

## Comprehensive District Improvement Plan (CDIP)

### Rationale

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

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

### Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

### Alignment to Needs:

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

### Priorities/Concerns from Needs Assessment for Districts

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

1. Achievement gaps for African American, Hispanic/Latino, Two or More Races, and Economically Disadvantaged students continue to exist in all core subject areas across the district.
2. Math scores consistently lag behind Reading scores by an average of 10% at all levels.

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

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

1. Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.
2. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments should be based on root-cause analysis.
3. Ensure that classrooms operate within the school’s guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.

### Indicator

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

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	59.2/52.9/46.5	.3/.1/-7.9
State Assessment Results in science, social studies and writing	65.9/48.6/46.4	11.3/1.6/-6.2
English Learner Progress	N/A due to min. number req.	N/A due to min. number req.
Quality of School Climate and Safety	72.9/60.5/55.9	-1/1.4/-2.3
Postsecondary Readiness (high schools and districts only)	80.4 (HS only)	4.4 (HS only)
Graduation Rate (high schools and districts only)	88.3 (HS only)	6.7 (HS only)

Explanations/Directions

<p><b>Goal:</b> 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.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase the combined percentage of elementary and middle school students scoring proficient / distinguished in reading and math from 39% to 60% by 2026 as measured by Kentucky Summative Assessment (KSA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>The district will increase the percentage of students scoring proficient/ distinguished in reading and mathematics on the 2024 Kentucky Summative Assessment (KSA), as follows:</p> <p><u>Elementary:</u> Reading from 50% to 56% Math from 33% to 42%</p> <p><u>Middle School:</u> Reading from 42% to 50% Math from 30% to 38%</p>	<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments should be based on root-cause analysis.</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>District instructional coaches will facilitate MVP Assessment benchmark training for all new core academic subject teachers in test administration and item analysis of test data.</p>	<p>Teachers will successfully use item analysis to drive instruction.</p>	<p>Grade level / department Professional Learning Community (PLC) teams will monitor benchmark item analysis after each benchmark. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
		<p>The district will facilitate 3 MVP Assessment Benchmarks in all district schools to provide a valid and reliable formative assessment that predicts student performance on the spring state assessment.</p>	<p>Teachers will successfully use item analysis to drive instruction.</p>	<p>Grade level / department Professional Learning Community (PLC) teams will monitor benchmark item analysis after each benchmark. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
		<p>Teachers will conduct an item analysis of the 3 MVP Benchmarks in PLC teams. They will analyze which standards students have mastered.</p>	<p>Improved student mastery of standards tested by MVP Benchmarks.</p>	<p>Grade level / department Professional Learning Community (PLC) teams will monitor benchmark item analysis after each benchmark. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
		<p>Teachers will use the Mastery Connect item bank to develop short, formative diagnostics to assess student mastery of standards in between benchmarks.</p>	<p>Improved student mastery of standards tested by MVP Benchmarks.</p>	<p>PLC teams will monitor results of formative assessments made from the Mastery Connect item bank. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u> Mastery Connect \$68,558</p>
		<p>Based on each school’s CSIP Needs Assessment, school leadership and SBDM Councils will ensure that certified and classified staff positions funded by Title I will support Reading MTSS Tier I, Tier II, and Tier III interventions. This will</p>	<p>In PLC teams, administrators and teachers will monitor student learning using a school lead measure scoreboard, MVP benchmarks, and MTSS</p>	<p>PLC teams will monitor results of formative assessments made from the Mastery Connect item bank. We will use a PDSA Process.</p>	<p><u>Title I</u> \$1,588,595</p>

Goal 1 (State your reading and math goal.): Increase the combined percentage of elementary and middle school students scoring proficient / distinguished in reading and math from 39% to 60% by 2026 as measured by Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		be monitored and supported by regular Professional Learning Community (PLC) meetings.	progress monitoring assessments.		
	Ensure that teachers are supported with on-going professional development in best practice/high yield instructional strategies based on needs identified by the CSIP/CDIP Needs Assessments.	The district will conduct two diagnostic walkthroughs using the Paducah Coaching Diagnostic Tool (PCDT) this school year in January and April of 2024. This data will be used to drive professional development and coaching priorities.	Airtable data set with diagnostic observation data for every classroom.	School and district leadership teams will analyze areas of strength and areas of improvement for each school after each observation data set is collected.	<u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)
	KCWP 2: Design and Deliver Instruction	Based data collected from diagnostic walkthrough observations, district coaches and teacher-leaders will continue to train each school staff on the Paducah Schools Teaching Toolkit. This toolkit is founded on Teach Like a Champion (TLaC) instructional techniques. Our coaches and lead teachers have been certified as Teach Like a Champion trainers.	Workshop survey feedback from participants.  Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT).	Instructional coaches and school leadership teams will monitor and support staff as they implement TLaC techniques with students.	<u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)
		The district will continue to implement a system of instructional coaching using district- and school-based instructional coaches to improve classroom instruction in all schools.	Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT).  Teacher survey feedback.	School and district leadership will monitor and support coaches and teachers as they implement the coaching process. There will be regular check-ins between teachers and administrators as well as coaches and administrators.	<u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)

