-quality instruction to ensure feedback is effective. In 2023-2024, GCS will focus on inquiry-based learning, productive struggle and literacy.	Principal, Curriculum Specialists, and Assistant Principal role group meeting agendas, New Administrator Network meeting agendas	Monthly topics for professional learning followed by feedback analysis looking for that specific information in the next month’s feedback in IP Visit tool.	None
Objective 3:Grant County Schools will implement and deploy high-quality instructional resources and a K-3 reading diagnostic to	All elementary schools will collaborate to adopt high-quality istructional resources for math.	Using the KDE HQIR rubric, elementary curriculum specialists and principals will partner with the Director of Elementary to complete the adoption	Meeting agendas, completion of KDE HQIR for mathematics rubric	Recommendation to the Superintendent by late February/early March 2024	Approximately \$130,000

ensure student growth in reading as evidenced by the NWEA MAP Reading Fluency diagnostic assessment and as documented in the HQIR and MAP systems.		recommendation process outlined in the Grant County Schools High-Quality Instructional Resources system.			
	All elementary schools will implement high-quality instructional resources in reading and MAP Reading Fluency assessments.	Elementary Principals and Curriculum Specialists will monitor and support implementation of the new literacy HQIR through classroom and PLT visits. Elementary Curriculum Specialists will continue professional learning around our literacy HQIR. Elementary Principals and Curriculum Specialists will implement MAP Reading Fluency assessments for all students in grades K-3 and will partner with techers to analyze data to determine individual student needs.	GCS Instructional Visit Data, Elementary Curriculum Specialist meeting agendas, MAP Reading Fluency assessment schedules, PLT agendas and minutes	During elementary CS role group meetings, professional learning continuous around a knowledge building curriculum, the connection between reading & writing, and foundational reading instruction. K-3 MAP Reading Fluency data analysis during CS meetings after the Fall and Winter districtwide assessment window. This will continue after the Spring assessment window.	\$10,000 ESSER
	High school will implement high-quality instructional resources in math.	Director of Secondary will partner with GCHS Curriculum Specialists to ensure implementation of new math high-quality instructional resource that was adopted for the 23-24 school year.	Increase in math assessment scores Increase in CERT scores	District and building-level administrators attend math PLTs and conduct weekly classroom IP visits to determine effective implementation.	\$125,000 ESSER
	All secondary schools will collaborate to adopt high-quality instructional resources for science.	Using the KDE HQIR rubric, secondary curriculum specialists and principals will partner with the Director of Secondary to complete the adoption recommendation process outlined in the Grant County	Increase in science common assessment and KSA science assessment scores	Team will make recommendation to the superintendent by late February/early March according to the High-Quality Instructional Resource system.	approximately \$100,000 ESSER/General Fund

		Schools High-Quality Instructional Resources system.			
Objective 4: Grant County Schools will develop structures and practices that will provide teachers strategies to increase student achievement with IEP students.	The district will focus on best practices with the co-teaching model.	The DOSE will implement a co-teaching coaching cycle with identified elementary schools.	Increase in reading and math KSA scores for Students with Disability sub-group	Dose will keep progress notes on the process and will include student data to support identified coaching areas.	None
		OVEC will provide support to schools on the co-teaching model, meeting with staff on a monthly basis.	Increase in reading and math KSA scores for Students with Disability sub-group	Meeting notes will be documented. DOSE will check in at least bi-monthly with building-level administrators to ensure co-teaching is being implemented with fidelity.	None
		The DOSE will partner with school-level administration at least three times per month to conduct co-teaching instructional classroom visits and provide feedback to co-teachers to improve practice.	Increase in reading and math KSA scores for Students with Disability sub-group	Progress and feedback will be documented on the district instructional protocol tool.	None

