

Allen County Schools Comprehensive District Improvement Plan (CDIP) 2021-2022

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.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

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.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase 25% points by 2024, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in Reading will increase by 25% points, with targeted improvement of 6.5% points annually: ACPC 44.3% to 69.3% ACIC 58.4% to 83.4% JEBMS 64.6% to 89.6% ACSHS 44.2% to 69.2%	Key Core Work Process 1: Design and Deploy Standards	The CAO, School principals and instructional coaches will lead the work on core instruction (Tier I) that includes: Training, prioritizing standards and deconstructing standards, including identifying the rigor of each standard.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	\$0
		Training will be provided during the summer and throughout the year on standards alignment.	Lesson plan data, lesson study data, observation data	Monthly: Principals and instructional coaches will monitor and provide feedback	\$0
		The CAO will work with instructional coaches and principals to ensure curriculum is research/evidenced-based and aligned to the standards.	Adoption and implementation of curriculum	Monthly: Guided planning with the instructional coach will ensure fidelity of implementation.	Section 6 funds, title funds
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will have training in ELA (how to teach reading -Elem, and teaching reading in multiple disciplines - Intermediate, Middle, High).	Observation data, video reflections, coaching data	Daily observations by instructional coaches; Quarterly reviews of videos and coaching data, instructional coaches, principals, and CAO	Title funds, ESSER funds
		Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms.	Teaching strategies data, STAR data, Google survey data, KPREP data	Monthly: Principal walk-throughs, district implementation and impact checks	Title funds, RLI funds, ESSER funds
	Key Core Work Process 3: Design and Deliver Assessment Literacy	Teachers will participate in a training on assessment literacy. Training will include alignment between standards and assessments, backward design, and identification of rigor of assessment items. Instructional coaches will	Professional learning survey and feedback forms, implementation data from instructional coaches.	Daily: Instructional coaches and principal observation data, common formative assessment/PLC data	Title funds, ESSER funds

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase 25% points by 2024, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		provide ongoing support to teachers to ensure alignment.			
	Key Core Work Process 5: Design, Align, and Deliver Support	We will provide personalized learning options for teachers that will be available synchronously, asynchronously, book studies, and courses.	The CAO will be responsible. Timeline includes: Summer 2021 – Online platform with multiple choices available. Summer 2022 – Choices will be competency-based and teachers can earn badges upon successful completion. Summer 2023 – EPSB CEO Option Approved for Allen Co Schools.	Ongoing: Number of participants in District-mandated PD, number of participants in School-mandated PD, and number of participants taking electives throughout the year. Reflection of learning and observation data	Title funds, RLI, ESSER funds
		The district will create a Multi-Tiered System of Support to ensure that all Tiers (I, II, III) adequately address student needs based on data. GRREC will train a district team and that team will train school-teams.	FastBridge screeners, classroom data, and Case-21 data will be utilized to determine students who need Tier II and Tier III instruction	FastBridge progress monitoring tools will be utilized and progress monitoring data will be analyzed bi-weekly to ensure adequate progress is being made for each student receiving intervention support	Innovative Approaches to Literacy
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC meeting observation data, PLC continuum	Weekly: Principals and instructional coaches observe and provide feedback Quarterly: CAO attends PLC meetings and provides feedback	\$0
		PLCs will analyze the current reality of their PLC/Data Teams and identify next steps in moving to more effective teams.	PLC Continuum	Ongoing: Principals and instructional coaches will provide feedback	\$0

