

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 six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): <i>By 2024, the district will increase the percentage of elementary students scoring proficient/distinguished in reading to 75.4% and in mathematics to 73.9%. By 2024, the district will increase the percentage of middle school students scoring proficient/distinguished in reading to 79.2% and in mathematics to 69.9%. By 2024, the district will increase the percentage of high school students scoring proficient/distinguished in reading to 61.1% and in mathematics to 53.6%.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percent of elementary students scoring Proficient/Distinguished in reading will increase from 62.1% to 67.0% in 2022; the percent of elementary students scoring P/D in math will increase from 62.0% to 66.0% in 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Curricular Resources – Teachers from all Elementary Schools met in grade levels to review and analyze curriculum documents; they conducted a gap analysis of curriculum from the 2020-21 school year. Appropriate information was recorded and shared with next grade level to assist in closing achievement gaps and promote Proficiency. In addition, current curriculum documents, common assessments, evidence-based instructional strategies, etc. were reviewed, updated and equipped for anticipated achievement gaps caused by mitigations against the continuing Covid-19 pandemic.	Completed curriculum documents/ resources aligned to KAS, Completed Gap Analysis, completed teacher PD to increase knowledge and understanding and build capacity for KAS, etc.	Continual review of curriculum – content/standards. Implementation of curriculum development protocol for any new standards.	District PD, Title I PD for any PD stipends
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	District Academic Specialists- Three Academic Specialists focused on Reading, Math and Writing will provide services to all schools. Academic Specialists will service schools based on an analysis of varied data providing coaching, modeling, professional learning, etc.	State assessment data, I Ready data,	Academic Specialists monthly schedules, Principal/Teacher feedback	District Title I funds

Goal 1 (State your proficiency goal.):
 By 2024, the district will increase the percentage of elementary students scoring proficient/distinguished in reading to 75.4% and in mathematics to 73.9%.
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	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Test Scrimmages/ Benchmark/ Standards-Based Formative Assessments- All schools are encouraged to administer regular formative assessments and to conduct scrimmage tests to monitor student mastery of various KCAS, to practice/prepare for assessment logistics, etc.	State assessment data	Test administration schedule	
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	I Ready Diagnostic and Instruction- All Elementary Schools administer the I-Ready Diagnostic 3X/yr grades K-5 to monitor student’s grade level knowledge and skills in Reading and Math; I-Ready Diagnostic results provide an instructional learning path for students to meet grade level standards – students follow the recommended protocol of 2 hrs I-Ready instruction/deficit content area. I-Ready instruction is available to all students in all Ele schools	State assessment data, I-Ready data	I-Ready test schedule, I-Ready data, RtI rosters/data	IDEA-B, General Fund, School Title I, CARES Funds

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	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Reading Intervention – Reading Mastery – Most Elementary Schools utilize Reading Mastery as an intervention program for struggling readers; all staff delivering RM have been trained, student progress within RM is monitored routinely and adjustments in resources, reading groups, etc. are made as the data dictates.	RM data, State assessment data, I-Ready data	RM data, RM groups, walkthrough/observation data	School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Reading Interventions – Amira - All Elementary Schools have been trained in Amira; a virtual fluency program. All students are initially assessed then targeted students utilize the program routinely to increase fluency.	Amira data, State assessment data I-Ready data Orton Gillingham data, State assessment data I-Ready data	Amira reports, walkthrough/observation data Orton Gillingham progress monitoring data, walkthrough/observation data	ESSER Funds

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By 2024, the district will increase the percentage of high school students scoring proficient/distinguished in reading to 61.1% and in mathematics to 53.6%.

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	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Orton Gillingham – Some Elementary schools have been trained in this program and use it with students targeted as dyslexic or dyslexic tendencies.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Math Resources- All Elementary Schools received Math textbooks/resources (Curriculum Associates) for the 2019-20 school year; professional learning on implementation of new Math Resources was provided to all K-5 teachers summer 2019; PLC PD has continued throughout the school year.	State assessment data, I-Ready data	PLC schedule, PD records, classroom observation data	General Fund State Flex Focus Grant
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Math Interventions - Math interventions are included in the new textbooks/resources (Curriculum Associates).	State assessment data, I-Ready data	Classroom assessment data, walkthrough/observation data	General Fund, State Flex Focus Grant

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	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Daytime ESS/After-School Learning Clubs- All schools offer After School ESS targeting at-risk students scoring below grade level for Reading and Math up to 3 days/wk during 2 nd and 3 rd 9 wks. Most schools employ daytime ESS tutors to assist at-risk students scoring below grade level. All schools will offer Summer School to targeted students summer 2022.	State assessment data, I-Ready data, Pre-/Post-Assessment data	ASLC rosters, Pre and Post assessment data	State Flex Focus Grant General Fund School Title I

