

Montgomery County Schools District Improvement Plan



2023 - 2024

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.

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.

- 46% or more of students with disabilities are scoring novice in all subject areas, at all grade levels, EXCEPT Elementary Science where there is only 24% of students with disabilities scoring Novice.
- At the HS level Science is the greatest area of weakness with P/D percentage at 6%.
- At the MS/HS level Reading is a greatest area of weakness with P/D percentage dropping from 52% to 44% (MS) and 49% to 44% (HS).
- At the MS/HS level Math is a greatest area of weakness with P/D percentage dropping from 36% to 31% (MS) and 33% to 27% (HS).

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.

KCWP1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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	ES: 66.6 MS: 55.0 HS: 52.2	ES: +1.7 MS: -6.6 HS: -6.5
State Assessment Results in science, social studies and writing	ES: 63.7 MS: 49.2 HS: 44.7	ES: +0.5 MS: -5.0 HS: +2.3
English Learner Progress	ES: 64.3	ES: +11.6
Quality of School Climate and Safety	ES: 76.9 MS: 62.5 HS: 56.3	ES: -0.1 MS: -1.9 HS: -3.2
Postsecondary Readiness (high schools and districts only)	80.8	+7.5
Graduation Rate (high schools and districts only)	90.6	-0.6

**State Assessment Goal for Reading and Math - Montgomery County Schools will increase the number of students scoring at the Proficient/Distinguished levels in all subject areas by 25% by 2028.
(Elem - 78%, 69%) (Middle - 69%, 57%) (High - 68%, 52%)**

Annual Goal(s)

Elementary: (Current KSA percentages - Reading 53% and Math 44%)

- By the end of the 2023-2024 school year, 58% or more of all students in grades K-5 will perform at the proficient/distinguished levels in reading as measured by MAP and Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 48% or more of all students in grades K-5 will perform at the proficient/distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

Middle: (Current KSA percentages - Reading 44% and Math 32%)

- By the end of the 2023-2024 school year, 54% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in reading as measured by MAP and Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 42% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

High: (Current KSA percentages - Reading 43% and Math 27%)

- By the end of the 2023-2024 school year, 53% or more of all students in grades 9-10 will perform at the proficient/distinguished levels in reading and as measured by MAP and/or Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 37% or more of all students in grades 9-10 will perform at the proficient/distinguished levels in math as measured by MAP and/or Kentucky Summative Assessment.

Strategy

Design & Deploy standards	Design & Deliver Instruction	Design, Align and Deliver Support	Establishing Learning Culture and Environment		
CORRESPONDING STATE GOAL AREA Proficiency		Key Core Work Process Strategies REFERENCE KCWP # 1,2,5,6			
DEPLOYMENT ACTIVITIES <i>(At the end of each cycle, color code progress and add progress notes under each activity)</i>					
GREEN = completed, YELLOW = in progress but not yet completed, WHITE = not started/move to next cycle, RED = abandoned/eliminating from plan					
<i>(January/February)</i>	<i>(March/April)</i>	<i>(May/June)</i>	<i>(July/August)</i>	<i>(September/October)</i>	<i>(November/December)</i>
<p><u>Continue implementation of Senate Bill 9</u></p> <p>Administer and analyze MAP Fluency Assessment (K-3)</p> <p>Reading Improvement Plans- Progress Monitoring for Tier 3</p>	<p><u>Continue implementation of Senate Bill 9</u></p> <p>Continue implementation of Senate Bill 9 (K-3)</p> <p>Administer and analyze MAP and then if identified the MAP</p>	<p><u>Continue implementation of Senate Bill 9</u></p> <p>SAT team check-in of student monitoring and progress. (K-3)</p> <p>Continue implementation of the KDE Reading</p>	<p><u>Continue implementation of Senate Bill 9</u></p> <p>New intervention teacher training for Magnetic Reading and Orton Gillingham.</p>	<p><u>Continue implementation of Senate Bill 9</u></p> <p>Administer and analyze MAP and then if identified the MAP Fluency Assessment (K-4)</p> <p>Send home read at</p>	<p><u>Continue implementation of Senate Bill 9</u></p> <p>Reading Improvement Plans- Progress Monitoring for Tier 3 students. (K-4)</p>