Goal 1 (State your reading and math goal.): Increase the combined percentage of elementary and middle school students scoring proficient / distinguished in reading and math from 39% to 60% by 2026 as measured by Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The district will facilitate workshops for teaching and assessing reading and math short answer and extended response. Coaches and administrators will also support teachers with on-going feedback and support.	In PLC teams, administrators and teachers will monitor the progress of students on short answer and extended response items.	Grade level / department PLC teams will monitor student formative assessment data from short answer and extended responses. We will use a Plan-Do-Study-Act (PDSA) Process.	\$1000 Title I PD Funds
		District and school administrators will provide on-going PD and coaching in the implementation of Reading Plus and Lexia Core 5 at all district schools with the support of district staff and a Success for All Consultant.	PLC teams will monitor student progress through STAR and Reading Plus. Administrators check fidelity through walkthroughs.	Grade level / department Professional Learning Community (PLC) teams will monitor student progress on Reading Plus and Lexia Core 5 using lead measures. We will use a Plan-Do-Study-Act (PDSA) Process.	\$10,244.50 Title IV for Success for All Consultant  ESSER II for Reading Plus and Lexia Core 5 \$47,390
		Elementary instructional staff will receive a series of professional development workshops and coaching sessions on the use of i-Ready Math, i-Ready Diagnostic and i-Ready MyPath, a new math core program. This professional development will be conducted by a consultant from Curriculum Associates.	Principals and instructional coaches will monitor implementation of the program through classroom walkthroughs and through math benchmark analysis.	Grade level / department Professional Learning Community (PLC) teams will monitor benchmark item analysis after each benchmark. We will use a Plan-Do-Study-Act (PDSA) Process.	<u>Title I</u> -- \$20,000

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

Goal 2 (State your science, social studies, and writing goal.): Increase the combined percentage of elementary and middle school students scoring proficient / distinguished in science, social studies, and writing from 29% to 50% by 2026 as measured by Kentucky Summative Assessment (KSA).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>The district will increase the percentage of students scoring proficient/ distinguished in science, social studies, and writing on the 2024 Kentucky Summative Assessment (KSA), as follows:</p> <p><u>Elementary:</u>                      Science from 31% to 38%                      Soc. Studies from 33% to 40%                      Writing from 27% to 34%</p> <p><u>Middle School:</u>                      Science from 19% to 24%                      Soc. Studies from 31% to 34%                      Writing from 36% to 40%%</p>	<p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments should be based on root-cause analysis.</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>District instructional coaches will facilitate MVP Assessment benchmark training for all new core academic subject teachers in test administration and item analysis of test data.</p>	<p>Teachers will successfully use item analysis to drive instruction.</p>	<p>Grade level / department Professional Learning Community (PLC) teams will monitor benchmark item analysis after each benchmark. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u>                      Mastery Connect                      \$68,558</p>
		<p>The district will facilitate 3 MVP Assessment Benchmarks in all district schools to provide a valid and reliable formative assessment that predicts student performance on the spring state assessment.</p>	<p>Teachers will successfully use item analysis to drive instruction.</p>	<p>Grade level / department Professional Learning Community (PLC) teams will monitor benchmark item analysis after each benchmark. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u>                      Mastery Connect                      \$68,558</p>
		<p>Teachers will conduct an item analysis of the 3 MVP Benchmarks in PLC teams. They will analyze which standards students have mastered.</p>	<p>Improved student mastery of standards tested by MVP Benchmarks.</p>	<p>Grade level / department Professional Learning Community (PLC) teams will monitor benchmark item analysis after each benchmark. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u>                      Mastery Connect                      \$68,558</p>
		<p>Teachers will use the Mastery Connect item bank to develop short, formative diagnostics to assess student mastery of standards in between benchmarks.</p>	<p>Improved student mastery of standards tested by MVP Benchmarks.</p>	<p>PLC teams will monitor results of formative assessments made from the Mastery Connect item bank. We will use a Plan-Do-Study-Act (PDSA) Process.</p>	<p><u>ARP/ESSER III Funds</u>                      Mastery Connect                      \$68,558</p>
		<p>Based on each school’s CSIP Needs Assessment, school leadership and SBDM Councils will ensure that certified and classified staff positions funded by Title I will support Reading MTSS Tier I, Tier II, and Tier III interventions. This will be monitored and supported by</p>	<p>In PLC teams, administrators and teachers will monitor student learning using a school lead measure scoreboard, MVP benchmarks, and MTSS</p>	<p>PLC teams will monitor results of formative assessments made from the Mastery Connect item bank. We will use a PDSA Process.</p>	<p><u>Title I</u>                      \$1,588,595</p>