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	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.	Classroom data, I-Ready data, state assessment data	Walkthrough/Observation data, teacher lesson plans, student assignments and assessments	ESSER Funds
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	PBIS- The Laurel County School District is partnering with the Southeast South-Central Educational Cooperative to provide PD on Positive Behavior Interventions and Supports (PBIS) to a district leadership team and an Elementary School Team. This PBIS PD is largely a refresher for Laurel County to ensure fidelity of implementation. Classroom Management/Student Engagement – New Teachers, Option 6 Teachers and Principal Recommended Teachers will receive a refresher PD, coaching, monitoring, etc. on Classroom management and student engagement strategies.	PBIS plans, routines, etc., Reduced inappropriate behaviors/discipline infractions, increased State assessment data, I-Ready data, etc.	PBIS committee meetings, documented PBIS plans/routines, etc., school/classroom walkthroughs, monthly IC discipline reports,	District Title I, school Title I

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 The percent of middle school students scoring Proficient/Distinguished in reading will increase from 54.1% to 62.3% in 2022; the percent of middle school students scoring P/D in math will increase from 41.8% to 51.0% in 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Curricular Resources – Teachers met in departments to review and analyze curriculum documents; they conducted a gap analysis of curriculum from the 2020-21 school year. Appropriate information was recorded and shared with next grade level to assist in closing achievement gaps and promote Proficiency. In addition, current curriculum documents, common assessments, evidence-based instructional strategies, etc. were reviewed, updated and equipped for anticipated achievement gaps caused by mitigations against the continuing Covid-19 pandemic.	Completed curriculum documents/ resources aligned to KAS, Completed Gap Analysis, completed teacher PD to increase knowledge and understanding and build capacity for KAS, etc.	Continual review of curriculum – content/standards. Implementation of curriculum development protocol for any new standards.	District PD, Title I PD, Title V for any PD stipends
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	District Academic Specialists- Three Academic Specialists focused on Reading, Math and Writing will provide services to all schools. Academic Specialists will service schools based on an analysis of varied data providing coaching, modeling, professional learning, etc.	State assessment data, I Ready data,	Academic Specialists monthly schedules, Principal/Teacher feedback	District Title I funds
	KCWP 1: Design and Deploy Standards	Test Scrimmages/ Benchmark/	State assessment data	Test administration schedule	

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	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Standards-Based Formative Assessments- All schools are encouraged to administer regular formative assessments and to conduct scrimmage tests to monitor student mastery of various KCAS, to practice/prepare for assessment logistics, etc.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	I Ready Diagnostic and Instruction- Both Middle Schools administer the I-Ready Diagnostic 3X/yr grades 6-8 to monitor student’s grade level knowledge and skills in Reading and Math; I-Ready Diagnostic results provide an instructional learning path for students to meet grade level standards – students follow the recommended protocol of 2 hrs I-Ready instruction/deficit content area. I-Ready instruction is available to all students in both middle schools	State assessment data, I-Ready data	I-Ready test schedule, I-Ready data, RtI rosters/data	IDEA-B, General Fund, School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Reading and Math Interventions- Both Middle Schools offer differentiated Reading and Math classes for students scoring below grade level.	State Assessment data, I-Ready data, grades	Teacher Lesson Plans, Classroom walkthrough/observation data	School Title I, General Fund

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	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Daytime ESS/After-School Learning Clubs- All schools offer After School ESS targeting at-risk students scoring below grade level for Reading and Math 2 days/wk during 2 nd and 3 rd 9 wks. Most schools employ daytime ESS tutors to assist at-risk students scoring below grade level. All schools will offer Summer School to targeted students summer 2022.	State assessment data, I-Ready data, Pre-/Post-Assessment data	ASLC rosters, Pre and Post assessment data	State Flex Focus Grant General Fund School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.	Classroom data, I-Ready data, state assessment data	Walkthrough/Observation data, teacher lesson plans, student assignments and assessments	ESSER Funds

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Objective 3 The percent of high school students scoring Proficient/Distinguished in reading will increase from 40.6% to 47.6% in 2022; the percent of high school students scoring P/D in math will increase from 37.5% to 42.7% in 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<p>Curricular Resources – Teachers met in departments to review and analyze curriculum documents; they conducted a gap analysis of curriculum from the 2020-21 school year. Appropriate information was recorded and shared with next grade level to assist in closing achievement gaps and promote Proficiency. In addition, current curriculum documents, common assessments, evidence-based instructional strategies, etc. were reviewed, updated and equipped for</p>	Completed curriculum documents/ resources aligned to KAS, Completed Gap Analysis, completed teacher PD to increase knowledge and understanding and build capacity for KAS, etc.	Continual review of curriculum – content/standards. Implementation of curriculum development protocol for any new standards.	District PD, Title I PD, Title V for any PD stipends

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		anticipated achievement gaps caused by mitigations against the continuing Covid-19 pandemic.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Test Scrimmages/ Benchmark/ Standards-Based Formative Assessments- All schools are encouraged to administer regular formative assessments and to conduct scrimmage tests to monitor student mastery of various KCAS, ACT prep, to practice/prepare for assessment logistics, etc.	State assessment data, ACT data, CCR data,	Test administration schedule	Title V General Fund
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Reading and Math Interventions- Both High Schools offer differentiated Reading and Math classes for students scoring below grade level/ACT benchmark.	State Assessment data, ACT data, grades	Teacher Lesson Plans, Classroom walkthrough/observation data	General Fund

