Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:

    o State Assessment Results in reading and mathematics

    o State Assessment Results in science, social studies and writing

    o Achievement Gap

    o English Learner Progress

    o Quality of School Climate and Safety

    o Postsecondary Readiness

    o Graduation Rate

Explanations/Directions

Goal: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

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

1: State Assessment Results in reading and mathematics

Goal 1: By 2026 the elementary Middle school and High school will meet the following goals with KSA P/D%
Elementary   Reading: 59% to 65%   Math:55% to 61%   Middle   Reading: 58% to 65%   Math: 46% to 50%   High   Reading: 65% to 75%   Math 57% to 62%   The district has an overall indicator of 76 for the reading and mathematics scores at the elementary level. The district has earned an overall reading and mathematics indicator of 70.1 at the middle school. The High School has earned an overall indicator of 79.9 for the mathematics and reading combined score

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: WV Elementary will increase Reading P/D % from 59% to 61% by 2023. WV Elementary will increase Math P/D from 55% to 57% by 2023.	1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential 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	TO WHAT DEGREE DO ALL WALTON-VERONA LEARNERS DEMONSTRATE ACADEMIC GROWTH AND ACHIEVEMENT? • Provide conformance between standards, learning targets, and assessments Implement Instructional focus, district walkthrough process, and use of Instructional Support Coach to support this process • Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2X/ year for adjustments made in PLC's and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up • Monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, and use of an Instructional Support Coach to support this process • Ensure assessments data is used to drive instruction to benefit student progress in proficiency Use of MAP, KSA, and formative assessment data analyzed and discussed among staff and students. Use of an Instructional Support Coach to support this process • Provide ongoing PD in the area of best practice / evidenced-based instructional strategies to help with curricular adjustments when students fail to master proficiency PD provided will be monitored by the principals and district progress by district administration. • Provide support for staff to utilize formative, interim and summative assessment results, along with universal screener data are used to place students in tiered interventions. Quarterly, data analysis among teachers, instructional support coach, principals, and district leaders, take place and a plan of action is developed • Continued support for protocols and implementation of tiered intervention movement consideration	• KSA results/proficiency shown on district assessments (MAP) • Walkthrough data • RTI data • AR, Edmentum, Reading Eggs, Math seeds • Reading A-Z, • Fastbridge Data • Amplify • Evidence of utilizing resources with fidelity when observed through walkthroughs • Observing teachers using LETRS programing methods as taught through training	• Quarterly • KSA (yearly) • MAP data (3x/year) • RTI meetings 4x per year • AIMSweb Plus • Fastbridge progress monitoring • Walkthroughs by principal, district leaders and ANet partners from KDE • LETRS training monitoring through quarterly group discussions as on unit comes to a close and a new unit is begun	• General Fund • Title I-$60,000 cost of one Title I Certified staff • ESS- $13,000 Elementary Daytime Waiver • FRYSC –$40,000 Family Resource coordinator • SBDM • Pilot resources no cost • RTA grant-$65000 cost of staff member for RTA interventionist • ESSER funding- $65,000 Reading Interventionist $65,00 – Instructional Support Coach

		Use of district RTI framework and RTI data monitored and input into IC. RTI meetings take place within the schools to determine student progress • Implement with fidelity the newly purchased High quality Instructional resource which was piloted with Kentucky Department of Education • LETRS training 22 teachers at the elementary to study "The Science of reading Two year program provided by Kentucky Department of Education • Heggerty short course for "Science of Reading" • Provide additional interventionist for Tiered level instruction using a Daytime Waiver from ESS funding. • Additional interventionist for reading at tiered level support funded through ESSER • New position for Instructional Support coach-help teacher with embedding new strategies learned from LETRS , and Heggerty courses, new HQIR resources .			

| Objective 2-
WV Middle School will increase Reading P/D% from 58% to 65% by 2024.

Deeper Learning- Mathematics

WV Middle School will increase Math P/D from 46% to 50% by 2024. | 1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential

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 | TO WHAT DEGREE DO ALL WALTON-VERONA LEARNERS DEMONSTRATE ACADEMIC GROWTH AND ACHIEVEMENT?