Goal 2 (State your science, social studies, and writing goal.): Increase the combined percentage of elementary and middle school students scoring proficient / distinguished in science, social studies, and writing from 29% to 50% by 2026 as measured by Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		regular Professional Learning Community (PLC) meetings.	progress monitoring assessments.		
	Ensure that teachers are supported with on-going professional development in best practice/high yield instructional strategies based on needs identified by the CSIP/CDIP Needs Assessments.	The district will conduct two diagnostic walkthroughs using the Paducah Coaching Diagnostic Tool (PCDT) this school year in January and April of 2024. This data will be used to drive professional development and coaching priorities.	Airtable data set with diagnostic observation data for every classroom.	School and district leadership teams will analyze areas of strength and areas of improvement for each school after each observation data set is collected.	<u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)
	KCWP 2: Design and Deliver Instruction	Based data collected from diagnostic walkthrough observations, district coaches and teacher-leaders will continue to train each school staff on the Paducah Schools Teaching Toolkit. This toolkit is founded on Teach Like a Champion (TLaC) instructional techniques. Our coaches and lead teachers have been certified as Teach Like a Champion trainers.	Workshop survey feedback from participants.  Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT).	Instructional coaches and school leadership teams will monitor and support staff as they implement TLaC techniques with students.	<u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)
		The district will continue to implement a system of instructional coaching using district- and school-based instructional coaches to improve classroom instruction in all schools.	Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT).  Teacher survey feedback.	School and district leadership will monitor and support coaches and teachers as they implement the coaching process. There will be regular check-ins between teachers and administrators as well as coaches and administrators.	<u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)
		The district will facilitate workshops for teaching and assessing social	In PLC teams, administrators and	Grade level / department PLC teams will monitor student formative	\$1000 Title I PD Funds

Goal 2 (State your science, social studies, and writing goal.): Increase the combined percentage of elementary and middle school students scoring proficient / distinguished in science, social studies, and writing from 29% to 50% by 2026 as measured by Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		studies and science short answer and extended response. Coaches and administrators will also support teachers with on-going feedback.	teachers will monitor the progress of students on short answer and extended response items.	assessment data from short answer and extended responses. We will use a Plan-Do-Study-Act (PDSA) Process.	
		The district will facilitate workshops for teaching and assessing On-Demand Writing. Coaches and administrators will also support teachers with on-going feedback.	In PLC teams, administrators and teachers will monitor the progress of students on short answer and extended response items.	Grade level / department PLC teams will monitor student formative assessment data from short answer and extended responses. We will use a Plan-Do-Study-Act (PDSA) Process.	\$1000 Title I PD Funds