<p>students (K-3)</p> <p>SAT team check-in of student monitoring and progress. (K-3)</p> <p>Continue implementation of the KDE Reading Intervention Grant (K-3)</p>	<p>Fluency Assessment (K-3)</p> <p>Reading Improvement Plans- Progress Monitoring for Tier 3 students (K-3)</p>	<p>Intervention Grant (K-3)</p>		<p>home plans with identified students. (K-4)</p> <p>Provide interventions based on identified students. (K-4)</p>	
<p>District Literacy Initiative:</p> <p>Elem:</p> <ul style="list-style-type: none"> -Literacy consultant will provide coaching and feedback for building principals and teachers on the implementation of the district literacy framework -Train teachers who are new to the district in shared reading <p>(Funding Source - Title 1, and Title II)</p> <p>Middle:</p> <p>Review MS ELA vision and review ELA resources (Title V)</p>	<p>District Literacy Initiative:</p> <p>Elem:</p> <ul style="list-style-type: none"> - Implementation of literacy framework - principal progress monitoring and feedback -Principal and teacher coaching with literacy consultant -Develop a district plan for phonics instruction <p>Middle:</p> <p>Determine ELA resource for purchase</p> <p>Plan professional development for ELA teachers</p>	<p>District Literacy Initiative:</p> <p>Elem:</p> <ul style="list-style-type: none"> -Training for elementary teachers on identified areas of need based on PD survey -Training for elementary teachers on phonics instruction <p>Middle:</p> <p>Initial PD for ELA teachers</p>	<p>District Literacy Initiative:</p> <p>Elem:</p> <ul style="list-style-type: none"> -Unit planning for 24-25 school year (creation of common curriculum maps and assessments) -Training for all new teachers on district literacy framework and Interactive Read Aloud and Reading mini-lessons <p>Middle:</p> <p>Unit planning for 24-25 SY</p>	<p>District Literacy Initiative:</p> <p>Elem:</p> <ul style="list-style-type: none"> -Classroom visits for monitoring of literacy framework and to provide coaching and feedback on identified areas of literacy block -Training for all new teachers on shared reading <p>Middle:</p> <p>Monitoring new resources for implementation.</p>	<p>District Literacy Initiative:</p> <p>Elem:</p> <ul style="list-style-type: none"> -Classroom visits for monitoring of literacy framework and to provide coaching and feedback on identified areas of literacy block -Training for all new teachers on guided reading <p>Middle:</p> <p>Monitoring new resources for implementation. Additional PD support as needed</p>

<p><u>New Teacher Mentoring</u> Continue follow up support with New Teacher Mentors in the Spring- 10 hours of after school support</p>	<p><u>New Teacher Mentoring</u> New Teacher & mentor observation</p>	<p><u>New Teacher Mentoring</u> Evaluate new teacher mentor program for 24-25SY planning.</p>	<p><u>New Teacher Mentoring</u> Planning for Summer New Teacher Academy in August. 2-Day New Teacher Academy implementation</p>	<p><u>New Teacher Mentoring</u> New Teacher Academy- 2 sessions per month Continue follow up support with New Teacher Mentors in the Fall- 10 hours of after school support</p>	<p><u>New Teacher Mentoring</u> New Teacher Academy- 2 sessions per month Continue follow up support with New Teacher Mentors in the Fall- 10 hours of after school support</p>
<p>District Implementation of Instructional Blueprint (The MoCo Method) -Continue working with principals and staff on implementing blueprint -Continue implementing district walkthrough document aligned to blueprint and providing feedback to schools</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method) -School visits utilizing district walkthrough form to provide feedback</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method) -School visits utilizing district walkthrough form to provide feedback</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method) -School visits utilizing district walkthrough form to provide feedback</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method) -School visits utilizing district walkthrough form to provide feedback</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method) -Evaluate implementation of blueprint through survey data and academic data (MAP and MVPA)</p>
<p><u>Data Driven Instruction</u> Review MVPA data districtwide with the Curriculum Department and monthly SPED/Curriculum school level meeting.</p>	<p><u>Data Driven Instruction</u> Review MVPA and NWEA MAP data districtwide with the Curriculum Department and monthly SPED/Curriculum</p>	<p><u>Data Driven Instruction</u> Using MVPA and NWEA MAP data to plan instructional programming for 23-24 SY and PD planning -Conduct monthly</p>	<p><u>Data Driven Instruction</u> Early KSA data review and analysis. Instructional programming adjustments based on data. -Conduct monthly administration meetings</p>	<p><u>Data Driven Instruction</u> Review NWEA MAP data for Fall 2024. Planning common assessments with Mastery Connect.</p>	<p><u>Data Driven Instruction</u> Administer MVPA. Analysis of common assessments with Mastery Connect -Conduct monthly</p>