• Provide conformance between standards, learning targets, and assessments
Implement Instructional focus, district walkthrough process, and use of Instructional Support Coach to support this process
• Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.
Review curriculum 2X/ year for adjustments made in PLCs and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up
• Monitoring measures are in place to support high fidelity in teaching to the standards
Implementation of the Instructional Focus, district walkthrough process, and use of an Instructional Support Coach to support this process
• Ensure assessments data is used to drive instruction to benefit student progress in proficiency
Use of MAP, KSA, and formative assessment data analyzed and discussed among staff and students. Use of an Instructional Support Coach to support this process
• Provide ongoing PD in the area of best practice / evidenced-based instructional strategies to help with curricular adjustments when students fail to master proficiency
PD provided will be monitored by the principals and district progress by district administration.
• Provide support for staff to utilize formative, interim and summative assessment results, along with universal screener data are used to place students in tiered interventions.
Quarterly, data analysis among teachers, instructional support coach, principals, and district leaders, take place and a plan of action is developed
• Continued support for protocols and implementation of tiered intervention movement consideration
Use of district RTI framework and RTI data monitored and input into IC. RTI meetings take place within the schools to determine student progress
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• Provide support for the implementation of Deeper Learning Plan specifically designed to document vertical and horizontal alignment for mathematics. Staff will identify priority standards, and record their unit plans and lesson plans to provide a scope and sequence currently being implemented. Staff will review and fill in pockets of the curriculum which might be overlooked and align with grades 5-8. Develop a dashboard with all mathematics lessons, standards | • KSA results/proficiency shown on district assessments (MAP)
• Walkthrough data
• RTI data
• AR, Edmentum, Reading Eggs, Math seeds
• Reading A-Z,
• Fastbridge Data
• Amplify
• A tangible dashboard displaying mathematics teachers' work for standards alignment, priority standards chosen and resources recorded | • Quarterly
• KSA (yearly)
• MAP data (3x/year)
• RTI meetings 4x per year
• AIMSweb Plus
• Fastbridge progress monitoring
• District personnel, and NKCES review of dashboard works | • General Fund
• Title I-$65,000 Title I certified staff
• ESS-$13,000 interventionist reading the daytime waiver
• FRYSC $45,000 salary of Youth Service Center coordinator
• SBDM
• Deeper Learning Grant-approximately$8,000 for the first year |

	alignment, and resources available to teachers as a resource for all teachers in mathematics to utilize • Provide students with an additional reading intervention teacher to aid in helping students in the low accomplished level through a Daytime Waiver Grant with ESS	

Objective 3:	1. Student Learning and Progress:	TO WHAT DEGREE DO ALL WALTON-VERONA LEARNERS DEMONSTRATE ACADEMIC GROWTH AND ACHIEVEMENT?	• KSA results/proficiency shown on district/state assessments (ACT, RTI progress-through Focus, Flex, CERT, etc.) • Transition Ready ELA and Mathematics courses data • Walkthrough data	• KSA Results (annually) • Analysis of CERT data(3 times per year) • Students' Grades (monthly review) • PLC data (monthly) • Learning walk (monthly) • Review PLC agendas and minutes along with collaborative efforts between the 8th grade, algebra 1 and Geometry teachers	• General Fund • ESS-$12,000 Daytime waiver • FRYSC Shared expenses with the middle school $45,00 annual salary of the Youth Service Center coordinator
WV High School will increase Reading P/D % from 65% to 68% by 2024. WV High School will increase Math P/D from 57% to 60% by 2024.	Ensure academic success for all students so that every student reaches their maximum learning potential 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	• Provide conformance between standards, learning targets, and assessments Implement Instructional focus, district walkthrough process, and use of Instructional Support Coach to support this process • Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2X/ year for adjustments made in PLCs and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up • Monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, and use of an Instructional Support Coach to support this process • Ensure assessments data is used to drive instruction to benefit student progress in proficiency Use of MAP, KSA, and formative assessment data analyzed and discussed among staff and students. Use of an Instructional Support Coach to support this process • Provide ongoing PD in the area of best practice / evidenced-based instructional strategies to help with curricular adjustments when students fail to master proficiency PD provided will be monitored by the principals and district progress by district administration. • Provide support for staff to utilize formative, interim and summative assessment results, along with universal screener data are used to place students in tiered interventions. Quarterly, data analysis among teachers, instructional support coach, principals, and district leaders, take place and a plan of action is developed • Continued support for protocols and implementation of tiered intervention movement consideration Use of district RTI framework and RTI data monitored and input into IC. RTI meetings take place within the schools to determine student progress .			

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

Goal 2: SCSSWR Indicator Goal: By 2026, the district will increase science, Social studies, and writing proficiency for all students from:

Science, Social studies, and writing score in the Elementary School overall was 68.

In the Middle School the SCSSWR indicator was 73.5.

In the High School the SCSSWR indicator was 56.9.