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	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.	Classroom data, I-Ready data, state assessment data	Walkthrough/Observation data, teacher lesson plans, student assignments and assessments	ESSER Funds

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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>All students in elementary, middle and high school will increase proficiency by 15% in writing and science; all elementary and middle school students will increase proficiency by 6% in social studies by 2024.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Proficient scores in Writing will increase from 74.0% to 77.0% for Elementary students; from 70.5% to 75.0% for Middle School students; and, from 56.7% to 61.0% for High School students by 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	General Writing across the Curriculum- Content specific writing such as ERQs, Short Answer, CERs, etc. will be trained, modeled, expected and monitored to ensure the rigor of content standards is reached; writing to learn as well as to demonstrate learning will be the intent.	Increase in proficiency scores in content areas	Suggested schedule of content writing School-level / District writing checks	
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Teacher Professional Development- PD in General Writing Strategies, the Writing Process, Use of Feedback, On-Demand Writing essentials, etc. will be provided as needed/requested throughout the school year as well as a part of the District’s Summer PD Academy held annually.	Increase in writing as an instructional and assessment strategy, Improved student writing scores, Increase in proficiency scores across content areas	Teacher PD transcripts, Teacher Lesson Plans, Classroom walkthrough/observation data, District Writing Check data,	State PD funds Title I funds Title V funds
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	District Academic Specialists- Academic Specialists focused on ELA will provide services to all schools concentrating on general writing across the curriculum and/or On-Demand Writing strategies.	Increase in writing as an instructional and assessment strategy, Improved student writing scores, Increase	Academic Specialists monthly schedules, Principal/Teacher feedback	District Title I

Goal 2 (State your separate academic indicator goal.):
All students in elementary, middle and high school will increase proficiency by 15% in writing and science; all elementary and middle school students will increase proficiency by 6% in social studies by 2024.

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	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Academic Specialists will service schools based on analysis of varied data including New Teachers and/or Teachers new to content/grade level.	in proficiency scores across content areas		
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<p>Writing Checks- District: District staff will conduct ‘Writing Checks’ at Elementary and Middle Schools to monitor the quality of general content area writing including the writing process and use of feedback specifically, etc. Data will be collected, shared with stakeholders and used to inform staff professional development, district/school writing plans, etc.</p> <p>Graide Network: an online service that reviews student writing samples for mostly grammar and mechanics, idea development and content substance, flow and organization, etc. Teacher use data from this service to inform instruction as well as assist individual students</p>	Improved quantity and quality of student writing, Increase in writing as an instructional and assessment strategy, Improved student writing scores, Increase in proficiency scores across content areas	Schedule of school visits 2X yr, Writing Check data, Graide Network participation 2x/yr	School Title I Funds
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	<p>Writing/Test Scrimmages- All Elementary Schools will administer a common On Demand prompt 2X/yr using a common scoring rubric, look-fors, and NAPD exemplars; student scores will be collected and analyzed for</p>	State assessment data, On Demand practice scores	On Demand prompt administration schedule, On Demand practice scores	

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All students in elementary, middle and high school will increase proficiency by 15% in writing and science; all elementary and middle school students will increase proficiency by 6% in social studies by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	comparison to state assessment data. All Schools are encouraged to conduct test/writing scrimmages to monitor student mastery of various KCAS, to practice/prepare for assessment logistics, etc.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Daytime ESS/After-School Learning Clubs- Some schools offer an After School ESS program targeting at-risk students for Writing instruction or Creative Writing for gifted students 2 days/wk during 2 nd and 3 rd 9 wks. Most schools employ daytime ESS tutors to assist at-risk students as well. All schools will offer Summer School to targeted students summer 2022.	State assessment data, I-Ready data, Pre-/Post-Assessment data	ASLC rosters, Pre and Post assessment data	State Flex Focus Grant General Fund School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Curriculum Revision- The district will provide a protocol for reviewing and revising curriculum; support teachers in continued curriculum alignment including curriculum maps, common assessments and resources, vertical alignment throughout the district, etc. in the area of ELA where writing standards are embedded.	Aligned curriculum documents	KDE KAS Mini-Grant 30-60-90 Plan	

