

# COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

**CDIP**

*2018–2019*

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# GOAL TYPES:

1. **Proficiency**
2. **Separate Academic Indicator**
3. **Achievement Gap Closure**
4. **Graduation Rate** – *high school only*
5. **Growth** – *elementary and middle school only*
6. **Transition Readiness**

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# TIMELINE

## GOALS

**Based on performance  
expectation by 2020.**

*(3-year performance from 2017)*

## OBJECTIVES

**Based on one year's  
performance**

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# PROFICIENCY GOAL

**By 2020, the district will increase the combined (reading and math) percentage of proficient/distinguished students from 74.85% to 81.13% (elementary); from 80.1% to 85.08% (middle), and from 74.75% to 81.06% (high).**

<b>Johnson Elementary</b>	<b>By 2020, Johnson Elementary will increase the combined (reading and math) percentage of proficient/distinguished students from 73.45% to 83.83%.</b>
<b>Moyer Elementary</b>	<b>By 2020, Moyer will increase the combined (reading and math) percentage of proficient/distinguished students from 74.7% to 85.7%.</b>
<b>Woodfill Elementary</b>	<b>By 2020, Woodfill will increase the combined (reading and math) percentage of proficient/distinguished students from 76.6% to 91%.</b>
<b>Highlands Middle</b>	<b>By 2020, Highlands Middle School will increase the combined (reading and math) percentage of proficient/distinguished students from 80.1% to 82.6%.</b>
<b>Highlands High</b>	<b>By 2020, the school will increase the combined (reading and math) percentage of proficient/distinguished students, as measured by ACT benchmark scores.</b>

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# SEPARATE ACADEMIC INDICATOR GOAL

**By 2020, in Science, increase the average rate of proficient/distinguished students from 55.5% to 61.05% (elementary); from 49.6% to 54.56% (middle); and from 62.4% to 68.64% (high).**

**By 2020, in Social Studies, increase the average rate of proficient/distinguished students from 75.9% to 79.70% (elementary); and from 84.6% to 88.83% (middle). By 2020, in Writing, increase the average rate of proficient/distinguished students from 74.1% to 77.81% (elementary); from 60.1% to 63.11% (middle); and from 84.3% to 88.52% (high).**

## **Johnson Elementary**

**By 2020, Johnson Elementary will increase the combined Separate Academic Indicator (Social Studies, Writing, and Science) of proficient/distinguished students from 74.9% to 82.39%.**

## **Moyer Elementary**

**By 2020, Moyer will increase the combined Separate Academic Indicator of proficient/distinguished students from 70.3% to 77.3%.**

## **Woodfill Elementary**

**By 2020, Woodfill will increase the combined Separate Academic Indicator) of proficient/distinguished students from 58.8% to 64.68%.**

## **Highlands Middle**

**By 2020, Highlands Middle School will increase our percentage of proficient students in Science from 49.6% to 60%, as measured by the K-Prep assessment.**

## **Highlands High**

**By 2020, Highlands High School will increase the rate of proficient/distinguished students in Science and Writing.**

# ACHIEVEMENT GAP CLOSURE GOAL

**Increase the average combined reading and math proficiency rates for all students in the Gap Group (Free/Reduced-Price Meals, Disability-With IEP [Total]) from 53.53% to 59.34% (elementary); from 38.38% to 46.10% (middle); and from 38.43% to 46.12% (high) in 2020.**

<b>Johnson Elementary</b>	By 2020, Johnson Elementary will increase the average combined reading and math proficiency rates for all students in Gap Group from 65.15% to 74.75%.
<b>Moyer Elementary</b>	By 2020, Moyer will increase the average combined reading and math proficiency rates for all students in the Gap Group from 45% to 49.5%.
<b>Woodfill Elementary</b>	Increase the average combined reading and math proficiency rates for all students in the Gap Group from 42.5% to 51% by 2020.
<b>Highlands Middle</b>	Increase the average combined reading and math proficiency rates of students in grades 6-8 in the Gap Group from 61% to 65% by 2020.
<b>Highlands High</b>	By 2020, the school will increase the combined reading and math proficiency rates for all students in the Gap Group.

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# GRADUATION RATE GOAL

**Increase the adjusted 4-year cohort graduation rate from 95.9% to 96.93% by 2020.**

**Highlands High**

**Increase the 4-year cohort graduation rate from 95.9% to 96.95% by 2020.**

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# GROWTH GOAL

**Increase the average combined reading and math growth index in grades 3-5 from 18.8 to 23.5; and, in grades 6-8, from 16.2 to 20.25.**

**Johnson  
Elementary**

**By 2020, Johnson Elementary will increase the average combined reading and math growth index from 20.5 to 21.**

**Moyer  
Elementary**

**By 2020, Moyer will increase the average combined reading and math growth index from 17.5 to 18.**

**Woodfill  
Elementary**

**Increase the average combined reading and math growth index from 18.9 to 19.4 by 2020.**

**Highlands  
Middle**

**Increase the average combined reading and math growth index for students in grades 6-8 from 16.2 to 20 by 2020.**

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# TRANSITION READINESS GOAL

**By 2020, increase the percentage of students who are transition ready from 81% to 85.05% (elementary), 60.10% to 66.15% (middle), and 82.9% to 87.05% (high).**

<b>Johnson Elementary</b>	<b>By 2020, Johnson elementary will increase the percentage of students who are Kindergarten ready from 79% to 85.7%.</b>
<b>Moyer Elementary</b>	<b>By 2020, Moyer will increase percentage of students who are Kindergarten ready from 87% to 87.5%</b>
<b>Woodfill Elementary</b>	<b>Increase the percentage of students who are kindergarten ready from 73% to 77% by 2020.</b>
<b>Highlands Middle</b>	<b>Increase the percentage of 8<sup>th</sup> grade students scoring proficient or higher in writing from 60.1% to 66.15% by 2020, as measured by the K-Prep assessment.</b>
<b>Highlands High</b>	<b>By 2020, the school will increase the percentage of students who are transition ready.</b>

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# Strategies & Activities

## STRATEGIES

- **Design and deploy standards**
- **Design and deliver instruction**
- **Design and deliver assessment literacy**
- **Review, analyze, and apply data**
- **Design, align, and deliver support**
- **Establish learning culture and environment**

## ACTIVITIES

- **Professional Learning Communities**
- **Vertical Collaboration**
- **Professional Development**
- **Monitoring of formative and summative assessments**
- **Reviewing and responding to student data trends**
- **Clear, congruent learning targets**
- **Response to Intervention programming**
- **Student Goal-Setting**
- **Unpacking core academic standards**
- **Progress monitoring**
- **Evaluating quality of scoring rubrics and grading standards**
- **Communication protocols**
- **Monitoring students performing below proficiency – Data Teams**
- **Data collection efforts**
- **Academic and behavioral interventions**
- **School culture supports**
- **Student leadership roles**

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# Next Steps

- **Progress Monitoring**
  - Assessing the plan's performance, to quantify a rate of improvement based upon goals and objectives, and to evaluate the effectiveness of the plan.
- **Measuring Success**
  - Criteria showing the impact of the work. Measures may be quantifiable or qualitative, but they are observable in some way.
  - Inform further decision-making or actions for improvement.

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# The Superintendent Gap Assurance

2018-2019

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# The Superintendent Gap Assurance

*Pursuant to KRS 158.649 (9) the superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The school's improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.*

## Fort Thomas Independent Schools:

**No school in the district has failed to meet its gap target for two (2) consecutive years.**

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