Elementary	Science 35% to 50% (4th grade)	Social Studies 37% to 45% (5th grade)	Writing 64.9% to 70% (5th grade)
Middle	Science 31.5% to 46%_(7th grade)	Social Studies 44% to 45% (8th grade)	Writing 64.2% to 70% (8th grade)
High School	Science 15% to 23% (11th grade)	Social Studies 42% to 50% (11th grade)	Writing 47% to 55% (11 grade)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1-PIMSER – part of Deeper Learning The elementary will increase SCSSWR indicator P/D% in Science: from 35% to 40% by May 2023.	1. To what degree do ALL learners demonstrate academic growth and achievement? 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	TO WHAT DEGREE DO ALL WALTON-VERONA LEARNERS DEMONSTRATE ACADEMIC GROWTH AND ACHIEVEMENT? • Provide conformance between standards, learning targets, and assessments Implement Instructional focus, district walkthrough process, and use of Instructional Support Coach to support this process • Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2X/ year for adjustments made in PLC's and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up • Monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, and use of an Instructional Support Coach to support this process • Ensure assessments data is used to drive instruction to benefit student progress in proficiency Use of MAP, KSA, and formative assessment data analyzed and discussed among staff and students. Use of an Instructional Support Coach to support this process • Provide ongoing PD in the area of best practice / evidenced-based instructional strategies to help with curricular adjustments when students fail to master proficiency PD provided will be monitored by the principals and district progress by district administration. • Provide support for staff to utilize formative, interim and summative assessment results, along with universal screener data are used to place students in tiered interventions. Quarterly, data analysis among teachers, instructional support coach, principals, and district leaders, take place and a plan of action is developed	• KSA results/proficiency shown on district assessments (MAP) • Walkthrough data • RTI data • AR, Edmentum, Reading Eggs, Math seeds • Reading A-Z, • Fastbridge Data • Amplify • Evidence of utilizing resources with fidelity when observed through walkthroughs Observing teachers using LETRS programing methods as taught through training	• Quarterly • KSA (yearly) • MAP data (3x/year) • RTI meetings 4x per year • AIMSweb Plus • Fastbridge progress monitoring • Walkthroughs by the principal, district leaders and ANet partners from KDE LETRS training monitoring through quarterly group discussions as on unit comes to a close and a new unit is begun	• General Fund • Title I-$60,000 cost of one Title I Certified staff • ESS- $13,000 Elementary Daytime Waiver • FRYSC –$40,000 Family Resource coordinator • SBDM • Pilot resources no cost • RTA grant- $65000 cost of staff member for RTA interventionist • ESSER funding- $65,000 Reading Interventionist $65,00 – Instructional Support Coach

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High School	Science15% to 23% (11th grade)	Social Studies 42% to 50% (11th grade)	Writing 47% to 55% (11 grade)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: SPED Science Social Studies and Combined writing – All 0 % distinguished The Middle School will increase SCSSWR indicator P/D% in **Social Studies**: 5th from 37% to 45% **Writing**: 5th from 64.9% to 70% **Science: 7th** from 31.5% to 46%	1. To what degree do ALL learners demonstrate academic growth and achievement? 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	TO WHAT DEGREE DO ALL WALTON-VERONA LEARNERS DEMONSTRATE ACADEMIC GROWTH AND ACHIEVEMENT? • Provide conformance between standards, learning targets, and assessments Implement Instructional focus, district walkthrough process, and use of Instructional Support Coach to support this process • Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2X/ year for adjustments made in PLCs and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up • Monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, and use of an Instructional Support Coach to support this process • Ensure assessments data is used to drive instruction to benefit student progress in proficiency Use of MAP, KSA, and formative assessment data analyzed and discussed among staff and students. Use of an Instructional Support Coach to support this process	• KSA results/proficiency shown on district assessments (MAP) • Walkthrough data • RTI data • AR, Edmentum, Reading Eggs, Math seeds • Reading A-Z, • Fastbridge Data • Amplify A tangible dashboard displaying mathematics teachers' work for standards alignment, priority standards chosen, and resources recorded	• Quarterly • KSA (yearly) • MAP data (3x/year) • RTI meetings 4x per year • AIMSweb Plus • Fastbridge progress monitoring District personnel, and NKCES review of dashboard works	• General Fund • Title I-$65,000 Title I certified staff • ESS-$13,000 interventionist reading the daytime waiver • FRYSC $45,000 salary of Youth Service Center coordinator • SBDM Deeper Learning Grant-approximately$8,000 for the first year

Goal 2: SCSSWR Indicator Goal: By 2026, the district will increase science, Social studies, and writing proficiency for all students from:

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In the High School the SCSSWR indicator was 56.9.

Elementary	Science 35% to 50% (4th grade)	Social Studies 37% to 45% (5th grade)	Writing 64.9%to 70% (5th grade)
Middle	Science31.5% to 46%_(7th grade)	Social Studies 44% to 45% (8th grade)	Writing64.2% to 70% (8th grade)
High School	Science15% to 23% (11th grade)	Social Studies 42% to 50% (11th grade)	Writing 47% to 55% (11 grade)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Social Studies: 8th from 44% to 45% **Writing**: 8th from 64.9% to 70%		• Provide ongoing PD in the area of best practice / evidenced-based instructional strategies to help with curricular adjustments when students fail to master proficiency PD provided will be monitored by the principals and district progress by district administration. • Provide support for staff to utilize formative, interim and summative assessment results, along with universal screener data are used to place students in tiered interventions. Quarterly, data analysis among teachers, instructional support coach, principals, and district leaders, take place and a plan of action is developed • Continued support for protocols and implementation of tiered intervention movement consideration Use of district RTI framework and RTI data monitored and input into IC. RTI meetings take place within the schools to determine student progress			
Objective 3: The High School will increase SCSSWR indicator P/D% in **Science**: from 15% to 18% **Social Studies**: from 42% to 45% **Writing**: from47% to 50%	1. Student Learning and Progress: Ensure academic success for all students to that every student reaches their maximum learning potential KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	TO WHAT DEGREE DO ALL WALTON-VERONA LEARNERS DEMONSTRATE ACADEMIC GROWTH AND ACHIEVEMENT? • Provide conformance between standards, learning targets, and assessments Implement Instructional focus, district walkthrough process, and use of Instructional Support Coach to support this process • Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Review curriculum 2X/ year for adjustments made in PLCs and provide principals the opportunity for teachers to work vertically to ensure the alignment is current. Monitor principal implementation and follow-up • Monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process, and use of an Instructional Support Coach to support this process	• KSA results/proficiency shown on district/state assessments (ACT, RTI progress-through Focus, Flex, CERT, etc.) • Transition Ready ELA and Mathematics courses data • Walk through data • The number of juniors who lack completion of enrollment in their third science at the time of administering the KSA	• KSA Results (annually) • Analysis of CERT data (3 times per year • Students Grades (monthly review) • PLC data (monthly) • Learning walk (monthly) • Master Schedule	• General Fund • ESS-$12,000 Daytime waiver FRYSC Shared expenses with the middle school $45,00 annual salary of the Youth Service Center coordinator