Goal 2 (State your separate academic indicator goal.):
All students in elementary, middle and high school will increase proficiency by 15% in writing and science; all elementary and middle school students will increase proficiency by 6% in social studies by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.	Classroom data, I-Ready data, state assessment data	Walkthrough/Observation data, teacher lesson plans, student assignments and assessments	ESSER Funds
Objective 2 Proficient scores in Science will increase from 42.9% to 44.0% for Elementary students; from 27.3% to 32.7% for Middle School students; and, from 23.5% to 28.5% for High School students by 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	PBIS- The Laurel County School District is partnering with the Southeast South-Central Educational Cooperative to provide PD on Positive Behavior Interventions and Supports (PBIS) to a district leadership team and an Elementary School Team. This PBIS PD is largely a refresher for Laurel County to ensure fidelity of implementation. Classroom Management/Student Engagement – New Teachers, Option 6 Teachers and Principal Recommended Teachers will receive a refresher PD, coaching, monitoring, etc. on Classroom management and student engagement strategies.	PBIS plans, routines, etc., Reduced inappropriate behaviors/discipline infractions, increased State assessment data, I-Ready data, etc.	PBIS committee meetings, documented PBIS plans/routines, etc., school/classroom walkthroughs, monthly IC discipline reports,	District Title I

Goal 2 (State your separate academic indicator goal.):
All students in elementary, middle and high school will increase proficiency by 15% in writing and science; all elementary and middle school students will increase proficiency by 6% in social studies by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Test Scrimmages/ Benchmark/ Standards-Based Formative Assessments- All schools are encouraged to administer regular formative assessments and to conduct scrimmage tests to monitor student mastery of various KCAS, practice TCTs, to practice/prepare for assessment logistics, etc.	State assessment data	Test administration schedule	
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Daytime ESS/After-School Learning Clubs- Some schools offer an After School ESS program targeting at-risk students for Science conducting experiments, utilizing Science Gizmos, etc. 2 days/wk during 2 nd and 3 rd 9 wks. Most schools employ daytime ESS tutors to assist at-risk students as well. All schools will offer Summer School to targeted students summer 2022.	State assessment data, I-Ready data, Pre-/Post-Assessment data	ASLC rosters, Pre and Post assessment data	State Flex Focus Grant General Fund School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Gizmos- Both Middle Schools and both High Schools utilize Gizmos Science – gizmos are online simulations of key science concepts that enhances student comprehension of challenging concepts through inquiry and exploration. Students manipulate variables, observe the virtual results,	State assessment data, Gizmos data	Computer Lab/Chromebook cart schedule, Gizmos data	Title V

Goal 2 (State your separate academic indicator goal.): <i>All students in elementary, middle and high school will increase proficiency by 15% in writing and science; all elementary and middle school students will increase proficiency by 6% in social studies by 2024.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	and draw conclusions to practice and master various Science Standards.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Co-Teaching Science Classes- Both Middle Schools and both High Schools are staffed to offer Co-Teaching Science Classes in accountable grades as greater support for students with disabilities in the general education setting.	State assessment data, increased proficiency for students with disabilities reducing the achievement gap	Co-Teaching PLC meeting schedule, agenda, minutes, etc., SpEd data in Co-Teaching classrooms,	General Fund
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	NEW Science Resources: New Science Resource/Textbooks are available for use at the Elementary Schools 2021-22. (New Science Resources/Textbooks are being reviewed for purchase at the Secondary Level for 2022-23)	State assessment data	Classroom Observations/walkthrough data, Teacher Lesson Plans, PLC agendas	ESSER Fund
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Curriculum Revision- The Middle and High School Science Departments are meeting in PLCs discussing the realignment of course sequencing as well as course	Course Offerings/Master Schedule for MS and HS for 2022-23 school year. Greater numbers	PLC agendas, Master Schedule for 2022-23	Title V for Teacher Stipends

Goal 2 (State your separate academic indicator goal.):
All students in elementary, middle and high school will increase proficiency by 15% in writing and science; all elementary and middle school students will increase proficiency by 6% in social studies by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	offerings in Science from 8 th – 12 th to effectively and efficiently meet all state standards while offering students multiple pathways to earn science credits.	of students taking higher level Science courses – AP classes, Chemistry/Physics, etc.		
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.	Classroom data, I-Ready data, state assessment data	Walkthrough/Observation data, teacher lesson plans, student assignments and assessments	ESSER Funds

3: Growth

Goal 3 (State your growth goal.):
Increase the Growth Indicator Score for Elementary Schools to 70.0 or higher (Very High) and for Middle Schools to 58.0 or higher (High) by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Growth Indicator Score for Elementary Schools in 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Test Scrimmages/ Benchmark/ Standards-Based Formative Assessments- All schools are encouraged to administer regular formative assessments and to conduct scrimmage tests to monitor	State assessment data	Test administration schedule	

Goal 3 (State your growth goal.):
Increase the Growth Indicator Score for Elementary Schools to 70.0 or higher (Very High) and for Middle Schools to 58.0 or higher (High) by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
*Growth Indicator Score was not calculated nor publicly reported for 2021.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	student mastery of various KCAS, to practice/prepare for assessment logistics, etc.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	I Ready Diagnostic and Instruction- All Elementary Schools administer the I-Ready Diagnostic 3X/yr grades K-5 to monitor student’s grade level knowledge and skills in Reading and Math; I-Ready Diagnostic results provide an instructional learning path for students to meet grade level standards – students follow the recommended protocol of 2 hrs I-Ready instruction/deficit content area. I-Ready instruction is available to all students in all Elementary Schools	State assessment data, I-Ready data	I-Ready test schedule, I-Ready data, Rtl rosters/data	IDEA-B, General Fund, School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Reading Intervention- All Elementary Schools utilize Reading Mastery as an intervention program for struggling readers; all staff delivering RM have been trained, student progress within RM is monitored routinely and adjustments in resources, reading groups, etc. are made as the data dictates.	RM data, State assessment data, I-Ready data	RM data, RM groups, walkthrough/observation data	School Title I