**3: Achievement Gap**

Goal 3: Increase the combined percentage of elementary, middle, and high school Hispanic, African American, Two or More Races, and Economically Disadvantaged students scoring proficient / distinguished in reading and math from 31% to 50% by 2026 as measured by Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
37% of Hispanic, African American, Two or More Races, and Economically Disadvantaged elementary, middle, and high school students in will score proficient / distinguished in reading and math on the 2024 Kentucky Summative Assessment (KSA).	Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps them to develop their character, and helps them to be successful.	All core subject teachers will revise their unit plans so that their lessons and assignments are aligned to grade-level standards at the appropriate levels of rigor as exemplified in the MVP Assessment Benchmarks (formerly CASE Assessment).	Diagnostic walkthrough data shows that an increased number of lessons and assignments.	School principals will review unit plans to ensure that teachers are scaffolding prerequisite skills and are creating assignments that are aligned with the standards at the appropriate levels of rigor.	<u>General Fund</u> Administrator and teacher salaries
	KCWP 6: Establish Learning Culture and Environment	School administrators and counselors will increase the number of underrepresented students who are enrolled and successful in rigorous courses including Advanced Placement (AP) Classes using the approaches learned from Advance Kentucky and Equal Opportunity Schools (EOS).	Increased numbers of underrepresented students enrolled and successful in Pre-AP and AP classes at Tilghman.  Increased numbers of underrepresented students passing AP exams.	Equal Opportunity Schools will monitor enrollment numbers and will conduct regular administrator check-ins to conduct problem-solving.	<u>ESSER II</u> \$25,000 -- Equal Opportunity Schools (EOS)
		The district will continue to revise the Gifted Education program identification process to improve access for underrepresented students.	Increase in the numbers of students in the non-duplicated gap group identified in the Gifted and Talented Program.	Gifted Teachers will monitor the identification rates for student subgroups. Gifted Coordinator will report progress to the state.	<u>State Gifted Grant</u> \$36,000  <u>General Fund</u> 3 Gifted Teacher Salaries
	Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, creation of SMART goals for improvement, and	The district will improve the process for monitoring and supporting Hispanic, African American, Two or More Races, and Economically Disadvantaged student progress toward being proficient and distinguished as they transition from	Improvement of student subgroup performance on MVP Benchmarks and STAR tests at middle school and high school.	School teams will monitor subgroup progress in PLC meetings. Principals and District Administrators will monitor subgroup progress after each CASE and STAR Benchmark using a District Dashboard.	<u>General Fund</u> Administrator and Guidance Counselor salaries

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>development of a method of quality assurance monitoring.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>elementary to middle school and from middle school to high school.</p>	<p>Reduction in the number of student failures at the middle school and 9<sup>th</sup> grade level.</p>		
	<p>Ensure that students are actively involved in analyzing their own data and making decisions about their own learning.</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>School leadership will improve the district Leadership Notebook (student data folder) process at the elementary schools and the middle school. This includes students tracking their own data, and it also includes scaling up the student-led conference process.</p>	<p>School administrators will check for fidelity through walkthroughs and PLC meetings.</p>	<p>Leader in Me program implementation assessment data conducted at school sites at least yearly.</p>	<p><u>FRYSC GEER Grant</u> \$58,680</p>
	<p>Ensure culturally responsive behaviors are modeled among faculty, staff, and students.</p> <p>Ensure that schools operate within the district’s guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.</p>	<p>Instructional coaches and district administrators will design a workshop based on Zaretta Hammond’s <u>Culturally Responsive Teaching and the Brain</u>. It will be deployed first as four-part workshop series for new teacher induction. It will then be offered repeatedly to teachers across the district over the next few years.</p>	<p>Workshop feedback surveys. Improved instruction as measured by classroom walkthroughs using the Paducah Coaching Diagnostic Tool (PCDT).</p>	<p>Classroom walkthrough data collected in January and April using the Paducah Coaching Diagnostic Tool (PCDT).</p>	<p><u>Title IV—Safe and Healthy Students</u> \$2000 Extra duty pay for participants and facilitators</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>School leadership will improve and sustain MTSS implementation in each building, by applying best practices as learned from the MTSS/PBIS Cohort professional development series at WKEC.</p>	<p>IC and SWIS behavior data should show improving trends in student behavior. PBIS TIF assessment should show progress in implementation</p>	<p>PBIS Teams in each school will monitor progress monthly.</p>	<p>School Safety Flex Focus Grant</p>
		<p>Elementary Schools will undergo training in the Leader in Me. Leader in Me is a researched based</p>	<p>Leader in Me Implementation Checklist Benchmarks.</p>	<p>Leader in Me program implementation assessment data conducted at school sites at least yearly.</p>	<p>GEER / Title IV \$58,680</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		character and essential skills program.	And administrator observation.		
		The district will engage the Student Equity Advisory Council (SEAC) and the African American Leadership Club (AALC) to help design and facilitate the process for gathering and using Tilghman student voice data to make the school culture more culturally responsive.	Successfully gathering student voice data sets.  Improved student voice data	District and school leaders will create improvement steps that improve student voice data over time.	<u>General Fund</u> District and school administrative staff salaries
	Enable students to develop leadership roles within the school and/or classroom.  KCWP 6: Establishing Learning Culture and Environment	The district will engage students and staff in a process of revising the Individual Learning Plan (ILP) process.	Improved use of the ILP. Improved connection with Infinite Campus Student Portal	District and school leaders will facilitate discussions with stakeholders and propose improvements by June 2020	<u>General Fund</u> District and school administrative staff salaries