Goal 2: SCSSWR Indicator Goal: By 2026, the district will increase science, Social studies, and writing proficiency for all students from:

Science, Social studies, and writing score in the Elementary School overall was 68.

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Elementary	Science 35% to 50% (4th grade)	Social Studies 37% to 45% (5th grade)	Writing 64.9%to 70% (5th grade)
Middle	Science31.5% to 46%_(7th grade)	Social Studies 44% to 45% (8th grade)	Writing64.2% to 70% (8th grade)
High School	Science15% to 23% (11th grade)	Social Studies 42% to 50% (11th grade)	Writing 47% to 55% (11 grade)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	• Ensure assessments data is used to drive instruction to benefit student progress in proficiency Use of MAP, KSA, and formative assessment data analyzed and discussed among staff and students. Use of an Instructional Support Coach to support this process • Provide ongoing PD in the area of best practice / evidenced-based instructional strategies to help with curricular adjustments when students fail to master proficiency PD provided will be monitored by the principals and district progress by district administration. • Provide support for staff to utilize formative, interim and summative assessment results, along with universal screener data are used to place students in tiered interventions. Quarterly, data analysis among teachers, instructional support coach, principals, and district leaders, take place and a plan of action is developed • Continued support for protocols and implementation of tiered intervention movement consideration • Use of district RTI framework and RTI data monitored and input into IC. RTI meetings take place within the schools to determine student progress • Adjust the sequence of science classes to schedule all freshmen into Biology, all sophomores into integrated science, and all juniors will take a choice of chemistry, physics, environmental, physiology, or animal science. .			

3: Achievement Gap

Districts are not required to establish long-term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1-SPED objectives to reconcile TSI leadership turnaround plan By May 2023: WV Elementary will improve the achievement gap P/D% for students identified as economically disadvantaged for Reading from 40% to 43% Math: from 31% to 35% And Students identified as receiving special education services will increase P/D % from 26% to 30% in reading ; From 26% to 30% in math.	1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential 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	TO WHAT DEGREE IS WALTON-VERONA CLOSING ACHIEVEMENT GAPS FOR STUDENTS WITH DISABILITIES? • Ensure that formative assessment practices allow students to understand where they are going where they currently are, and how they can close the gap. Principals will promote data review with students to understand what the data means and set goals to improve. The use of an Instructional Support Coach will support the process • Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus district walkthrough process, and the use of an Instructional Support Coach to support this process. Use of district RTI framework and monitored, RTI data documented, RTI meetings take place within the schools to determine student progress. • Ensure standardized assessment results are used appropriately to move student achievement forward. Meetings with principals to identify strength areas, goal setting, and develop a plan for students in regard to data provided • Ensure school culture supports both academic and behavior expectations are in place to promote and support learning for all. Assure consideration of addressing academic barriers to learning is a focus. Quarterly data analysis with teachers; and principals are taking place and action plans are developed • All regular education classes deliver tier I and II instruction within the regular allotted school day for reading and math (whole and small group) • Tier 2 Specific PD made available for teachers to help address Tier 2 needs in the classroom	• KSA results/proficiency on district assessments (STAR, Fastbridge, Aimsweb Plus, MAP • RTI Progress • Learning Walk Data • Needs Assessment	• Quarterly • KSA (annually) • MAP DATA (3x per year) • Benchmark assessment • RTI every 6 weeks • Learning walk data • FRYSC	• General Fund • Title I (for staff working with RTI students • SBDM Funds to purchase technology at school level • FRYSC- Family needs, new enrollees • ESS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Short and specific reading and math fluency homework nightly at all grade levels.			
Objective 2- Free and Reduced Lunch population- combine forces with FRYSC and SCHOOLS/Title I to provide opportunities for parents and families to increase participation in reading

WV Middle School will improve the achievement gap P/D% from 20% to 30% in reading and 11% to 25% in Math by May 2023 | 1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential

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 | TO WHAT DEGREE IS WALTON-VERONA CLOSING ACHIEVEMENT GAPS FOR STUDENTS WITH DISABILITIES?