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase 25% points by 2024, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Training will be provided to instructional coaches and all new teachers. Instructional coaches will participate in and help facilitate effective PLC/Data Teams.	Attendance at training, reflections, observation data	Annually: CAO will train instructional coaches and new teachers	ESSER funds
		The district will create a Multi-Tiered System of Support to ensure that all Tiers (I, II, III) adequately address student needs based on data. GRREC will train a district team and that team will train school-teams.	FastBridge screeners, classroom data, and Case-21 data will be utilized to determine students who need Tier II and Tier III instruction	FastBridge progress monitoring tools will be utilized and progress monitoring data will be analyzed bi-weekly to ensure adequate progress is being made for each student receiving intervention support	Innovative Approaches to Literacy
Objective 2: The percentage of students scoring proficient and distinguished in mathematics by 25% points, with targeted improvement of 6.5% points annually: ACPC 44.3% to 69.3% ACIC 52% to 77% JEBMS 49.9% to 74.9% ACSHS 30.1% to 55.1%	Key Core Work Process 1: Design and Deploy Standards	Various trainings for core instruction (Tier I) that includes: Content training, prioritizing standards and deconstructing standards, including identifying the rigor of each standard.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	Title funds, Section 6
		School leaders and instructional coaches will ensure curriculum (texts, tasks, etc.) are aligned to grade-level standards during walk-throughs, lesson studies, and monitoring lesson plans.	Walk-through data, lesson study data, observation data	Ongoing: Principals and instructional coaches will review lessons/tasks and provide feedback. District implementation and impact checks.	Section 6, Title funds, ESSER funds
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will have training in teaching mathematics and Standards for Mathematical Practices (how to teach math conceptually, etc.).	Attendance, reflections, classroom observations	Ongoing: Instructional coaches and principals will provide feedback on teaching mathematics	Section 6, Title funds, ESSER funds
		Teachers will learn new instructional strategies to expand their knowledge and understanding of creating student-centered	Teaching strategies data, STAR data, Google survey data, KPREP data	Monthly: Principal walk-throughs, district implementation and impact checks	Title funds, RLI funds, ESSER funds

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase 25% points by 2024, according to state-level assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		environments and opportunities for deeper learning.			
	Key Core Work Process 3: Design and Deliver Assessment Literacy	Teachers will participate in a training on assessment literacy. Training will include alignment between standards, instruction, and assessments, backward design, and identification of rigor of assessment items. Instructional coaches will provide ongoing support to teachers to ensure alignment.	Professional learning survey and feedback forms, implementation data from instructional coaches.	Daily: Instructional coaches and principal observation data, common formative assessment/PLC data	Title funds, ESSER funds
		All instructional coaches and representatives from each school will receive training on providing high-impact instruction to vulnerable populations, including special education and EL student. They will share strategies with all teachers. MTSS training district-wide.	Attendance at professional learning, reflections, implementation of strategies.	Observation data, formative assessment data, STAR, and additional data (per identified group)	Title funds, district funds, ESSER funds
		We will provide interventions to students not mastering standards (Tier II and Tier III). Groups will change weekly and students will be identified by standard to ensure intentional and strategic support.	STAR data, common formative assessments, observation data	Weekly interventions, principals, instructional coaches, and school psychologists will provide ongoing support and feedback.	ESS funds, Title funds, ESSER funds
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC continuum, PLC observation data	Weekly: Principals and instructional coaches observe and provide feedback Quarterly: CAO attends PLC meetings and provides feedback	\$0
		PLCs/Data Teams will analyze the current reality of their PLC/Data	PLC continuum	Ongoing: Principals and instructional coaches will provide feedback	\$0

Goal 1: Reading and math proficiency at all levels (elementary, middle, and high) will increase 25% points by 2024, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teams and identify next steps in moving to more effective teams.			
	Key Core Work Process 5: Design, Align, Deliver Support	We will provide personalized learning options for teachers that will be available synchronously, asynchronously, book studies, and courses.	The CAO will be responsible. Timeline includes: Summer 2021 – Online platform with multiple choices available. Summer 2022 – Choices will be competency-based and teachers can earn badges upon successful completion. Summer 2023 – EPSB CEO Option Approved for Allen Co Schools.	Ongoing: Number of participants in District-mandated PD, number of participants in School-mandated PD, and number of participants taking electives throughout the year. Reflection of learning and observation data	Title funds, Section 6 funds, RLI, ESSER funds