Goal 4 (State your English learner goal.): By the end of the 23-24 school year, all EL students will increase their ACCESS Composite by at least 0.5 points .					
By the end of the end of the 26-27 school year, all EL students will increase their ACCESS Composite by 1.5 or will move to monitoring status.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Grant County Schools will fully implement the PLC system and all supporting structures (including Rtl) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math end-of-unit assessments, and Rtl data.	All schools will fully implement the Grant County Schools PLC System.	All core courses/grade levels will meet weekly as Professional Learning Teams.	PLT feedback data, self-evaluation using district PLC rubric,	Weekly PLT agendas and minutes	None
		High-quality units based on KSA priority standards will be in place for all reading and math core courses at all grade levels.	Curriculum resource unit audit results	Instructional visits to monitor lesson implementation and instructional delivery (all administrators visit at least 3 classrooms per week and capture data in a shared district tool) Unit planning evidence from weekly PLT	None
		All schools will create/revise common formative assessments, including mid-unit/module and end-of-unit/module assessments.	item analysis, assessment results	Data analysis protocol review, PLT agendas and minutes, calibration of scoring	None
		All schools will implement Tier 2 intervention and extensions that are value added.	Re-assesment results after Tier 2 intervention takes place	Master schedules with designated time for Tier 2 Partner visits with building administration to monitor implementation at least twice in second semester (feedback documentation) PLT agendas and minutes	None
		All schools will implement Tier 3 intervention for students with foundational issues that is value-added.	MAP results, common assessment results, diagnostic data	Master schedules with designated time for Tier 3	None

				Partner visits with building administration to monitor implementation at least twice in second semester (feedback documentation) Rtl meeting minutes (meet at least quarterly)	
Objective 2: Grant County Schools will use the Grant County Schools Instructional Protocol system to ensure equitable high-quality instruction in all classrooms by the end of the 2023-2024 school year as evidenced by Instructional Protocol walkthrough data.		All school administrators (Ps, APs, and CSs) will visit at least three classrooms per week and provide feedback using the GCS Instructional Visit Tool.	GCS Instructional Visit Tool data	District team monitors the IP visit spreadsheet weekly to ensure number of visits is met. Winter retreat - Teams will review their mid-year data using Feedback Rubric	None
		All district administrators will partner with one building-level administrator each week to calibrate feedback.	GCS Instructional Visit partner schedule, GCS Instructional Visit Tool data	District administrative team will use the Instructional Protocol Feedback Rubric to evaluate each administrator's feedback on a rotating basis.	None
		All schools will train all new teachers on the Instructional Protocol and provide support as needed through coaching.	New Teacher Meeting agendas, Instructional Coaching notes	Directors of Elementary and Secondary monitor this by partnering with Curriculum Specialists on their New Teacher agenda. Coaching check-ins take place at least every other month in role group meetings.	None
		District and school administrators will evaluate feedback to ensure it is high-quality and actionable.	Principal, Curriculum Specialists, and Assistant Principal role group meeting agendas, New Administrator Network meeting agendas	In monthly role group meetings, Principals, Curriculum Specialists, and Assistant Principals provide each other with feedback on their actionable feedback from the tool. We focus on a different component each month.	None
		District and school administrators will continue professional	Principal, Curriculum Specialists, and	Monthly topics for professional learning followed by feedback	None