• Ensure that formative assessment practices allow students to understand where they are going where they currently are, and how they can close the gap.
Principals will promote data review with students to understand what the data means and set goals to improve. The use of Instructional support Coach will support the process
• Ensure monitoring measures are in place to support high fidelity in teaching to the standards
Implementation of the Instructional Focus district walkthrough processa, use of Instructional Support Coach to support this process. Use of district RTI framework and monitored, RTI data documented, RTI meetings take place within the schools to determine student progress.
• Ensure standardized assessment results are used appropriately to move student achievement forward.
Meetings with principals to identify strength areas, goal setting and develop plan for student in regards to data provided
• Ensure the formative, interim and summative assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs.
Data analysis with teachers, FRYSC and principals are taking place and action plans are being developed. | • KSA results/proficiency on district assessments (STAR, Fastbridge, Aimsweb Plus, MAP
• RTI Progress
• Learning Walk Data

Needs Assessment | • Quarterly
• KSA (annually)
• MAP DATA (3x per year)
• Benchmark assessment
• RTI every 6 weeks
• Learning walk data
• FRYSC | • General Fund
• Title I (for staff working with RTI students
• SBDM Funds to purchase technology at school level
• FRYSC- Family needs, new enrollees
• ESS |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Reading and math 0% percent reading and math distinguished Social studies, science and writing 0% distinguished WV High School will improve the achievement gap Novice% to Apprentice or higher for students identified at economically disadvantaged from 23% to 20% in reading And 21% to 18% in Math by May 2023.	1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential 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	TO WHAT DEGREE IS WALTON-VERONA CLOSING ACHIEVEMENT GAPS FOR STUDENTS WITH DISABILITIES? • Ensure that formative assessment practices allow students to understand where they are going where they currently are, and how they can close the gap. Principals will promote data review with students to understand what the data means and set goals to improve. Use of Instructional support Coach will support the process • Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus district walkthrough process, use of Instructional Support Coach to support this process. Use of district RTI framework and monitored, RTI data documented, RTI meetings take place within the schools to determine student progress. • Ensure standardized assessment results are used appropriately to move student achievement forward. Meetings with principals to identify strength areas, goal setting and develop plan for student in regards to data provided • Ensure the formative, interim and summative assessment results, as well as universal screener data are used appropriately to determine tiered intervention needs. • Data analysis with teachers, FRYSC and principals are taking place and action plans are being developed. • Use FLEX remediation time to provide targeted instruction to students below benchmark expectations • Consistent ESS before and after school • Targeted instruction to a very small group of students placed in a highly modified and heavily supported section of English and Math. • Continued support of the co-teaching model to potentially provide a common planning period with the content teachers and allow individual teachers to specialize in content strands. • Utilize some of the Teacher Planning Days to schedule meetings with the SpEd caseload teachers and the content teachers to review the IEP and accommodations and to discuss specific instructional techniques that would be beneficial to each student.	• KSA results/proficiency shown on state/district assessments (ACT,CERT) • RTI progress • Learning Walk Data • Student grades and assessment results	• KSA Results Annually • ACT/CERT Data • (Quarterly) RTI data 6 weeks • FLEX SOS teacher intervention	General Fund FRYSC SBDM

4: English Learner Progress

Goal 4: WVES does not have enough English Learners to have reported score for state accountability, however the district sends Title 3 money to our local coop (NKCES) to work with our ELL students. **For the 2021-2022 school year, Walton-Verona High School currently had three students identified as English Learners. Under KDE's reporting protocol for accountability results, the data for this group was suppressed.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- Work with the NKCES cooperative to increase available mentorship between students, staff and COOP	1. Student Learning and Progress: Ensure academic success for all students so that every student reaches their maximum learning potential 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	TO WHAT DEGREE IS WALTON-VERONA CLOSING ACHIEVEMENT GAPS FOR STUDENT ENGLISH LEARNERS? • WVES Teachers will implement specific strategies in the classroom to support English language learners as recommended by the Coop • To support the EL students at WVHS, we have partnered with the Northern Kentucky Cooperative for Educational Services (NKCES) for support services offered by their English Learner Consultant. NKCES provides their consultant for a few hours a week to work with our students and teachers. The Co-Op also conducts all ACCESS testing and helps develop accommodations to make the students successful. WVHS also provides all EL students access to assistive technology like Google Translate and Read Write Gold, along with other technology as recommended. • Newly arriving students use the Rosetta Stone software program to help them learn English. • Walton-Verona High School will continue to provide any recommended support for our EL students that are recommended by our NKCES EL consultant. n.	As the number of EL students enrolled in WVHS and the district continues to increase, we will reevaluate student needs and adjust our EL program as necessary. As the number of EL students increases, the school/district will have to evaluate the need for our own EL support position to provide the level of intervention necessary to achieve optimal SL transition.	Ongoing Tier I professional learning and support	Title III- $10,000 to NKCES for assistance