2: Separate Academic Indicator

Goal 2: Proficiency will increase at all levels (elementary, middle, high) in writing, science, and social studies by 35-40% points by 2024, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in writing will increase by 40% points: ACPC N/A ACIC 23.5% to 63.5% JEBMS 29.4% to 69.4% ACSHS 41.2% to 81.2%	Key Core Work Process 2: Design and Deliver Instruction	Various trainings for core instruction in writing that includes: Content training, how to effectively teach writing at all grade-levels, across all disciplines, and writing rubrics.	Participation data, observation data, implementation data	Ongoing: PLCs monitored by principals and instructional coaches. Review of current reality and next steps feedback lead by principals	Title funds, Section 6 funds, ESSER funds
		School leaders, instructional coaches, and teachers will ensure they have writing policies and plans that is aligned to all writing standards and vertically aligned for all levels (K-3; 4-6; 7-8; 9-12). It will include writing across curriculum in every content area and writing rubrics.	Completion and implementation of writing plan at each level.	Ongoing: Observations by school leaders and instructional coaches, writing progress (identified on rubrics)	District funds (Possibly subs for teacher teams), Title funds, ESSER funds
		Student work will be analyzed in PLCs/Data Teams and teachers will provide effective feedback to move learning forward.	PLC/Data Team minutes will show progress is being made throughout the year	Ongoing: All teachers, instructional coaches, and school leaders will review data to monitor progress	\$0
Objective 2: The percentage of students scoring proficient and distinguished in social studies will increase by 35-40% points: ACPC N/A ACIC 52.1% to 91.1% JEBMS 63.6% to 98.6% ACSHS N/A	Key Core Work Process 2: Design and Deliver Instruction	Social Studies teachers will participate in training on inquiry-based instruction aligned to new Social Studies standards with Dr. Jana Kirchner. They will be provided time to begin planning units with Dr. Kirchner's support.	Attendance at training and implementation of strategies.	Instructional coaches will provide support and feedback on the implementation and impact of strategies.	Title funds, Section 6 funds
		Social Studies teachers will work with Dr. Jana Kirchner to identify high-quality, vetted resources and curriculum to use that are aligned to standards.	Attendance at training, purchase of aligned resources	Purchase and implementation of aligned resources will be monitored and facilitated by school leaders and instructional coaches.	Title funds, Section 6 funds, ESSER funds

Goal 2: Proficiency will increase at all levels (elementary, middle, high) in writing, science, and social studies by 35-40% points by 2024, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PLC/Data Teams will have ongoing weekly conversations about standards and student learning	PLC /Data Team data		
Objective 3: The percentage of students scoring proficient and distinguished in science will increase by 35-40% points: ACPC N/A ACIC 36% to 76% JEBMS 25% to 65% ACSHS 28.1% to 68.1%	Key Core Work Process 2: Design and Deliver Instruction	Science teachers will participate in training on instruction aligned to science standards (STEM) with science experts.	Attendance at trainings, reflections, observation data	Instructional coaches will follow-up with teachers to support implementation and resources.	ESSER funds

3: Growth

Goal 3: Allen County Schools will increase the indicator score for Growth by 8% points by 2024, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: The elementary growth indicator score will increase from 55.0 to 63.</p> <p>The middle school growth indicator score will increase from 58.3 to 66.3.</p>	Key Core Work Process 5: Establish Learning Culture and Environment	The district visioning team will develop a long-term vision that includes strategies in deeper learning, student agency, performance assessments, and other student-centered learning strategies.	Completion of strategic district-wide vision that includes deeper learning pedagogies	Superintendent and visioning team members will host visioning team meetings, complete book studies, visit schools/classes focused on deeper learning, host forums for public input, and focus groups for input from various stakeholders. District-wide planning with Katie Martin.	ILN Grant, ESSER funds
		CAO, instructional coaches, and principals will develop look-fors and identify implementation and impact checks that can be utilized across the district to ensure deeper learning strategies are being implementing and having the expected impact.	Review of and edited district tools (Windows of Common Practice, Implementation and Impact Checks, Walk-through Documents)	Monthly: CAO will meet with instructional coaches to review and update all district documents and will monitor implementation.	\$0
	Key Core Work Process 2: Design and Deliver Instruction	Schools will be trained on MTSS and provide tiered interventions to provide differentiation of instruction aligned to student needs. Tiered services will be based on student mastery of standards of reading, writing, and math, and will change often.	Evidence of data-driven decision making, Intervention plans, improvement of Tier I instruction	Weekly: PLC/Data Team meetings will reflect data-driven decisions and differentiated instruction based on student needs.	ESSER funds
Objective 2: The district will build capacity in school leaders to become more effective instructional leaders	Key Core Work Processes 5 and 6: Design, Align, Deliver Support and Establish a Learning Environment and Culture.	Administrator professional learning meetings will be provided multiple times per year to increase effectiveness of school leaders and build capacity to successfully implement and support student-centered strategies in each school.	Meeting agendas, attendance records, implementation monitoring and follow-up coaching	Ongoing: Superintendent and Chief Academic Officer will collaboratively plan the content for administrator professional learning and follow-up for support.	Title funds, ESSER funds