<p>January 2nd Data Day</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Analyze MVPA data for progress towards proficiency</p>	<p>school level meeting.</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Give 2nd round of MVPA assessment</p>	<p>administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Give final round of MAP</p>	<p>with each school to review proficiency and achievement gap goals with all schools</p> <p>-Admin discuss and modify district assessment plan based on teacher feedback</p>	<p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Analyze 23-24 KSA data to update goals and determine needs and next steps</p>	<p>administration meetings with each school to review proficiency and achievement gap goals with all schools</p>
<p>District Elementary Math Initiative: Monitor new math materials implementation.</p> <p>Begin curriculum alignment and pacing documents around new math materials</p> <p>Analyze data around common assessments</p> <p>Waggle implementation and monitoring of data</p> <p>ES/MS/HS Kentucky Center for Mathematics will visit and math classroom visits K-12 to support planning for math classroom PD.</p>	<p>District Elementary Math Initiative: Monitor new math materials implementation.</p> <p>Begin curriculum alignment and pacing documents around new math materials</p> <p>Analyze data around common assessments</p> <p>Waggle implementation and monitoring of data</p> <p>ES/MS/HS Next steps for KCM follow up including instructional leaders in strategic planning</p>	<p>District Elementary Math Initiative:</p> <p>ES/MS/HS Finalize professional development for upcoming year based upon walkthrough data and outline professional development plan for new staff on curriculum resources.</p>	<p>District Elementary Math Initiative: Finalize professional development for upcoming year based upon walkthrough data and outline professional development plan for new staff on curriculum resources.</p>	<p>District Elementary Math Initiative: Continue math walkthroughs to ensure professional development strategies are being implemented and resources are consistently used.</p>	<p>District Elementary Math Initiative: Analyze assessment data for revision of goals, objectives, and strategies/activities.</p>

MEASURE OF SUCCESS					
Walkthrough data New Teacher retention Proficient/Distinguished percentages increase on MVPA, KSA, NWEA MAP					

**State Assessment Goal for Science, Social Studies, and Writing - Montgomery County Schools will increase the number of students scoring at the Proficient/Distinguished levels in all subject areas by 35% by 2028.
(Elem - 77%, 77%, 77%) (Middle - 55%, 67%, 70%) (High - 41%, 69%, 63%)**

Annual Goal(s)

Elementary: (Current KSA percentages - Science 42%, Social Studies 42%, Writing 42%)

- By the end of the 2023-2024 school year, 46% or more of all students in grades K-5 will perform at the proficient/distinguished levels in science as measured by Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 49% or more of all students in grades K-5 will perform at the proficient/distinguished levels in social studies as measured by Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 49% or more of all students in grades K-5 will perform at the proficient/distinguished levels in writing as measured by Kentucky Summative Assessment.

Middle: (Current KSA percentages - Science 20%, Social Studies 32%, Writing 35%)

- By the end of the 2023-2024 school year, 30% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in science as measured by Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 42% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in social studies as measured by Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 45% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in writing as measured by Kentucky Summative Assessment.

High: (Current KSA percentages - Science 6%, Social Studies 34%, Writing 28%)

- By the end of the 2023-2024 school year, 13% or more of all students in grade 11 will perform at the proficient/distinguished levels in science as measured by Kentucky Summative Assessment.

- By the end of the 2023-2024 school year, 40% or more of all students in grade 11 will perform at the proficient/distinguished levels in social studies as measured by Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 35% or more of all students in grade 11 will perform at the proficient/distinguished levels in writing as measured by Kentucky Summative Assessment.

Strategy

Design & Deploy standards

Design & Deliver Instruction

Design, Align and Deliver Support

Establishing Learning Culture and Environment

CORRESPONDING STATE GOAL AREA
Proficiency

[Key Core Work Process Strategies REFERENCE](#)
KCWP # [1,2,5,6](#)

DEPLOYMENT ACTIVITIES

(At the end of each cycle, color code progress and add progress notes under each activity)

GREEN = completed, **YELLOW = in progress but not yet completed**, **WHITE = not started/move to next cycle**, **RED = abandoned/eliminating from plan**

<i>(January/February)</i>	<i>(March/April)</i>	<i>(May/June)</i>	<i>(July/August)</i>	<i>(September/October)</i>	<i>(November/December)</i>
<p><u>Science:</u> Review science MVPA data.</p> <p>Review interim assessment options for non-accountability grades.</p> <p>Review resource usage and implementation reports and plan for needed support.</p>	<p><u>Science:</u> Review science MVPA data.</p> <p>Next steps with interim assessment options for non-accountability grades.</p> <p>Review and evaluate curriculum maps for alignment and implementation.</p>	<p><u>Science:</u> Review and evaluate curriculum maps for alignment and implementation.</p> <p>Next steps with interim assessment options for non-accountability grades.</p> <p>Determine PD needs to</p>	<p><u>Science:</u> Implement PD to support science curriculum implementation. Personalized for returning and new teachers.</p> <p>Next steps with interim assessment options for non-accountability grades.</p>	<p><u>Science:</u> -Monitor implementation of new materials</p> <p>Next steps with interim assessment options for non-accountability grades.</p> <p>-Analyze common assessments Review and evaluate curriculum maps for</p>	<p><u>Science:</u> -Monitor implementation of new materials</p> <p>Next steps with interim assessment options for non-accountability grades.</p> <p>-Analyze common assessments Review and evaluate curriculum maps for</p>