4: English Learner Progress

Goal 4 (State your English learner goal.): The percentage of English Learners who reach English proficiency as measured by the ACCESS test will increase by 20% by 2026. (Data Suppressed)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The percentage of English Learners who reach English proficiency as measured by the 2024 ACCESS test will increase by 7%.	Ensure that teachers are supported with on-going professional development in best practice/high yield reading instructional strategies based on needs identified by the CSIP/CDIP Needs Assessments.  KCWP 2: Design and Deliver Instruction	In the spring of 2022, a team of instructional coaches and administrators conducted a diagnostic walkthrough of every district classroom using the Paducah Coaching Diagnostic Tool (PCDT) which was developed in partnership with TNTP. The data from this walkthrough guided school and district professional development and coaching priorities for 2022-23.  The district will conduct two diagnostic walkthroughs this school year in February and April of 2024. This data will be used to drive professional development and coaching priorities.	Airtable data set with diagnostic observation data for every classroom.	School and district leadership teams will analyze areas of strength and areas of improvement for each school after each observation data set is collected.	<u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)
		Based on the above diagnostic walkthrough observations, district coaches and teacher-leaders will train each school staff on the Paducah Schools Teaching Toolkit. This toolkit is founded on 6-8 Teach Like a Champion (TLaC) instructional techniques. Our coaches and lead teachers have been certified as Teach Like a Champion trainers.	Workshop survey feedback from participants.  Improved walkthrough ratings on the Paducah Coaching Diagnostic Tool (PCDT).	School and district leadership teams will monitor and support staff as they implement TLaC techniques with students.	<u>General Fund</u> District Instructional Team: 1 District Administrator; 3 District Instructional Coaches (3 teacher salaries)
		The district will fully implement a system of instructional coaching using district- and school-based	Improved walkthrough ratings on the Paducah	School and district leadership will monitor and support coaches and teachers as they implement the	<u>General Fund</u> District Instructional Team: 1 District

Goal 4 (State your English learner goal.): The percentage of English Learners who reach English proficiency as measured by the ACCESS test will increase by 20% by 2026. (Data Suppressed)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional coaches to improve classroom instruction in all schools.	Coaching Diagnostic Tool (PCDT).  Teacher survey feedback.	coaching process. There will be regular check-ins between teachers and administrators as well as coaches and administrators.	Administrator; 3 District Instructional Coaches (3 teacher salaries)
	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.  KCWP 2: Design and Deliver Instruction	ELL and regular education teacher who attend WIDA professional development will share best practices for meeting the needs of English Language Learners with school staff throughout the year. This will include provide professional development on Culturally Responsive RTI.	Improved use of best practices in the regular classroom and during academic interventions.	School and district leadership will monitor instruction in the regular classroom and in ELL pullout settings.	<u>Title III</u> \$2000 for WIDA Conference registration/travel

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): The percentage students who Agree or Strongly Agree that “My school is a caring place” will increase from 81% to 90% by 2026 as measured by Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The percentage students who Agree or Strongly Agree that “My school is a caring place” will increase from 81% to 84% by 2024 as measured by Quality of School Climate and Safety Survey.	Enable students to develop leadership roles within the school and/or classroom.  KCWP 6: Establishing Learning Culture and Environment	The district will engage the Student Equity Advisory Council (SEAC) and the African American Leadership Club (AALC) to help design and facilitate the process for gathering and using Tilghman student survey and focus group data to improve school climate and safety.	Successfully gathering student voice data sets.  Improved student voice data	District and school leaders will create improvement steps that improve student voice data over time.	<u>General Fund</u> District and school administrative staff salaries
		District and school leaders will use formative student survey and focus group data to create action steps that improve school climate and safety.	Formative student voice data shows improvement.	Administrators and teachers will track and review data in PLC meetings.	<u>General Fund</u> District and school administrative staff salaries