		learning around high-quality instruction to ensure feedback is effective. In 2023-2024, GCS will focus on inquiry-based learning, productive struggle and literacy.	Assistant Principal role group meeting agendas, New Administrator Network meeting agendas	analysis looking for that specific information in the next month's feedback in IP Visit tool.	
Objective 3: Grant County Schools will implement and deploy high-quality instructional resources and a K-3 reading diagnostic to ensure student growth in reading as evidenced by the NWEA MAP Reading Fluency diagnostic assessment and as documented in the HQIR and MAP systems.	All elementary schools will collaborate to adopt high-quality instructional resources for math.	Using the KDE HQIR rubric, elementary curriculum specialists and principals will partner with the Director of Elementary to complete the adoption recommendation process outlined in the Grant County Schools High-Quality Instructional Resources system.	Meeting agendas, completion of KDE HQIR for mathematics rubric	Recommendation to the Superintendent by late February/early March 2024	Approximately \$120,000 ESSER
	All elementary schools will implement high-quality instructional resources in reading and MAP Reading Fluency assessments.	<p>Elementary Principals and Curriculum Specialists will monitor and support implementation of the new literacy HQIR through classroom and PLT visits.</p> <p>Elementary Curriculum Specialists will continue professional learning around our literacy HQIR.</p> <p>Elementary Principals and Curriculum Specialists will implement MAP Reading Fluency assessments for all students in grades K-3 and will partner with techers to analyze data to determine individual student needs.</p>	GCS Instructional Visit Data, Elementary Curriculum Specialist meeting agendas, MAP Reading Fluency assessment schedules, PLT agendas and minutes	During elementary CS role group meetings, professional learning continuous around a knowledge building curriculum, the connection between reading & writing, and foundational reading instruction. K-3 MAP Reading Fluency data analysis during CS meetings after the Fall and Winter districtwide assessment window. This will continue after the Spring assessment window.	\$10,000 ESSER

	High school will implement high-quality instructional resources in math.	Director of Secondary will partner with GCHS Curriculum Specialists to ensure implementation of new math high-quality instructional resource that was adopted for the 23-24 school year.	Increase in math assessment scores Increase in CERT scores	District and building-level administrators attend math PLTs and conduct weekly classroom IP visits to determine effective implementation.	\$125,000 ESSER
	All secondary schools will collaborate to adopt high-quality instructional resources for science.	Using the KDE HQIR rubric, secondary curriculum specialists and principals will partner with the Director of Secondary to complete the adoption recommendation process outlined in the Grant County Schools High-Quality Instructional Resources system.	Increase in science common assessment and KSA science assessment scores	Team will make recommendation to the superintendent by late February/early March according to the High-Quality Instructional Resource system.	Approximately \$10,000

5: Quality of School Climate and Safety

<p>Goal 5 (State your climate and safety goal.):</p> <p>By the end of the 23-24 school year, the QSCS status score will increase;</p> <p>Elementary: from 73.0 to 80.0</p> <p>Middle: from 63.0 to 70.0</p> <p>High: from 54.4 to 62.0</p> <p>By the end of the 26-27 school year, the QSCS status score will increase;</p> <p>Elementary: 90.0</p> <p>Middle: 80.0</p> <p>High: 72.0</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Grant County Schools will implement the School Safety and Attendance systems to ensure a safe and healthy culture for all students as evidenced by school safety audits and attendance data.	Safe Schools Coordinator/Assistant Superintendent will partner with building administration to ensure School Safety system is implemented with fidelity and School Resource Officers are highly effective.	Safe Schools Coordinator reviewed Emergency Management Plans and conducted walkthroughs with emergency responders and SROs at the beginning of the school year.		This is a periodic process that takes place at least once per year.	None
		Safe Schools Coordinator will conduct safety walkthroughs at all schools at least quarterly. This includes walkthroughs with SROs, administrators, and District Maintenance Director.	Walkthrough documentation, elimination/significant decrease in safety issues (e.g., unlocked internal doors, visitors, etc.).	Walkthrough feedback and documentation will reflect a decrease in instances where safety has to be addressed in the feedback. December Listening Walk question will get feedback on teachers' perceptions of school safety.	None
		Safe School Coordinator will monitor emergency drill requirements and will partner with SRO to ensure lockdown and bomb threat drills are conducted at each building.	Documentation of required monthly drills.	Monthly check in with safety contact at each school Documentation should reflect at least monthly evidence of required drills	None