	Determine PD needs to support science curriculum implementation.	support science curriculum implementation.		alignment and implementation.	alignment and implementation.
<p><u>Social Studies:</u> Review social studies MVPA data.</p> <p>Review interim assessment options for non-accountability grades.</p> <p>Review resource usage and implementation reports and plan for needed support.</p>	<p><u>Social Studies:</u> Review social studies MVPA data.</p> <p>Next steps with interim assessment options for non-accountability grades.</p> <p>Review and evaluate curriculum maps for alignment and implementation.</p> <p>Determine PD needs to support science curriculum implementation.</p>	<p><u>Social Studies:</u> Review and evaluate curriculum maps for alignment and implementation.</p> <p>Next steps with interim assessment options for non-accountability grades.</p> <p>Determine PD needs to support social studies curriculum implementation.</p>	<p><u>Social Studies:</u> Implement PD to support social studies curriculum implementation. Personalized for returning and new teachers.</p> <p>Next steps with interim assessment options for non-accountability grades.</p>	<p><u>Social Studies:</u> -Monitor implementation of new materials</p> <p>-Analyze common assessments</p> <p>Next steps with interim assessment options for non-accountability grades.</p> <p>Review and evaluate curriculum maps for alignment and implementation.</p>	<p><u>Social Studies:</u> -Monitor implementation of new materials</p> <p>-Analyze common assessments</p> <p>Next steps with interim assessment options for non-accountability grades.</p> <p>Review and evaluate curriculum maps for alignment and implementation.</p>
<p><u>Writing:</u></p> <p>-Create a district writing committee to develop a vision and strategic plan for writing</p> <p>-Explore possible resources for teaching writing/handwriting</p>	<p><u>Writing:</u></p> <p>-Develop a vision and strategic plan for writing</p>	<p><u>Writing:</u></p> <p>-Professional development based on teacher identified needs</p>	<p><u>Writing:</u></p> <p>-Develop unit plans for 24-25 school year</p> <p>-Train new teachers on on-demand writing</p>	<p><u>Writing:</u></p> <p>-Give round 1 of writing on-demand scrimmages and complete live scoring and feedback for students</p>	<p><u>Writing:</u></p> <p>- Analyze results from Round 1 writing scrimmage and determine areas of focus for 2nd semester</p>

MEASURE OF SUCCESS

Surveys feedback from training sessions.
PLC agendas
Walkthrough data
Vision for writing established
Proficient/Distinguished percentages increase for KSA, MVPA, NWEA MAP

Achievement Gap Goal - Montgomery County Schools will increase the combined percentage of students scoring Proficient/Distinguished in Reading and Math for students with disabilities to 30% or higher by 2028.

Annual Goal(s) (Current KSA percentages - Reading 23%, Math 19%, Science 22%, Social Studies 14%, Writing 13%)

- By the end of the 2023-2024 school year, 25% or more of all students with disabilities in grades K-5 will perform at the proficient or distinguished levels in reading as measured by MAP and Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 21% or more of all students with disabilities in grades K-5 will perform at the proficient or distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

Middle: (Current KSA percentages - Reading 16%, Math 8%, Science 0%, Social Studies 3%, Writing 0%)

- By the end of the 2023-2024 school year, 19% or more of all students in grades 6-8 will perform at the proficient or distinguished levels in reading as measured by MAP and Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 12.5% or more of all students in grades 6-8 will perform at the proficient or distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

High: (Current KSA percentages - Reading 5%, Math 5%, Science 0%, Social Studies 5%, Writing 5%)

- By the end of the 2023-2024 school year, 10% or more of students with disabilities at 10th grade will perform at the proficient or distinguished levels in reading and as measured by MAP and Kentucky Summative Assessment.
- By the end of the 2023-2024 school year, 10% or more of students with disabilities at the 10th grade will perform at the proficient or distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

APPROACH

Design, Align and Deliver Support

CORRESPONDING STATE GOAL AREA
Proficiency

[Key Core Work Process Strategies](#) REFERENCE
KCWP # 6

DEPLOYMENT ACTIVITIES

(At the end of each cycle, color code progress and add progress notes under each activity)

GREEN = completed, YELLOW = in progress but not yet completed, WHITE = not started/move to next cycle, RED = abandoned/eliminating from plan