Goal 3 (State your growth goal.):
Increase the Growth Indicator Score for Elementary Schools to 70.0 or higher (Very High) and for Middle Schools to 58.0 or higher (High) by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Daytime ESS/After-School Learning Clubs- All schools offer After School ESS targeting at-risk students scoring below grade level for Reading and Math 2 days/wk during 2 nd and 3 rd 9 wks. Most schools employ daytime ESS tutors to assist at-risk students scoring below grade level. All schools will offer Summer School to targeted students summer 2022.	State assessment data, I-Ready data, Pre-/Post-Assessment data	ASLC rosters, Pre and Post assessment data	State Flex Focus Grant General Fund School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.	Classroom data, I-Ready data, state assessment data	Walkthrough/Observation data, teacher lesson plans, student assignments and assessments	ESSER Funds
Objective 2 Increase the Growth Indicator Score for Middle Schools in 2022. *Growth Indicator Score was not calculated nor publicly reported for 2021.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Test Scrimmages/ Benchmark/ Standards-Based Formative Assessments- All schools are encouraged to administer regular formative assessments and to conduct scrimmage tests to monitor student mastery of various KCAS, to practice/prepare for assessment logistics, etc.	State assessment data	Test administration schedule	

Goal 3 (State your growth goal.):
Increase the Growth Indicator Score for Elementary Schools to 70.0 or higher (Very High) and for Middle Schools to 58.0 or higher (High) by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment				
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<p>I Ready Diagnostic and Instruction- All Elementary Schools administer the I-Ready Diagnostic 3X/yr grades K-5 to monitor student’s grade level knowledge and skills in Reading and Math; I-Ready Diagnostic results provide an instructional learning path for students to meet grade level standards – students follow the recommended protocol of 2 hrs I-Ready instruction/deficit content area. I-Ready instruction is provided for all students to both middle schools.</p>	State assessment data, I-Ready data	I-Ready test schedule, I-Ready data, RtI rosters/data	IDEA-B, General Fund, School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	<p>Reading and Math Interventions- Both Middle Schools offer differentiated Reading and Math classes for students scoring below grade level.</p>	State Assessment data, I-Ready data, grades	Teacher Lesson Plans, Classroom walkthrough/observation data	School Title I, General Fund

Goal 3 (State your growth goal.):
Increase the Growth Indicator Score for Elementary Schools to 70.0 or higher (Very High) and for Middle Schools to 58.0 or higher (High) by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Daytime ESS/After-School Learning Clubs- All schools offer After School ESS targeting at-risk students scoring below grade level for Reading and Math 2 days/wk during 2 nd and 3 rd 9 wks. Most schools employ daytime ESS tutors to assist at-risk students scoring below grade level. All schools will offer Summer School to targeted students summer 2022.	State assessment data, I-Ready data, Pre-/Post-Assessment data	ASLC rosters, Pre and Post assessment data	State Flex Focus Grant General Fund School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.	Classroom data, I-Ready data, state assessment data	Walkthrough/Observation data, teacher lesson plans, student assignments and assessments	ESSER Funds

4: Achievement Gap

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percent of Middle School students with disabilities scoring Proficient or higher in Reading in 2022; Increase the percent of High School students with disabilities scoring Proficient or higher in Reading in 2022. *insufficient data is available to publicly report for 2021 for Middle and High School students with disabilities. However, reducing achievement gaps among student populations remains a goal.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>Co-Teaching PLC- Both Middle Schools and both High Schools have a focused Professional Learning Community for teachers in Co-Teaching classrooms to ensure effective planning and collaboration, routine data collection and analysis, problem solving and supports, etc. for students with disabilities in the general education setting.</p>	<p>State assessment data, increased proficiency for students with disabilities reducing the achievement gap</p>	<p>PLC meeting schedule, agenda, minutes, etc., SpEd data in Co-Teaching classrooms,</p>	
	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>Daytime ESS/After-School Learning Clubs- All schools offer After School ESS targeting at-risk students scoring below grade level/less than benchmark for Reading and Math 2 days/wk during 2nd and 3rd 9 wks. Most schools employ daytime ESS tutors to assist at-risk students scoring below grade level. All schools will offer Summer School to targeted students summer 2022.</p>	<p>State assessment data, I-Ready data, Pre-/Post-Assessment data</p>	<p>ASLC rosters, Pre and Post assessment data</p>	<p>State Flex Focus Grant General Fund School Title I</p>
	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>I Ready Diagnostic and Instruction- Both Middle Schools administer the I-Ready Diagnostic 3X/yr grades 6-8 to monitor</p>	<p>State assessment data, I-Ready data</p>	<p>I-Ready test schedule, I-Ready data, Rtl rosters/data</p>	<p>IDEA-B, General Fund, School Title I</p>