5: Quality of School Climate and Safety

Goal 5: By the 2025-2026 school year, Walton-Verona Elementary School's Quality of School Climate and Safety Survey Index score will be 85.
Walton-Verona High School students will report an average rating of 76% overall Question Index on the Spring KSA Climate and Safety Survey.
• 10th and 11th grade WVHS students reported an average rating of 69.56% overall Questions Index Score on the Spring KSA Climate and Safety survey

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- Walton-Verona Elementary School – by May 2023, WVES climate Index Score will increase from 80.3 to 85. By May 2023, WVES the Safety Index Score will increase from 75.2 to 80.	KCWP 6: Establishing Learning Culture and Environment	• Implementing school-wide CASEL for SEL instruction • Continued implementation of school-wide PBIS behavior plan • MTSS behavior support team for students in Tier 2 and Tier 3 behavior interventions	• Weekly class lessons provided by school counselor • Small group instruction provided by school counselors for students identified w/ SEL needs by teachers and/or parents.		• 500 (SBDM Counselor Funds) • $250 Student activities
Objective 2 By 2023, increase the percentage of students who feel "Bullying is not a problem" in our school by 10%.		SEL Program to incorporate education on what bullying is by definition to all students. SEL Program to incorporate anti-bullying practices for all students. •	• SEL Lessons Plans • Weekly class lessons provided by school counselor • Small group instruction provided by school counselors for students identified w/ SEL needs by teachers and/or parents	Bullying and behaviors reported in IC	

Goal 5: By the 2025-2026 school year, Walton-Verona Elementary School's Quality of School Climate and Safety Survey Index score will be 85.

Walton-Verona High School students will report an average rating of 76% overall Question Index on the Spring KSA Climate and Safety Survey.

- 10th and 11th grade WVHS students reported an average rating of 69.56% overall Questions Index Score on the Spring KSA Climate and Safety survey

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3- A. By May of 2023, WVHS students will report an average rating of 72% overall question index score on the Spring KSA Climate and Safety Survey B. By May of 2023, WVHS students will report an average rating of 65% overall Question Index Score on the Spring KSA Climate and Safety Survey question that reads, "Students from this school respect each other's differences (i.e. gender, culture, race, religion, ability)' The 2022 score was 53.8%	KCWP 6: Establishing Learning Culture and Environment	• Develop a sense of belonging for each student through the FOCUS groups. FOCUS groups will utilize team-building activities and a mentor/mentee relationship to engrain in students that they have a caring and safe adult looking out for them at the WVHS. • Foster a sense of belonging for all students through our offering of various Engagement opportunities (clubs) that appeal to a wide variety of students. • Implement lessons in our FOCUS period to address diversity, acceptance, and the idea of tolerance and acceptance (not necessarily agreement)	• Increase the Question index Score on the Climate and Safety Survey • Ensure students have at least one club they are attending • Increase the overall Questions Index Score on the KSA Climate and Safety survey for the question "Students from this school respect each other's differences."	• Quarterly meetings with grade-level focus teachers to provide feedback on planned activities and develop engaging activities and produce social-emotional learning lessons for the FOCUS period. • Monitor each club's attendance rates in the SOS system to determine student interests and participation • Year scores on Climate and Safety	• General fund

6: Postsecondary Readiness

Goal 6: Walton-Verona High School currently has a Post-Secondary Readiness indicator of 89.7. Out of 150 people, 128 were Academically ready, and of the 150 students, 98 were career ready. Our district will work to increase the readiness to **98%**percent
- By the conclusion of the 2025-2026 school year, WVHS's overall Postsecondary Readiness rate will be 98% or higher.
- 12th grade Post-secondary Readiness will show at least 98% of student have earned transition status through one of the available methods 2022 results 12th transition readiness was 89.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Walton-Verona High School will reflect Post-Secondary Readiness 95.1% by May 2023	Student Readiness: Ensure all students are prepared with the knowledge, skills, and dispositions to be post- secondary ready KCWP 4: Review, Analyze, and Apply Data KCWP 5: Design, Align, Deliver Support Classroom Activities KCWP 6: Establishing Learning Culture and Environment	To what degree are students Post-Secondary Ready (college and/or career) exiting High School? • Ensure that formative assessment practices allow students to understand where they are going where they currently are and how they can close the gap. Principals will promote data review with students to understand what the data means and set goals to improve. Use of a Guidance Counselor to support this process • Ensure monitoring measures are in place to support high fidelity in teaching to the standards Implementation of the Instructional Focus, district walkthrough process (to be developed) and use of guidance counselors to support this process • Utilize the Persistence to Graduation/Early Warning Tools to assist in identifying students at risk for remediation, failure, and/or untimely graduation. • ACT FLEX workshops-Designated teachers will offer improvement sessions during FLEX time or after school to assist juniors and seniors who have not hit the benchmark and would like to take the ACT again • Strong instruction aligned with ACT rotation class for Juniors • ACT Boot Camp-Offers an ACT Boot camp to prepare students for the MARCH ACT • KYOTE testing – juniors not meeting benchmark scores on their March ACT and slated for enrollment in the Senior intervention courses will take the KYOTE test in the necessary subjects at the end of their junior year and again in the first semester of the senior year	• Increase Post-Secondary Readiness Rate from KSA results • Persistence to Graduation/Early Warning Tool • DPP Attendance Data • CTE End of program assessment data • Career/Industry Certificate Data • Military Entrance Data • Number of students removed from the senior year remediation classes after meeting the ACT benchmarks • Students demonstrating an increase in their Pre and Post assessment scores within the individual ACT content area rotations. • Number of students passing KYOTE tests that can be removed from the intervention courses.	• KSA Post-Secondary Readiness Results (Yearly) • Persistence to Graduation/Early Warning Tool (Yearly/As Needed) • DPP Data (Monthly) Career and Technical End of Program Assessment Data, Industry Certification • Number of students using FLEX time to help improve their ACT scores	• General Fund • FRYSC • $1000ESS $450 to compensate the ELS teacher for being certified to grade the KYOTE writing and grade the KYOTE writing assessments outside of the school day •