<i>(January/February)</i>	<i>(March/April)</i>	<i>(May/June)</i>	<i>(July/August)</i>	<i>(September/October)</i>	<i>(November/December)</i>
<p><u>Station Teaching</u> Continue support of Cohort 1 Co-teaching teams. CKEC support</p> <p>Site-visits</p> <p>Training of Cohort 2 co-teaching teams</p> <p>24-25 Master Schedule planning to support station-teaching</p> <p>Team Needs Assessment to support implementation</p>	<p><u>Station Teaching</u> Release Day for planning Cohort 1</p> <p>Continued Site-Visits</p> <p>Release day for planning Cohort 2</p> <p>24-25 Master Schedule planning to support station-teaching</p> <p>PD Planning for summer 2024 connected to station teaching</p>	<p><u>Station Teaching</u></p> <p>24-25 Master Schedule planning to support station-teaching</p> <p>PD Planning for summer 2024 connected to station teaching</p>	<p><u>Station Teaching</u></p> <p>PD for returning teams</p> <p>PD for new teams</p>	<p><u>Station Teaching</u> Continue support of station teaching</p> <p>Release planning days</p>	<p><u>Station Teaching</u> Continue support of station teaching</p> <p>Release planning days</p>

<p><u>Supplemental Curriculum</u></p> <p><u>Reading</u> Purchase reading curriculum and schedule training for staff</p> <p>Inventory materials in preparation for PD</p> <p><u>Math</u> Start process of supplemental math curriculum search</p> <p>Identify a team of administrators, curriculum coaches, special ed teachers and general ed teacher to participate in the search committee.</p>	<p><u>Supplemental Curriculum</u></p> <p><u>Reading</u> Training and coaching for supplemental reading curriculum implementation for special ed staff</p> <p><u>Math</u> Complete process of supplemental math curriculum search and order materials</p>	<p><u>Supplemental Curriculum</u></p> <p><u>Reading</u> Continued coaching for supplemental reading curriculum implementation</p> <p>Classroom visits/observations</p> <p><u>Math</u> Inventory materials in preparation for summer PD</p>	<p><u>Supplemental Curriculum</u></p> <p><u>Reading</u> Training for new special ed staff for curriculum</p> <p><u>Math</u> Training for all special ed staff</p>	<p><u>Supplemental Curriculum</u></p> <p><u>Reading and Math</u> Continued coaching for supplemental reading curriculum implementation</p> <p>Classroom visits/observations</p> <p>Analyze IEP progress data and MAP data to identify growth and needs for implementation of material.</p>	<p><u>Supplemental Curriculum</u></p> <p><u>Reading and Math</u> Continued coaching for supplemental reading curriculum implementation</p> <p>Classroom visits/observations</p>
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<p><u>Training and Coaching of New and Alternatively Certified Special Education Teachers</u></p> <p>Monthly New Teacher Academy focusing on various topics relating to special education instruction and compliance</p>	<p><u>Training and Coaching of New and Alternatively Certified Special Education Teachers</u></p> <p>Monthly New Teacher Academy focusing on various topics relating to special education instruction and compliance</p>	<p><u>Training and Coaching of New and Alternatively Certified Special Education Teachers</u></p> <p>Plan 2-3 day PD focusing on special education instruction and compliance</p>	<p><u>Training and Coaching of New and Alternatively Certified Special Education Teachers</u></p> <p>2-3 day PD focusing on special education instruction and compliance.</p>	<p><u>Training and Coaching of New and Alternatively Certified Special Education Teachers</u></p> <p>Monthly New Teacher Academy focusing on various topics relating to special education instruction and compliance</p>	<p><u>Training and Coaching of New and Alternatively Certified Special Education Teachers</u></p> <p>Monthly New Teacher Academy focusing on various topics relating to special education instruction and compliance</p>
<p><u>Data Driven Instruction</u> Review MVPA data districtwide with the Curriculum Department and monthly SPED/Curriculum school level meeting.</p> <p>January 2nd Data Day</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Analyze MVPA data for progress towards proficiency</p> <p>-DOSE meet with building level teams to</p>	<p><u>Data Driven Instruction</u> Review MVPA and NWEA MAP data districtwide with the Curriculum Department and monthly SPED/Curriculum school level meeting.</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Give 2nd round of MVPA assessment</p> <p>-DOSE meet with building level teams to</p>	<p><u>Data Driven Instruction</u> Using MVPA and NWEA MAP data to plan instructional programming for 23-24 SY and PD planning</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Give final round of MAP</p>	<p><u>Data Driven Instruction</u> Early KSA data review and analysis. Instructional programming adjustments based on data.</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Admin discuss and modify district assessment plan based on teacher feedback</p> <p>-DOSE meet with building level teams to</p>	<p><u>Data Driven Instruction</u> Review NWEA MAP data for Fall 2024.</p> <p>Planning common assessments with Mastery Connect.</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Analyze 23-24 KSA data to update goals and determine needs and next steps</p> <p>-DOSE meet with building level teams to facilitate</p>	<p><u>Data Driven Instruction</u> Administer MVPA. Analysis of common assessments with Mastery Connect</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-DOSE meet with building level teams to facilitate name</p>

facilitate name & claim.	facilitate name & claim.		facilitate name & claim.	name & claim.	& claim.
MEASURE OF SUCCESS					
MVPA and NWEA MAP Data IEP Progress Data KSA Data					

Graduation Rate Goal - Montgomery County Schools will increase the graduation rate indicator to 95% or above by 2025.