		Safe Schools Coordinator will conduct regular meetings with the Grant County Sheriff to ensure School Resource Officers are effective.	Increase in visibility of School Resource Officers at each campus Increase in SRO engagement with students and teachers	December Listening Walk question will get feedback on SRO engagement and visibility in each building.	None
		Safe Schools Coordinator will meet with all principals to PDSA the School Safety system and review Emergency Management Plans for updates as needed.	Refinement of School Safety system and updates to Emergency Management Plans.		None
	DPP will partner with school-level attendance teams to ensure attendance system is implemented with fidelity.	DPP tracks attendance data closely and partners with the principal to monitor and support attendance interventions for at-risk students.			None
		DPP is meeting with select students identified as at-risk and will attend school-level attendance team meetings as needed (at least quarterly).			None
		DPP will consult with building principals to pursue charges as needed.			None
		DPP will meet with families as needed to conduct attendance meetings. If needed, DPP will partner with building-level leadership to conduct home visits.			None
		DPP meets monthly with attendance secretaries to keep the up-to-date and to monitor attendance.			None

Objective 2: Grant County Schools will implement the MTSS system to ensure students receive appropriate and necessary academic and behavioral support to be safe and successful.	All role groups will participate in a book study <u>Taking Action</u> through Solution Tree.	Role Groups: Principals, Curriculum Specialists, Assistant Principals, and School Counselors. September: Chapter 1 October: Chapter 2 November: Chapter 3 December: 4 January: 5 February: 6 March: 7 April: 8	To acquire common knowledge around the MTSS system and provide all leadership with time to dive deeply into the structures of MTSS.	A common vocabulary and all schools with a plan for implementation by the end of the 22-23 school year.	Books \$30 each \$870 General Fund
	The District MTSS team will implement the MTSS system with fidelity.	District MTSS team met to refine the existing MTSS systems (elementary, middle, and high) to create a single MTSS system for the district.	New System in place by January 2023	New MTSS system will be rolled out at Winter Retreat on January 15th.	None
	District Leadership will attend Solution Tree's Rtl at Work Institute.	Schools attended conferences in October, December and March.	Schools will use their knowledge from the Institute and the book study to create a plan for their school at the Winter Leadership Retreat.	All schools will have a well developed plan of action for second semester as well as the upcoming school year.	\$2,000 a person. ESSER, Title I and Title II
	DOSE will facilitate implementation of the Highly Structured Classroom model at Sherman Elementary School	DOSE is partnering with the SES principal to ensure effective implementation fo the Highly-Structured Classroom through Kentucky Autism Training Center.	PD Agenda Notes/Minutes from meetings	Classroom opened in late October . Follow-up is taking place through classroom visits (partnered with rep. from Kentucky Autism Training Center). Classroom provides individualized SDI, resources and support so student can thrive in a general education setting. This supports their LRE.	None
		DOSE will partner with the HSC classroom teacher monthly to collaborate with SES teachers.	Faculty meeting notes.	Monthly meetings include share-outs from the HSC teacher	None

Updated June 2023

				as well as classroom teachers about successes and challenges.	
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6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By the end of the 23 -24 school year, Grant County Schools will increase the post-secondary status from 85.8% to 88% .					
By the end of the 26 - 27 school year, Grant County Schools will increase the post-secondary readiness rate to 98%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Grant County Schools will implement the Deeper Learning system including the SUCCEED plan (Profile of a Learner) to ensure students are prepared for life after high school as evidenced by documentation of the SUCCEED plan for grades K -12.	All schools will implement the Deeper Learning System.	All schools will implement the grade-level expectations for the SUCCEED criteria and ensure mastery of the KAS essential skills.	Pathway enrollments for intro courses (GCHS) Industry certification completions (GCHS) Dual credit enrollments (GCHS) Internships/Co-ops (GCHS) Monthly meeting notes	Meeting with Deeper Learning team monthly to discuss progress.	Deeper Learning Grant Funds (
		All students in grades five, eight, and twelve will reflect on their learning journey and explain how they will use SUCCEED criteria as they move forward to middle school, high school, or post-secondary opportunities. (capstone/interview/defense)	Complete presentations along with feedback. Senior defense scoring sheets and overall rating sheets	Senior defense is complete for first semester (December 7 and 8). Deeper Learning System draft is complete and will be vetted at the January meeting. Performance criteria for Grades 5, 8, and 11 will be vetted at the January meeting.	Deeper Learning Grant Funds.