Goal 6: Walton-Verona High School currently has a Post-Secondary Readiness indicator of 89.7. Out of 150 people, 128 were Academically ready, and of the 150 students, 98 were career ready. Our district will work to increase the readiness to **98%**percent

- By the conclusion of the 2025-2026 school year, WVHS's overall Postsecondary Readiness rate will be 98% or higher.
- 12th grade Post-secondary Readiness will show at least 98% of student have earned transition status through one of the available methods 2022 results 12th transition readiness was 89.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• ACT – Seniors enrolled in the intervention courses will have the option to take the ACT in December. y			
Objective 2 Provide opportunities for students to earn Career Ready Status	KWCP 1: Design and Deploy Standards	ATC-Develop individualized class schedules allowing students to attend the local ATC to take courses and earn industry certifications and complete dual credit classes. CTE-Develop individualized class schedules allowing students to take multiple CTE classes offered within the WVHS career pathways of Business, Agriculture, and Family Consumer Science and earn industry certifications. GATEWAY- Develop individualized class schedules allowing students to attend the Gateway Community and Technical College to take dual credit courses and earn industry certifications.	• Student enrollment numbers at the ATC	• Quarterly check–in with ATC staff to ensure continued success and maintain enrollments	•

7: Graduation Rate

Goal 7: By 2025, the district will maintain the graduation rate of 100%, as measured by the school report card 4-year cohort/ 4-year adjusted cohort graduation rate. Walton-Verona High School has a graduation rate of 100%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- Walton-Verona High School will increase the graduation rate of 100% by May 2023.	Student Readiness: Ensure all students are prepared with the knowledge, skills and dispositions to be post-secondary ready KCWP 4: Review, Analyze and Apply Data Teachers and Administration Team will monitor performance of seniors to meet graduation requirements.	To what degree are students Post-Secondary Ready (college and/or career) exiting High School? ● Quarterly meetings with administration team to evaluate senior standings ● Quarterly meetings with teachers to implement plans for struggling seniors ● Teachers have access to a list of all seniors and the courses each senior must complete successfully in order to earn a high school diploma. ● Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and /or untimely graduation ● Utilize data-wise questions to evaluate how students are progressing ● School-level watch list ● Non-Academic Barriers are identified and addressed	● CERT and ACT data ● CCR course progress ● RTI progress ● DPP Attendance data ● Behavior Data ● Persistence to Graduation/Early Warning tool	● KSA Results ● Persistence to Graduation/Early Warning Tool (yearly/As-Needed) ● Behavior Data(Quarterly) ● DPP data (monthly) ● FRYSC	● General Fund ● ESS ● FRYSC

8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

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

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response: This is the school's plan:

Our middle school received a federal classification of TSI for our SPED subgroup. This has brought our attention to monitoring our academic RTI program, revamping how we determine the placement of students within the program will help us streamline and integrate services with RTI and SPED programs.

We will have vetted, through What Works Clearinghouse, an introduction to providing reading interventions for students in grades 4-9, using 4 specific evidence-based recommendations. Each recommendation includes instructional practices

Recomendation1: Build students' decoding skills so they can read complex multisyllabic words.

How to carry out the recommendation:

   A. Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations.