Annual Goal(s)
Current Graduation Rate Indicator: 90.6
 Montgomery County Schools will increase the graduation rate from 90.6% to 92%.

APPROACH

Design, Align and Deliver Support

CORRESPONDING STATE GOAL AREA Proficiency	Key Core Work Process Strategies REFERENCE KCWP # 6
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DEPLOYMENT ACTIVITIES
(At the end of each cycle, color code progress and add progress notes under each activity)
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Review structures in place for drop-out prevention Identify struggling students who need extra supports, Sterling School	MCHS admin team will meet weekly to discuss progress on students and identify additional supports MCHS MTSS team will meet monthly to	Identify struggling students who need extra supports, Sterling School and continue to monitor identified at-risk students	Identify struggling students who need extra supports, Sterling School and continue to monitor identified at-risk students	Identify struggling students who need extra supports, Sterling School and continue to monitor identified at-risk students	Identify struggling students who need extra supports, Sterling School and continue to monitor identified at-risk students

<p>Ensure each student is connected to an adult in the building</p> <p>Utilize MTSS coordinator to provide SEL supports as needed</p>	<p>determine effectiveness and additional supports needed for students</p>				
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<p><u>Strong Connections Grant</u> New Position: Student Advocate Coordinator Begins January 1st.</p> <p>MCHS Counselor, MTSS Coordinator, and Student Advocate Coordinator will attend ROX training (evidence based program for female self esteem)</p> <p>Safe & Civil Schools Training- Jan. 23rd & 24th (Counselors, Admin, FRYSC)</p> <p>Identify the core teacher team from MCHS for BARR training.</p> <p>Review HS SRSS screener to establish interventions.</p>	<p><u>Strong Connections Grant</u> Designing and planning for student mentoring program to include community and school partnerships for at-risk students.</p> <p>Diverse and at-risk students attend field trips that support the goals of the grant.</p>	<p><u>Strong Connections Grant</u> Reaching out to community partners for mentoring program.</p> <p>Complete volunteer screening with identified mentors.</p>	<p><u>Strong Connections Grant</u> Training Community Mentors</p> <p>BARR (Building Assets Reducing Risks) training for administrators and teachers. (Evidence Based Program)</p> <p>BARR begins implementation</p> <p>ROX - Identify at-risk females for 3 groups</p>	<p><u>Strong Connections Grant</u> Mentoring Program in the process with at least one September and October session.</p> <p>BARR- Weekly I-times in freshman designated courses. I-time PLC with freshman admin.</p> <p>ROX- Begin sessions with 3 female groups Diverse and at-risk students attend field trips that support the goals of the grant.</p>	<p><u>Strong Connections Grant</u> Mentoring Program in the process with at least one November and December session.</p> <p>BARR- Weekly I-times in freshman designated courses. I-time PLC with freshman admin.</p> <p>ROX- Continue sessions with 3 female groups.</p>
Measure of Success					
Portrait of a Graduate is completed Review Employment Specialist Data, such as students with employment, secondary plans					

English Learner Progress Goal - Montgomery County School's EL students will increase their ACCESS score by .5 each year .

Annual Goal(s) (Current 52.7)

By the end of the 2023-2024 school year, we will increase the elementary English Learner Progress Indicator from 64.3 to 64.8 as measured by KSA and ACCESS.

Strategy

Design & Deploy standards

Design & Deliver Instruction

Design, Align and Deliver Support

Establishing Learning Culture and Environment

CORRESPONDING STATE GOAL AREA
Proficiency

[Key Core Work Process Strategies](#) REFERENCE
KCWP # [1,2,5,6](#)

DEPLOYMENT ACTIVITIES

(At the end of each cycle, color code progress and add progress notes under each activity)

GREEN = completed, **YELLOW = in progress but not yet completed**, **WHITE = not started/move to next cycle**, **RED = abandoned/eliminating from plan**

