

FORT THOMAS

I N D E P E N D E N T S C H O O L S

Phase III: Comprehensive District Improvement Plan

**Comprehensive School Improvement Plans
Comprehensive District Improvement Plan**

2023 - 2024

Comprehensive District Improvement Plan

704 KAR 5:225

Rationale

During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term five-year targets based on the required goal types. Long-term targets should be informed by The Needs Assessment for Schools.

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective.

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

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

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

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

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

Goal Types

Long-term target based on Kentucky Board of Education Goals.
Schools may supplement with individual or district goals.

For elementary / middle school, these include:

1. RD/MA goal
2. SC/SS/WR goal
3. Gap*
4. ELL*
5. QSCS

GOALS:

Five-year
trajectory
(2028)

For middle school / high school, these include:

1. RD/MA goal
2. SCSSWR goal
3. Gap*
4. ELL*
5. QSCS
6. Postsecondary Readiness
7. Graduation Rate

OBJECTIVES:

One year
(‘24-25 SY)

2024-2025 CDIP Goals

GOAL TYPE	2024-2025 CDIP GOALS
Proficiency	Increase the average indicator score in combined reading and math from 79.3 to 85.0 by 2028.
Separate Academic Indicator	Increase the average indicator score in combined science, social studies and writing from 70.3 to 76.0 by 2028
Achievement Gap	n/a (objectives only)
QSCS	Increase the average indicator score in quality of school climate and safety from 72.4 to 79.0 by 2028.
Postsecondary Readiness	By the end of 2024-2025, our postsecondary readiness index will remain above 100.
Graduation Rate	Our combined 4 and 5 year cohort for graduation will go from a 97.7% to a 99% by the end of 2025-2026.

CDIP Next Steps:



1. Staff Survey around 23-24 PD plan January '24
2. Phase IV: Professional Development Plan for '24-25 by May 2024