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	student’s grade level knowledge and skills in Reading and Math; I-Ready Diagnostic results provide an instructional learning path for students to meet grade level standards – students follow the recommended protocol of 2 hrs I-Ready instruction/deficit content area. I-Ready instruction is provided for all students to both middle schools.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	RtI- Laurel County Middle Schools will continue to implement Laurel County's Response to Intervention (RtI) System. Staff at the Middle Schools will receive training and on-site monitoring and support to implement RtI components, i.e., Universal Screener, Diagnostic Assessment, Research based Instruction, Progress Monitoring, Data Review Team Meetings to improve the academic achievement of students not meeting grade level standards.	State Assessment data, TIES enrollment data, TIES Progress Monitoring data, I-Ready data	I Ready data, Data Review Team meetings schedule	General Fund, IDEA-B, School Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Co-Teaching Science Classes- Both Middle Schools and both High Schools are staffed to offer Co-Teaching Science Classes in accountable grades as greater	State assessment data, increased proficiency for students with disabilities reducing the achievement gap	Co-Teaching PLC meeting schedule, agenda, minutes, etc., SpEd data in Co-Teaching classrooms,	General Fund

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	support for students with disabilities in the general education setting.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Exceptional Child Teacher Leaders- Special Education Teacher Leaders will provide on-site technical assistance to schools based on an analysis of various data in the areas of Response to Intervention for Reading, Math and Behavior, also for Alternative Curriculum needs, Special Education law, policy and procedures, best instructional practices, etc.	State Assessment data I-Ready data TIES Progress Monitoring data	Exceptional Child Teacher Leaders monthly schedules	IDEA-B
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	ABA Specialist/PD- The Laurel County School District has partnered with an Applied Behavior Analysis Specialist to observe targeted students, provide consultation, etc. to improve services for students with severe behavior challenges and increase the likelihood of their academic success. Teachers of students exhibiting emotional behavior disorder characteristics will participate in professional	Decreased behavior infractions, improved academics,	ABA Specialist schedule, TIES/ARC meetings, Staff PD records,	General Fund

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	development provided by the ABA Specialist. PBIS- The Laurel County School District is partnering with the Southeast South-Central Educational Cooperative to provide PD on Positive Behavior Interventions and Supports (PBIS) to a district leadership team and an Elementary School Team. This PBIS PD is largely a refresher for Laurel County to ensure fidelity of implementation. Classroom Management/Student Engagement – New Teachers, Option 6 Teachers and Principal Recommended Teachers will receive a refresher PD, coaching, monitoring, etc. on Classroom management and student engagement strategies.	PBIS plans, routines, etc., Reduced inappropriate behaviors/discipline infractions, increased State assessment data, I-Ready data, etc.	PBIS committee meetings, documented PBIS plans/routines, etc., school/classroom walkthroughs, monthly IC discipline reports,	District Title I
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Curricular Resources – Teachers from all Elementary Schools met in grade levels to review and analyze curriculum documents; they conducted a gap analysis of curriculum from the 2020-21 school year. Appropriate information was recorded and shared with next grade level to assist in closing achievement gaps and promote Proficiency. In addition, current curriculum documents, common	Completed curriculum documents/ resources aligned to KAS, Completed Gap Analysis, completed teacher PD to increase knowledge and understanding and build capacity for KAS, etc.	Continual review of curriculum – content/standards. Implementation of curriculum development protocol for any new standards.	District PD, Title I PD for any PD stipends

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessments, evidence-based instructional strategies, etc. were reviewed, updated and equipped for anticipated achievement gaps caused by mitigations against the continuing Covid-19 pandemic.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.	Classroom data, I-Ready data, state assessment data	Walkthrough/Observation data, teacher lesson plans, student assignments and assessments	ESSER Funds
Objective 2 Increase the percent of Middle School students with disabilities scoring Proficient or higher in Math from 21.6 to 29.9 or higher in 2022; Increase the percent of High School students with disabilities scoring Proficient or higher in Math in 2022. *insufficient data is available to publicly report for 2021 for	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Co-Teaching PLC- Both Middle Schools and both High Schools have a focused Professional Learning Community for teachers in Co-Teaching classrooms to ensure effective planning and collaboration, routine data collection and analysis, problem solving and supports, etc. for students with disabilities in the general education setting.	State assessment data, increased proficiency for students with disabilities reducing the achievement gap	PLC meeting schedule, agenda, minutes, etc., SpEd data in Co-Teaching classrooms,	