<i>(January/February)</i>	<i>(March/April)</i>	<i>(May/June)</i>	<i>(July/August)</i>	<i>(September/October)</i>	<i>(November/December)</i>
All EL students will set a growth goal for ACCESS assessment	Vocabulary instruction will be an area of focus for all teachers	Vocabulary instruction will be an area of focus for all teachers	Data will be reviewed and analyzed to determine what changes need to occur	Vocabulary instruction will be an area of focus for all teachers	Vocabulary instruction will be an area of focus for all teachers
Good Faith strategies will implemented with all assessments for all students	EL students' progress will be monitored on all common and benchmark assessments	EL students' progress will be monitored on all common and benchmark assessments		EL students' progress will be monitored on all common and benchmark assessments	EL students' progress will be monitored on all common and benchmark assessments
EL teachers will provide professional learning for all teachers on strategies for meeting EL learner needs in general	EL teachers will provide resource opportunities and specialized instruction	EL teachers will provide resource opportunities and specialized instruction		EL teachers will provide resource opportunities and specialized instruction	EL teachers will provide resource opportunities and specialized instruction

classrooms	to further enhance ELD. Digital programming will be utilized to enhance ELD.	to further enhance ELD. Digital programming will be utilized to enhance ELD.		to further enhance ELD. Digital programming will be utilized to enhance ELD.	to further enhance ELD. Digital programming will be utilized to enhance ELD.
<p><u>Data Driven Instruction</u> Review MVPA data districtwide with the Curriculum Department and monthly SPED/Curriculum school level meeting.</p> <p>January 2nd Data Day</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Analyze MVPA data for progress towards proficiency</p> <p>EL Teacher meet with building level teams to facilitate name & claim.</p>	<p><u>Data Driven Instruction</u> Review MVPA and NWEA MAP data districtwide with the Curriculum Department and monthly SPED/Curriculum school level meeting.</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Give 2nd round of MVPA assessment</p> <p>EL Teacher meet with building level teams to facilitate name & claim.</p>	<p><u>Data Driven Instruction</u> Using MVPA and NWEA MAP data to plan instructional programming for 23-24 SY and PD planning</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Give final round of MAP</p> <p>-Review Project Place with UK</p>	<p><u>Data Driven Instruction</u> Early KSA data review and analysis. Instructional programming adjustments based on data.</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Admin discuss and modify district assessment plan based on teacher feedback</p> <p>EL Teacher meet with building level teams to facilitate name & claim.</p> <p>-Any next steps with Project Place with UK</p>	<p><u>Data Driven Instruction</u> Review NWEA MAP data for Fall 2024.</p> <p>Planning common assessments with Mastery Connect.</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>-Analyze 23-24 KSA data to update goals and determine needs and next steps</p> <p>EL Teacher meet with building level teams to facilitate name & claim.</p>	<p><u>Data Driven Instruction</u> Administer MVPA. Analysis of common assessments with Mastery Connect</p> <p>-Conduct monthly administration meetings with each school to review proficiency and achievement gap goals with all schools</p> <p>EL Teacher meet with building level teams to facilitate name & claim.</p>

MEASURE OF SUCCESS

- Feedback data from teachers and administration is positive
- Common Planning protocol (PDSA) is implemented in every building
- Student achievement increases as measured by common assessment, local and state data

Postsecondary Readiness Goal - Montgomery County Schools will increase our Postsecondary Readiness Indicator 20 points by 2028. (100.8 by 2028)

Annual Goal(s)

Montgomery County Schools will increase the Postsecondary Readiness Indicator from 80.8 in 2023 to 84.8 in 2024.

APPROACH

CORRESPONDING STATE GOAL AREA

**Key Core Work Process Strategies REFERENCE
KCWP**

DEPLOYMENT ACTIVITIES

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<i>30 Day Activities (January/February)</i>	<i>60 Day Activities (March/April)</i>	<i>90 Day Activities (May/June)</i>	<i>120 Day Activities (July/August)</i>	<i>150 Day Activities (September/October)</i>	<i>180 Day Activities (November/December)</i>
Review Postsecondary readiness requirements with high school to ensure understanding of	Prepare students for benchmark assessments	Fall practice exams 9-11 KYOTE administered to seniors Dual credit courses	Preparation for benchmark assessments, preparation for EOP/Industry certifications	EOP/IC exams administered, Junior ACT, spring KYOTE for seniors	Data collection and evaluation Dual credit courses

changes that have taken place over the last year.					
Identify all 12th grade students who have not met postsecondary readiness requirements and develop a plan to ensure one indicator has been met.	Identify all students currently in pathways, develop a plan to increase % of students in pathways for next school year.	(Continued)Identify all students currently in pathways, develop a plan to increase % of students in pathways for next school year.	Identify all 12th grade students who have not met postsecondary readiness requirements and develop a plan to ensure one indicator has been met.	ILP will be completed by students and plan developed to implement results in student academic plan	Monitor postsecondary readiness rates monthly through monthly MTSS meetings and weekly admin team meetings.
MEASURES OF SUCCESS					
Postsecondary readiness %, ACT benchmark %, CPE/KYOTE scores, EOP scores, Industry certification passing scores, ILP completion rate, dual credit grades					

Quality of School Climate and Safety Goal - Montgomery County Schools will increase the Quality of School Climate and Safety index by 10 points or more at each level by 2028. (Elementary - 86.8, Middle - 70.6, High - 63.1)