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): Increase the percentage of high school students who graduate transition ready (academic and/or career ready) from 72% to 95% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of high school students who graduate transition ready (academic and/or career ready) from 77.8% to 82% by 2024.	Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps them to develop their character, and helps them to be successful.  KCWP 6: Establish Learning Culture and Environment	School administrators and counselors will increase the number of underrepresented students who are enrolled and successful in Advanced Placement (AP) Classes using the approaches learned from Advance Kentucky and Equal Opportunity Schools.	Numbers of underrepresented students enrolled and successful in AP classes.	Equal Opportunity Schools will monitor enrollment numbers and will conduct regular administrator check-ins to conduct problem-solving.	\$25,000 General Fund for consulting services with Equal Opportunity Schools.
	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments should be based on root-cause analysis.	School administrators will ensure that students who are almost academic ready are effectively engaged in Success Labs so that they may receive the academic interventions necessary to reach the academic-readiness benchmarks.	Number of students meeting the benchmark in remaining areas of college readiness.	School teams will monitor the post-secondary readiness dashboard will tracks each student’s progress toward academic- or career-readiness.	General fund: 2 teacher salaries, 1 administrator salary
	Develop a clearly defined Rtl school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	High school teachers will use Mastery Prep as a tool for ACT academic intervention.	Practice ACT scores for 9 <sup>th</sup> -12 <sup>th</sup> grade will increase using interventions provided by the Mastery Prep program.	Administrators will meet in PLC to analyze student formative assessment data.	Benefit of the WKEC Gear Up Grant \$5000
		Based on gaps identified in PLCs, lead core subject teachers from each grade in the high school will meet during the school year to refine our common pacing guides	Practice ACT scores for 9 <sup>th</sup> -12 <sup>th</sup> grade will increase using interventions provided	Administrators will meet in PLC to analyze student formative assessment data.	Benefit of the WKEC Gear Up Grant \$5000

Goal 6 (State your postsecondary goal.): Increase the percentage of high school students who graduate transition ready (academic and/or career ready) from 72% to 95% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	and common assessments for each unit. They will focus on identifying where in their pacing guides they cover ACT objectives and how their common assessment items align with ACT expectations.	by the Mastery Prep program.		
		School administrators will ensure that students who are almost academic ready are effectively engaged in Success Labs so that they may receive the academic interventions necessary to reach the academic-readiness benchmarks.	Number of students meeting the benchmark in remaining areas of college readiness.	Equal Opportunity Schools will monitor enrollment numbers and will conduct regular administrator check-ins to conduct problem-solving.	\$3000 State PD Funds  \$18,000 General Fund for consulting services with Equal Opportunity Schools.
		Based on gaps identified in PLCs, lead core subject teachers from each grade in the high school will meet during the school year to refine our common pacing guides and common assessments for each unit. They will focus on identifying where in their pacing guides they cover ACT objectives and how their common assessment items align with ACT expectations.	Practice ACT scores in sophomore and junior year will increase.	Administrators will meet in PLC to analyze student formative assessment data.	Benefit of the WKEC Gear Up Grant \$5000

7: Graduation Rate

Goal 7 (State your graduation rate goal.): Increase the average combined 4-year and 5-year graduation rate from 81.6% to 90% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the average combined 4-year and 5-year graduation rate from 88% to 91% by 2024.	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	School administrators and teachers at Paducah Middle and Paducah Tilghman will monitor the number of failing grades disaggregated by teacher and course. Administrators will help teachers identify root causes for student failures and adjust instruction accordingly.	Reduction in the number of student failures at the middle school and high school levels; improvement of gap student performance on common assessments.	School administration will monitor student progress toward graduation in partnership with faculty and staff in PLC teams.	General Fund: 1 principal, 1 counselor, 1 teacher salaries.
	KCWP 2: Design and Deliver Instruction	School administrators and teachers at Choices Educational Center (Alternative School) will reinforce positive behaviors and student engagement with a system of daily student goals, PBIS Tornado Tickets, and celebrating personal all-time bests.	Reduction in the number of student failures at the middle school and high school levels; improvement of gap student performance on common assessments.	Choices Team will monitor and support students as they earn credits through the APEX credit recovery program.	ESSER II \$20,000

## 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:**

Paducah Middle School exited TSI status for African American students in 2023. They are still identified as TSI because of their Disability-with IEP group which was identified in 2022, and they must make progress with this subgroup for two years in order to exit TSI.

1. Check-ins with school administrators
2. Assistance in providing professional development based on evidence-based interventions and best practices.
3. Monitoring of classroom instruction with diagnostic observation walkthroughs using the Paducah Coaching Diagnostic Tool (PCDT).
4. Providing PLC protocols that employ best practices for root-cause analysis.
5. Support with the assistance of a district instructional coach.
6. Monitoring of student progress with formative assessment data, including STAR and MVP Assessment Data.

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

### Additional/More Rigorous Actions

**Consider:** List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

**Response:**