Goal 3: Allen County Schools will increase the indicator score for Growth by 8% points by 2024, as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		A district team of 4 people will participate in UK NextGen Leadership Academy each year to continue to build capacity in student-centered learning, personalized learning, and deeper learning environments.	Attendance at each NextGen Academy meeting, completion of student voice surveys,	Superintendent or CAO will be involved in academy meetings, debriefs, and exhibition of learning.	Title funds, Section 6, ESSER funds
		Schools will intentional focus on creating and cultivating positive cultures and climates. Strategies include student voice, teacher voice, goal-setting, celebrations, and traditions.	Culture assessments, student voice surveys, teacher voice surveys, implementation of positive culture strategies	Ongoing: CAO will work with principals and instructional coaches to monitor and cultivate culture.	\$0
Objective 3: The district will utilize one district-wide learning management system to ensure high-quality instruction occurs regardless of model (in-person, hybrid, or remote learning).	Key Core Work Processes 1 and 2: Design and Deploy Standards and Design and Deliver Instruction.	The district will share newly adopted technology standards and best practices with all schools.	Agendas, trainings, and fidelity of implementation.	Monitored by district DLCs and school level leaders.	State ESSR funds for instructional technology
		The district, along with school leadership teams will choose a district-wide Learning Management System. The district will increase staff time and effort for instructional technology to support implementation and effective use.	Completion of chosen LMS, feedback from state on implementation, and the use of the LMS district-wide.	Ongoing: District DLC and school-level technology leaders will support and monitor effective use.	If needed, State ESSR funds for instructional technology, district instructional tech funds, KETS funds
		All teachers will be trained to effectively use the Learning Management System to ensure high-quality instruction is utilized in all modalities of instruction. Training will include resources to use to increase student engagement and motivation.	Feedback from state on needs and implementation, use of the LMS district-wide, and trainings provided for teachers in instructional technology.	Ongoing: The CAO, DLCs, principals and library media specialists will monitor the use of instructional technology, provide support, and feedback.	State ESSR funds for instructional technology, district funds for digital learning coach
Objective 4: To model differentiation and personalized learning, the	Key Core Work Processes 5 and 6: Design and Deliver Support Processes and	We will provide personalized learning options for teachers that will be available synchronously,	The CAO will be responsible. Timeline includes:	Completion of the phases of the online professional learning platform – July 2021, July 2022, and July 2022.	Title funds, Section 6 funds, RLI, ESSER funds

Goal 3: Allen County Schools will increase the indicator score for Growth by 8% points by 2024, as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
district will develop personalized professional learning for staff.	Establish a Learning Culture and Environment.	asynchronously, book studies, and courses.	Summer 2021 – Online platform with multiple choices available. Summer 2022 – Choices will be competency-based and teachers can earn badges upon successful completion. Summer 2023 – EPSB CEO Option Approved for Allen Co Schools.	Number of teachers who utilize the online professional learning platform. Completion and approval of ACS CEO Plan II.	

4: Achievement Gap

Goal 4: All vulnerable groups will increase proficiency by 5% points annually in Reading, Math, and Writing, with a total of 20% points increase by 2024, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Students with IEPs will increase proficiency by 5% points annually, totaling a 20% point increase by 2024:</p> <p>Reading Elementary: 34.2% to 54.2%</p> <p>Reading Middle: 24.7% to 44.7%</p> <p>Reading High: 34.4% to 54.4%</p> <p>Math Elementary: 23.3% to 43.3%</p> <p>Math Middle: 24.7% to 44.7%</p> <p>Math High: 8.3% to 28.3%</p> <p>Writing Elementary: 10.3% to 30.3%</p> <p>Writing Middle: 0% to 20%</p> <p>Writing High: 4.5% to 24.5%</p>	Key Core Work Process 4: Review, Analyze, and Apply Data	Training on effective PLC/Data Teams will be provided to instructional coaches and select teachers and leaders from each school.	Reflection, next step plans for improvement	The CAO will complete the training, and school leaders will monitor the implementation of effective PLCs/Data Teams	\$0
		PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	STAR reports, common formative assessments, PLC/Data Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement.	\$0
		FastBridge will be utilized to screen students' skills in reading, math, and SEL and to progress monitor all achievement to ensure we are closing gaps of identified groups.	FastBridge data	Ongoing: Progress monitoring using FastBridge progress monitoring tools	Innovative Approaches to Literacy Grant (Federal)
	Key Core Work Processes 5 and 6: Design, Align, Deliver, and Support Processes and Establish a Learning Culture and Environment.	All teachers will be trained over the course of four years in Trauma Informed Care.	Teacher attendance, varied approaches to supporting students, shift from a punish mindset to a training mindset, reduction in behavior incidences and increased mental health counseling	Ongoing: School and district leadership teams will monitor implementation and support teachers throughout their learning.	IDEA funds, Title funds
		A district-wide mental health professional will provide services and supports to all students who need social, emotional, and mental health support. Support will occur 1:1, small group, and flagged area.	Number of students being supported will increase based on need.	The mental health professional will collaborate with school psychologists to ensure all students identified are being supported and will track data monthly and compare to identified needs.	GEER II FRYSC Grant