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Middle and High School students with disabilities. However, reducing achievement gaps among student populations remains a goal.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>Daytime ESS/After-School Learning Clubs/Summer School - All schools offer After School ESS targeting at-risk students scoring below grade level/less than benchmark for Reading and Math 2 days/wk during 2nd and 3rd 9 wks. Most schools employ daytime ESS tutors to assist at-risk students scoring below grade level. All schools will offer Summer School to targeted students summer 2022.</p>	<p>State assessment data, I-Ready data, Pre-/Post-Assessment data</p>	<p>ASLC rosters, Pre and Post assessment data</p>	<p>State Flex Focus Grant General Fund School Title I</p>
	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>I Ready Diagnostic and Instruction- Both Middle Schools administer the I-Ready Diagnostic 3X/yr grades 6-8 to monitor student’s grade level knowledge and skills in Reading and Math; I-Ready Diagnostic results provide an instructional learning path for students to meet grade level standards – students follow the recommended protocol of 2 hrs I-Ready instruction/deficit content area. I-Ready instruction is provided for all students to both middle schools.</p>	<p>State assessment data, I-Ready data</p>	<p>I-Ready test schedule, I-Ready data, RtI rosters/data</p>	<p>IDEA-B, General Fund, School Title I</p>
	<p>KCWP 1: Design and Deploy Standards</p>	<p>RtI- Laurel County Middle Schools will continue to implement Laurel County’s Response to Intervention</p>	<p>State Assessment data,</p>	<p>I Ready data, Data Review Team meetings schedule</p>	<p>General Fund, IDEA-B, School Title I</p>

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	(RtI) System. Staff at the Middle Schools will receive training and on-site monitoring and support to implement RtI components, i.e., Universal Screener, Diagnostic Assessment, Research based Instruction, Progress Monitoring, Data Review Team Meetings to improve the academic achievement of students not meeting grade level standards.	TIES enrollment data, TIES Progress Monitoring data, I-Ready data		
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	PASS- Positive Approach to Student Success (PASS) will continue to be implemented at the middle school level as a program to improve services for students with severe behavior challenges.	Progress Monitoring data	Progress Monitoring data, PASS student rosters	IDEA-B
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Exceptional Child Teacher Leaders- Special Education Teacher Leaders will provide on-site technical assistance to schools based on an analysis of various data in the areas of Response to Intervention for Reading, Math and Behavior, also for Alternative Curriculum needs, Special Education law, policy	State Assessment data I-Ready data TIES Progress Monitoring data	Exceptional Child Teacher Leaders monthly schedules	IDEA-B

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	and procedures, best instructional practices, etc.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	ABA Specialist/PD- The Laurel County School District has partnered with an Applied Behavior Analysis Specialist to observe targeted students, provide consultation, etc. to improve services for students with severe behavior challenges and increase the likelihood of their academic success. Teachers of students exhibiting emotional behavior disorder characteristics will participate in professional development provided by the ABA Specialist.	Decreased behavior infractions, improved academics,	ABA Specialist schedule, TIES/ARC meetings, Staff PD records,	General Fund
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	PBIS- The Laurel County School District is partnering with the Southeast South-Central Educational Cooperative to provide PD on Positive Behavior Interventions and Supports (PBIS) to a district leadership team and an Elementary School Team. This PBIS PD is largely a refresher for Laurel County to ensure fidelity of implementation. Classroom Management/Student Engagement – New Teachers,	PBIS plans, routines, etc., Reduced inappropriate behaviors/discipline infractions, increased State assessment data, I-Ready data, etc.	PBIS committee meetings, documented PBIS plans/routines, etc., school/classroom walkthroughs, monthly IC discipline reports,	District Title I

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Option 6 Teachers and Principal Recommended Teachers will receive a refresher PD, coaching, monitoring, etc. on Classroom management and student engagement strategies.</p>			
	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>Curricular Resources – Teachers from all Elementary Schools met in grade levels to review and analyze curriculum documents; they conducted a gap analysis of curriculum from the 2020-21 school year. Appropriate information was recorded and shared with next grade level to assist in closing achievement gaps and promote Proficiency. In addition, current curriculum documents, common assessments, evidence-based instructional strategies, etc. were reviewed, updated and equipped for anticipated achievement gaps caused by mitigations against the continuing Covid-19 pandemic.</p>	<p>Completed curriculum documents/ resources aligned to KAS, Completed Gap Analysis, completed teacher PD to increase knowledge and understanding and build capacity for KAS, etc.</p>	<p>Continual review of curriculum – content/standards. Implementation of curriculum development protocol for any new standards.</p>	<p>District PD, Title I PD for any PD stipends</p>
	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data</p>	<p>Instructional Technology Resources – the use of Chromebooks in class, Google suite tools and various extensions/add-ons such as Kami, Pear-deck, Formative, etc. provide teachers opportunity to differentiate to meet student’s needs, formatively assess</p>	<p>Classroom data, I-Ready data, state assessment data</p>	<p>Walkthrough/Observation data, teacher lesson plans, student assignments and assessments</p>	<p>ESSER Funds</p>

Goal 4 (State your achievement gap goal.):
Reduce the Gap Rate for Students with Disabilities (IEP) in Middle School to -25.0 or less indicating NO statistically significant difference by 2024; maintain and/or continue to decrease the Gap Rate for Students with Disabilities (IEP) in Elementary and High Schools as current data indicates NO significant difference in achievement as compared to the reference group, Students without IEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	students routinely and make for a more efficient and engaging classroom utilizing a virtual environment.			