Goal 7 (State your graduation rate goal.): By the end of the 23 -24 school year, Grant County Schools will increase the graduation rate from 93.5 to 100 .					
By the end of the 26 -27 school year, Grant County Schools will increase the graduation rate to 100%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Grant County Schools will implement the Deeper Learning system including the SUCCEED plan (Profile of a Learner) to ensure students are prepared for life after high school as evidenced by documentation of the SUCCEED plan for grades K -12.	All schools will implement the Deeper Learning System.	All schools will implement the grade-level expectations for the SUCCEED criteria and ensure mastery of the KAS essential skills.	Pathway enrollments for intro courses (GCHS) Industry certification completions (GCHS) Dual credit enrollments (GCHS) Internships/Co-ops (GCHS) Monthly meeting notes	Meeting with Deeper Learning team monthly to discuss progress.	Deeper Learning Grant Funds \$10,000 funds for Inquiry Based Instruction \$25,000 - Stipends for Deeper Learning
		All students in grades five, eight, and twelve will reflect on their learning journey and explain how they will use SUCCEED criteria as they move forward to middle school, high school, or post-secondary opportunities. (capstone/interview/defense)	Complete presentations along with feedback. Senior defense scoring sheets and overall rating sheets	Senior defense is complete for first semester (December 7 and 8). Deeper Learning System draft is complete and will be vetted at the January meeting. Performance criteria for Grades 5, 8, and 11 will be vetted at the January meeting.	Deeper Learning Grant Funds

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
<p>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.</p> <p>Response: The district has multiple supports in place for monitoring school improvement plans. We hold Continuous Improvement Meetings with leadership three times a year. This is an opportunity for schools to reflect on activities past and determine next steps/needs for the future. Data is reviewed from multiple sources and schools are expected to share evidence of student growth. In addition, our monthly role group meetings are opportunities for a deeper dive into instructional supports as well as professional learning team meetings with like leadership groups. Our Board of Education is provided monthly reports from all schools at each meeting. The approval of the School and District Improvement Plan is placed on the December board meeting agenda for approval.</p>

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions
<p>Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?</p> <p>Response: Grant County Middle School - While GCMS saw fairly significant gains in our TSI sub-group designation. GCMS is working to refine existing systems and to build new systems. Grant County Schools has provided ongoing systems work through Jim Shipley and Associates. Our most recent professional learning was in October. All GCMS administrators (principal, assistant principals, curriculum specialist, and counselors) attended the three-hour systems training. Also as part of this work, the Assistant Superintendent and GCMS Principal attended KDE’s Systems training in December to ensure clarity in understanding of systems. The district will continue to partner with GCMS to ensure supports are in place for all of our students who are academically underperforming. The PLC/PLT process has been implemented with an emphasis on Tier 2 support for priority standards (standards identified by teacher teams). This work will increase student achievement by allowing additional time and support for students to master priority standards. Co-teaching is also a focus for GCMS. The DOSE supports co-teaching through instructional coaching and instructional visit feedback. The DOSE partners with school administration to visit co-teaching classrooms at least once per quarter to provide feedback and to help formulate next steps. A Peer Learning Lab is scheduled for co-teaching in the spring.</p>

Additional/More Rigorous Actions
<p>DRE - The district continues to partner with DRE to ensure supports are in place for all of our students who are academically underperforming. The PLC/PLT process has been implemented with an emphasis on Tier 2 support for priority standards (standards identified by teacher teams). This work will increase student achievement by allowing additional time and support for students to master priority standards. In addition, special education teachers are implementing UFLI for specially designed instruction in reading as well as the Georgia Numeracy Project for mathematics. DRE has partnered with OVEC for co-teaching coaching and support. OVEC supports DRE co-teaching teams through monthly visits. The DOSE supports co-teaching through instructional coaching and instructional visit feedback by partnering with school administration to visit co-teaching classrooms at least once per quarter to provide feedback and to help formulate next steps.</p>