   B. Provide ample opportunities for students to collaboratively answer questions

   C. Teach students to ask questions about the text while reading

     How to carry out the recommendation for Part C

     1. Model how to use a routine to generate gist statements

     2 Teach students how to use text structures to generate gist statements.

     3. Work collaboratively with students to generate gist statements

    How to carry out Part D

    1. Help students determine when they do not understand the text

    2. Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about

    3. Provide opportunities for students to reflect on what they have learned

    4. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly

How to carry out the recommendation

    1. Provide a purpose for each repeated reading

    2. Focus some instructional time on reading with prosody.

    3. Regularly provide opportunitites for student to read a wide range of texts.

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text

Parts of recommendation 3

  Part A: Build students' world and word knowledge so they can make sense of the text

  Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read

  Part C: Teach students a routine for determining the gist of a short section of text

Monitoring and Support

Part D: Teach students to monitor their comprehension as they read

How to Carry out Part A
1. Develop world knowledge that is relevant for making sense of the passage
2. Teach the meaning of a few words that are essential for understanding the passage
3. Teach students how to derive meanings of unknown words using context
4. Teach prefixes and suffixes to help students derive meanings of words
5. Teach the meaning of Latin and Greek roots

How to carry out Part B of the recommendation
1. Explicitly teach students how to find and justify answers to different types of questions
2. Provide ample opportunities for students to collaboratively answer questions
3. Teach students to ask questions about the text while reading

How to carry out the recommendation for Part C
1. Model how to use a routine to generate gist statements
2 Teach students how to use text structures to generate gist statements.
3. Work collaboratively with students to generate gist statements

How to carry out Part D
1. Help students determine when they do not understand the text
2. Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about
3. Provide opportunities for students to reflect on what they have learned.

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information

How to carry out the recommendation
1. Prepare for the lesson by carefully selecting appropriate stretch texts, choosing points to stop for discussion and clarification, and identifying words to teach
2. Provide significant support as the group works through a stretch text together
3. After students demonstrate comfort with reading stretch texts with the group, provide students with electronic supports to use when independently reading stretch text to assist with the pronunciation of difficult words and word meanings.

We will be utilizing the following recommendations from the What Works Clearinghouse evidence-based support for Math instructions

Recommendation 1: Provide systematic instruction during the intervention to develop student understanding of mathematical ideas.
How to carry out the recommendation
1. Review and integrate previously learned content throughout the intervention to ensure that students maintain an understanding of concepts and procedures.
2. When introducing new concepts and procedures, use accessible numbers to support learning.
3. Sequence instruction so the mathematics students are learning builds incrementally
4. Provide visual and verbal supports
5. Provide immediate, supportive feedback to students to address any misunderstandings

Recommendation 2: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts

Monitoring and Support

How to carry out the recommendation
  1. Routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning
  2. Use clear concise and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words
  3. Support students in using mathematically precise language during their verbal and written explanations of their problem-solving.

Recommendation 3: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures

How to carry out the recommendation
  1. Provide students with concrete and semi-concrete representations that effectively represent the concept or procedure being covered.
  2. When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations.
  3. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools."
  4. Visit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas.

Recommendation 4: Use the number line to facilitate the learning of mathematical concepts and procedures, build an understanding of grade-level material, and prepare students for advanced mathematics

How to carry out the recommendations:
  1. Represent whole numbers, fractions, and decimals on a number line to build students' understanding of the numerical magnitude
  2. Compare numbers and determine their relative magnitude using a number line to help students understand quantity.

Recommendation 5: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

How to carry out the recommendation
1. Teach students to identify word problem types that include the same type of action or event.
2. Teach students a solution method for solving each problem type
3. Expand student's ability to identify relevant information in word problems by presenting problem information differently
4. Teach vocabulary or language often used in word problems to help students understand the problem
5. Include a mix of previously and newly learned problem types throughout the intervention.
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District Support This is how the district plans on monitoring the plan and how district will provide support:

Meetings will be established on a biweekly basis to discuss the previously mentioned strategies to be observed in the classrooms between sped teachers, interventionists, and regular education teachers among all students. Walkthroughs and full observations will be completed with prompt feedback for the teachers. Discussion of teaching strategy expectations will be clearly relayed

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: The targeted sub-group is Students with Disabilities and we will be utilizing Co-teaching, Explicit Instruction, Direct Instruction, Reading Plus, and PLCs as our evidence-based practices to initiate change in achievement. This will be monitored via regular classroom visits with feedback, progress on MAP scores, classroom data, and data related to IEP goals for each individual student.

Monitoring and Support		

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Co-Teaching ☒	Gerlach, Susan M., "A Quantitative Study of Co-Teaching as an Instructional Model to Serve Elementary Students" (2017). Electronic Theses and Dissertations. 109.	☒
Explicit Direct Instruction	Coons, L., Bonelli, L., & Holt, P. M. (2016). *The impact of the EDI framework and inquiry-based learning strategies on student achievement in middle school* (Order No. 10182895). Available from ProQuest Dissertations & Theses Global. (1850989751). Retrieved from https://login.libsrv.wku.edu/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1850989751%3Faccountid%3D15150	☒
Direct Instruction ☒	Stockard, J., & Engelmann, K. (2010). The development of early academic success: The impact of Direct Instruction's Reading Mastery. *Journal of Behavior Assessment and Intervention in Children, 1*(1), 2-24. http://dx.doi.org/10.1037/h010035	☒
Reading Plus ☒	Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/ Communications, Inc.	☒
Professional Learning Communities (PLCs) ☒	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	☒

Monitoring and Support
The Board of Education will review and approve the revised school improvement plan for TSE