5: Transition Readiness

Goal 5 (State your transition readiness goal.): <i>Increase the Transition Readiness Indicator Score for High Schools from to 80 or higher (High) by 2024.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Transition Readiness Indicator Score to 70.0 (Medium) or higher in 2022. *Transition Readiness Indicator Score for High Schools was not calculated nor publicly reported for 2021. However, ensuring High School students transition to adult life successfully remains a goal.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	CFI- The Laurel County Schools Center for Innovation (CFI) opened August 2015 now offering 5 career preparation/orientation programs - PLTW Pre-Engineering, Allied Health Sciences, Media Arts Technology, Computer Information Technology, and Industrial Maintenance/Technology to help meet student interests and community needs. Students in the various CFI programs can earn numerous professional certifications – career ready and/or college credit hours through matriculation agreements with multiple colleges/universities – college ready, as a way to promote CCR and recruit more students to enroll in the future.	CFI enrollment Annual HS graduates Professional Certifications earned # of matriculated college credit hours	CFI enrollment Annual HS graduates	General Fund Perkins Grant Title V
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	CCR Preparation - Students will have in-class and out of school opportunities to practice for ACT exams. ACT-like assessments will be administered in core classes to grade level appropriate students; assessments will be scored and analyzed to determine instructional needs; students will be provided interventions. High Schools utilize such programs as Study Island, Albert.io, WIN	State assessment data, ACT data, CCR data,	ACT practice schedule, ACT boot camp schedules, data reports from various online resources/tools/programs	Title V Perkins General Fund

Goal 5 (State your transition readiness goal.):
Increase the Transition Readiness Indicator Score for High Schools from to 80 or higher (High) by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	<p>community needs. Students in the various CFI programs can earn numerous professional certifications – career ready and/or college credit hours through matriculation agreements with multiple colleges/universities – college ready, as a way to promote CCR and recruit more students to enroll in the future.</p> <p>CCR Preparation - Students will have in-class and out of school opportunities to practice for ACT exams. ACT-like assessments will be administered in core classes to grade level appropriate students; assessments will be scored and analyzed to determine instructional needs; students will be provided interventions. High Schools utilize such programs as Study Island, Albert.io, WIN Learning, CERT, A-List, etc , various web-based instructional and diagnostic tools that help students master standards and enhance college and career readiness.</p>			
			State assessment data, ACT data, CCR data,	ACT practice schedule, ACT boot camp schedules, data reports from various online resources/tools/programs	Title V Perkins General Fund

6: Graduation Rate

Goal 6 (State your graduation rate goal.): <i>Increase the Graduation Rate from 79.3% to 86.3% by 2024, as measured by the 4-Year Cohort Graduation Rate.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the High School Graduation Rate from 79.3% to 81.6% by 2022, as measured by the 4-Year Cohort Graduation Rate.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	MLC- The McDaniel Learning Center (MLC), a non-traditional High School, opened in 2008 to serve students from North Laurel High School and South Laurel High School who for one reason or another had fallen behind and without some type of intervention would quite possibly not graduate. At MLC, students experience small classes with individualized, self-paced direct teaching, rigorous computer-based instruction or a combination of the two methods in a positive learning environment to earn and/or recover high school credits.	MLC enrollment, MLC graduates each year	MLC enrollment, MLC graduates each year, Edgenuity data/reports	General Fund
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	CFI- The Laurel County Schools Center for Innovation (CFI) opened August 2015 now offering 5 career preparation/orientation programs - PLTW Pre-Engineering, Allied Health Sciences, Media Arts Technology, Computer Information Technology, and Industrial Maintenance/Technology to help meet student interests and community needs. Presentations/communications are made regularly to the LC BOE, High School principals, teachers and	CFI enrollment Annual HS graduates	CFI enrollment Annual HS graduates	General Fund Perkins Grant Title V

Goal 6 (State your graduation rate goal.):
Increase the Graduation Rate from 79.3% to 86.3% by 2024, as measured by the 4-Year Cohort Graduation Rate.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	credits. Staff from both High Schools, McDaniel Learning Center, and the district will continue to collaborate to develop additional avenues for recovering course credit beyond the current online system. Each option will provide a process for students to demonstrate mastery of content. Targeted special education students are provided opportunities for credit recovery during the school day.			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Targeted Staff PD- Middle and High School staff specifically have been provided and employ various professional learning to assist students to High School Graduation - growth mindset, trauma informed care, KAGAN strategies, PBIS, etc.	Number of HS graduates	Staff PD records, classroom observations, IC discipline data, PLC agendas/minutes, etc.	General Fund, State PD grant GEAR UP Grant School Title I

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support
<p data-bbox="94 371 2593 449">Consider: Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.</p> <p data-bbox="94 449 2593 487">Response:</p>