Goal 4: All vulnerable groups will increase proficiency by 5% points annually in Reading, Math, and Writing, with a total of 20% points increase by 2024, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: Students who are economically disadvantaged will increase proficiency by 5% points annually, totaling a 20% point increase by 2024.</p> <p>Reading Elementary: 47.3% to 67.3%</p> <p>Reading Middle: 54.7% to 74.7%</p> <p>Reading High: 36.2% to 56.2%</p> <p>Math Elementary: 36.9% to 56.9%</p> <p>Math Middle: 47% to 67%</p> <p>Math High: 22.1% to 42.1%</p> <p>Writing Elementary: 20.5% to 40.5%</p> <p>Writing Middle: 26.5% to 46.5%</p> <p>Writing High: 32.2% to 52.2%</p>	Key Core Work Process 4: Review, Analyze, and Apply Data	Training on effective PLC/Data Teams will be provided to instructional coaches and select teachers and leaders from each school.	Reflection, next step plans for improvement	The CAO will complete the training, and school leaders will monitor the implementation of effective PLCs/Data Teams	ESSER funds
		PLCs/Data Teams will monitor the progress of each student to determine what next steps best fit student needs. Instruction will be differentiated based on data.	STAR reports, common formative assessments, PLC/Data Team minutes, observation data	Instructional coaches and school principals will monitor PLC meetings and provide coaching and feedback for improvement	\$0
		Implementation and Impact checks will occur district-wide in order to provide specific feedback around equity, differentiation, effective instruction, etc.	Implementation and Impact checks documents	Ongoing: district teams will complete Implementation and Impact checks district-wide and provide coaching and feedback. Instructional coaches will follow-up and continue support in each building.	\$0
		Train all staff on equity and equitable practices to ensure ALL students have opportunities and access to highly effective practices in Tier I and interventions (MTSS).	Implementation of research-based practices in all classrooms – Tier I, Tier II, and Tier III	Ongoing review of data by PLCs/Data Teams. Focus on equity and address implicit biases found in schools and district. Reflection from teachers on equity, bias, and opportunities and access for all students.	Title/ESSER funds for admin team, free once we build capacity of others to share
	Key Core Work Processes 5 and 6: Design, Align, Deliver, and Support Processes and Establish a Learning Culture and Environment.	All teachers will be trained over the course of four years in Understanding the Culture of Poverty.	Teacher attendance, varied approaches to supporting students, shift from a punish mindset to a training mindset, reduction in behavior incidences and increased mental health counseling	Ongoing: School and district leadership teams will monitor implementation and support teachers throughout their learning.	Title funds

5: Transition Readiness

Goal 5: Allen County Schools will increase the indicator score of students graduating as Transition Ready from 84.2 to 95 by 2024, as measured by state-level benchmarks.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students graduating from Allen County Schools will be identified as Transition Ready as indicator by the Transition Readiness score from 84.2 to 95, with a targeted increase of 2.5 annually.	Key Core Work Process 4: Review, Analyze, Apply Data Results	The CAP Teams at the high school will use a tracking system to monitor the data for transition readiness and identify support for each student to achieve transition readiness.	Data Tracking Tool developed by CCR Coach; Data shared with school and district instructional departments monthly with a focus on increasing transition readiness.	Monthly: District and school instructional leaders will review data and provide feedback for improvement.	\$0
		Apply for United Way grant funds to implement college and career readiness strategies as identified on a Needs Assessment.	Needs assessment developed and implemented. Meetings between the CCR coach and all students with identified plans for transition readiness.	Quarterly data review of meetings to be submitted to the school and district instructional leadership to from the CCR coach.	United Way Grant (if received)
	Key Core Work Process 5: Design, Deliver, and Support	Increase number of students identified as career ready by reviewing data and intervening early for those not making progress.	CCR coach develop, maintain, and share data to monitor progress.	Quarterly data review to ensure progress is on track and goals are being met.	\$0
		Creation and schedule of pathways aligned to student ILPs	Increased number of career ready students.	ILPs, student interest data	\$0
		Develop and utilize community partners to develop dual credit scholarships for students identified as economically disadvantaged.	Increased number of students participating in dual credit courses.	Community partnership data, meeting minutes, and number of students participating in dual credit courses	\$0
		The high school will provide professional learning aligned to CTE improvement goals. The district will utilize state consultants to provide	Increase in industry certifications, students scoring at or above benchmark, scores on CTE-approved dual	Spending reports, meeting minutes, needs assessment, CTE reports and data	CTE funds, United Way CCR grant