*Elementary Quality of School Climate and Safety Indicator will increase from 76.8 in 2023 to 78.8 in 2023.
 Middle Quality of School Climate and Safety Indicator will increase from 60.6 in 2023 to 62.6 in 2024.
 High Quality of School Climate and Safety Indicator will increase from 53.1 in 2023 to 55.1 in 2024.*

APPROACH

CORRESPONDING STATE GOAL AREA

**Key Core Work Process Strategies REFERENCE
 KCWP**

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<p>Analyze QSCS questions with school teams to determine key topics/questions for improvement for Climate and for Safety.</p> <p>Conduct student discussion groups based upon the key questions of concern to identify causes for low ratings.</p> <p>Identify improvement activities for key areas of concern. District and school MTSS teams will continue to meet monthly to monitor academic, behavior, mental health, and attendance data.</p> <p>The district MTSS coordinator and school counselors will meet monthly to review SRSS data and discuss support services for at-risk students</p>	<p>Follow-up with key questions of concern and student discussion groups to get</p> <p>The district MTSS coordinator and school counselors will work together to develop a comprehensive counseling program and ensure trauma-informed training is delivered at each school</p>	<p>School and district MTSS teams will meet to determine effectiveness of programs and action plans to adjust for next school year.</p> <p>The district MTSS coordinator will continue working with school counselors on developing and implementing a comprehensive counseling program and services for students at each school</p>	<p>MTSS teams will review common area expectations and review plans for sharing with students and staff.</p> <p>District and schools will begin implementation of comprehensive counseling plan</p>	<p>District and school MTSS teams will continue to meet monthly to monitor academic, behavior, mental health, and attendance data.</p> <p>Each school will complete the SRSS screener to identify students who need targeted support</p>	<p>District and school MTSS teams will continue to meet monthly to monitor academic, behavior, mental health, and attendance data.</p> <p>Each school will analyze the data from the SRSS screener to begin targeted support and small groups for intervention</p>
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<p><u>Strong Connections Grant</u></p> <p>New Position: Student Advocate Coordinator Begins January 1st.</p> <p>MCHS Counselor, MTSS Coordinator, and Student Advocate Coordinator will attend ROX training (evidence based program for female self esteem)</p> <p>Safe & Civil Schools Training- Jan. 23rd & 24th (Counselors, Admin, FRYSC)</p> <p>Identify the core teacher team from MCHS for BARR training.</p> <p>Review HS SRSS screener to establish interventions.</p>	<p>Designing and planning for student mentoring program to include community and school partnerships for at-risk students.</p> <p>Diverse and at-risk students attend field trips that support the goals of the grant.</p>	<p>Reaching out to community partners for mentoring program.</p> <p>Complete volunteer screening with identified mentors.</p>	<p>Training Community Mentors</p> <p>BARR (Building Assets Reducing Risks) training for administrators and teachers. (Evidence Based Program)</p> <p>BARR begins implementation</p> <p>ROX - Identify at-risk females for 3 groups</p>	<p>Mentoring Program in the process with at least one September and October session.</p> <p>BARR- Weekly I-times in freshman designated courses. I-time PLC with freshman admin.</p> <p>ROX- Begin sessions with 3 female groups Diverse and at-risk students attend field trips that support the goals of the grant.</p>	<p>Mentoring Program in the process with at least one November and December session.</p> <p>BARR- Weekly I-times in freshman designated courses. I-time PLC with freshman admin.</p> <p>ROX- Continue sessions with 3 female groups.</p>
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MEASURES OF SUCCESS

- PBIS system will be implemented at each school
- Behavior incidents will be reduced at each school by 10%

- Bullying incidents will be reduced at each school by 10%
- Student survey data will indicate that students feel connected to staff and school environment. (Goals will be determined after baseline data is collected.)
- Staff diversity percentage is equivalent to the student diversity percentage

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:

Each identified TSI school developed a targeted plan for implementation with the collaboration of various stakeholders including teachers, parents, and administration. The plan was reviewed and approved through the school's SBDM Council and then was taken to the local Board of Education for review and approval. In addition to the approved TSI plans, the district leadership is meeting monthly with each school identified for TSI to review data and progress of implementation plan. In addition, the district will provide targeted support for identified schools through school visits focused on the targeted population for which the school was identified. In addition, district leadership is partnering with school administration to provide additional professional learning for leaders in the area of identification to support the leaders as they advance the work in their school.

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:

McNabb Middle School and Montgomery County High School did not exit TSI status this year. The district is continuing support with the implementation of station teaching to provide the space and opportunity for students with disabilities to receive specially designed instruction (SDI). A year-long plan of support, implementation, and monitoring has been developed with the principals and curriculum department for continued support.