Goal 5: Allen County Schools will increase the indicator score of students graduating as Transition Ready from 84.2 to 95 by 2024, as measured by state-level benchmarks.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		feedback for improvement to strengthen CTE.	credit courses, and the number of students in apprenticeships and/or exceptional work experience.		
		Develop opportunities for job shadowing, internships, externships, and leadership development with community partners	Student data, meeting agendas, stakeholder participation, and student showcases or exhibition nights.	ILPs, student interest surveys, CCR coach's tracking data, number of opportunities provided to students. Monthly review by school and district instructional leaders	\$0

6: Graduation Rate

Goal 6: Allen County Schools will increase the percentage of students graduating from 95.1% to 98% by 2024, as measured by state benchmarks.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students graduating from 95.1 to 98%, with a targeted improvement of .5% annually.	Key Core Work Process 5: Design, Align, Deliver Support	All counselors, including CCR, and principals and APs (CAP Teams) will review Early Warning Tool data at least monthly to identify all students who are potential dropouts and to identify strategies for targeted assistance.	Monthly meetings to discuss potential dropouts and targeted assistance: Assignment of one caring adult, academic tutoring, support for home and family, etc.	Increased support documented for potential dropouts and shared monthly with school and district instructional teams.	\$0
		Train all staff in middle school and high school on restorative practices.	Attendance at training, reduced number of suspensions and expulsions, improved behavior plans that include restorative practices.	Monthly: School psychs will review of behavior data, suspension data, and expulsion data and provide feedback for improvement. Quarterly: Review of data by all school and district leaders to monitor progress and make adjustments.	Title funds, ESSER funds
		Train all staff (Elementary, Middle, and High School) on Trauma Informed Care and implement the district Trauma Informed Care Plan	Attendance at trainings, improved classroom and school level behavior interventions	School and district behavior plans, interventions, and approaches are through a TIC lens.	Title funds, ESSER funds
		FRYSC staff will review Early Warning Tool data and follow-up with students and families as a trusted mentor – safe place, social emotional learning, food securities, mental health counseling, etc.	Ongoing review of data, increased support to students at-risk of dropping out, increased mental health support for students identified at-risk.	Increased numbers of students being supported in SEL, food securities, mental health counseling, and home environments.	FRYSC funds, Donations
	Key Core Work Process 2: Design and Deliver Instruction	CAP Teams will ensure that all students identified at-risk of dropping out has academic supports needed (intervention, etc.).	Early Warning Tool Data aligned to intervention services.	Monthly review from intervention coordinator of who is at-risk of dropping out compared to who is receiving interventions.	ESSER funds, ESS funds

Goal 6: Allen County Schools will increase the percentage of students graduating from 95.1% to 98% by 2024, as measured by state benchmarks.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Invite students who are at-risk of dropping out to participate in 21 st Century Grant tutoring and practical living skills.	Increased number of at-risk students being served by 21 Century Grant.	Monthly review of data by 21 st Century team.	21 Century Grant funding

7: Other (Optional)

Goal 7: Allen County Schools will implement effective grading practices district-wide by 2024, as measured by observation data, student scores, and formative feedback data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: All teachers will be trained in effective grading practices to reduce the number of students failing and to increase the amount of feedback given to students to move learning forward.	Key Core Work Processes 5 and 6: Design, Align, Deliver, and Support Processes and Establish a Learning Culture and Environment.	Train all teachers in effective grading practices. Each school team will develop new policies and practices that reflect effective grading practices.	Grading policies will be updated to reflect effective grading practices by each SBDM council. Reduction or elimination in the use of zeroes.	Ongoing: School and district leadership teams will monitor implementation and review grading practices at each school.	Title funds, ESSER funds, Section 6

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools – N/A to Allen County 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

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.

Response: