

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.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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 district 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 below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.					
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 district 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, Shipley, Baldrige, etc.</i>).	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.

1: Proficiency Goal

Goal 1: By 2023, Hopkins County Schools will increase the percentage of students performing proficient or distinguished in Reading and Mathematics to 65% in Elementary Schools; 65% in Reading and 50% in Mathematics in Middle Schools; and an ACT Reading & Mathematics composite of 20 on the ACT for High Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Elementary – Increase the percentage of ALL students K-5 scoring proficient or distinguished on MAP Reading from 51% in Fall 2019 to 56% in Spring 2020 and MAP Math from 52% in Fall 2019 to 57% in Spring 2020.	Vertical & horizontal curriculum alignment with standards and resources through P-8 district pacing (KCWP 1) Use of formative & summative assessments to guide instruction through PLC and PAC process (KCWP 1)	Use of district-wide common curriculum & pacing in all preschool, elementary and middle schools for core curriculum in Reading (Journeys/Collections) & Math (EnVision/GoMath)	NWEA MAP Projected Proficiency Scores for Fall, Winter and Spring TSG for Preschool Fall, Winter and Spring		General Fund; KERA Preschool; Title I
		Hopkins County Schools state-funded preschool program will maintain a 5-Star quality and NAEYC accredited program that implements a developmentally appropriate curriculum that addresses all developmental domains, early literacy and early math standard aligned with KY EC Standards and KAS kindergarten entry. The program will follow common district-wide pacing, utilize guided planning, and the formative assessment process through monthly PLCs to ensure consistency of standards delivery and differentiated small group instruction to meet the needs of all children enrolled in the program. Use of KPREP, BRIGANCE, MAP, TSG, ESGI and/or classroom assessment data to provide student specific interventions & make	Classroom Performance Data; PLC Agendas and PAC Agendas		

		instructional decisions through PD, PLC & PACs in all schools and with the KERA preschool program.			
	Skills-based explicit instruction to ensure mastery of Reading & Math standards (KCWP 2) Use of Computer Assisted Instruction (Evidence-based Instructional Strategy)	Use of common supplemental resources for skills-based instruction (CARS/STARS & CAMS/STAMS K-8; BRIGANCE & TSG for PS) Computer Assisted Instruction through Study Island & Exact Path for differentiated instruction and tiered interventions Computer Assisted Instruction through NWEA-SI individualized learning pathways for remediation or acceleration for grades 2-8	SI - NWEA Pathway Usage Reports Exact Path Usage Reports and Progress Data		Instructional Resources Grant; KERA Preschool; ESS; Title V
	Revise as needed, implement & monitor the clearly defined district-wide KSI process (KCWP 2 & 4) Use of multiple sources of data to determine tiered intervention needs (KCWP 4)	Implementation of school-led KSI process that ensures all students' needs are identified and addressed and parents/guardians are informed of needs, services and progress Use of classroom performance data, BRIGANCE, screeners, MAP, CERT, health information, and parent input to determine intervention needs	BRIGANCE, MAP, & CERT Screeners with Analysis School-led Student Support Team Meetings Intervention Progress Data Exact Path Usage, Growth, and Performance Reports for grades 2-8		Instructional Resources Grant; KERA Preschool; ESS; Title V; General Fund

			School KSI/RTI Data Intervention Tab Data Special Education Eligibility Reports		
Objective 3: High School – Increase the average Composite score on ACT from 18.7 on the Fall Mock ACT to 19.4 on Spring 2020 State Administered ACT	ACT Test Preparation & Coaching (Evidence-based Instructional Strategy)	ESS ACT Test Prep Sessions for 9th - 12th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep) Utilization of CERT for ACT Prep Mock ACT in Fall at both High Schools for 11th graders	ESS Participation/ Attendance Sign-In Sheets for training Usage Reports for Online test prep materials Mock ACT results		ESS; Title V; Free Resources; Instructional Resource Funds
	Strategies for Objectives 1, 2 & 3:				

	Use of assessment results to propel student achievement and growth (KCWP 3)	MAP assessments for proficiency and growth grades K-8 SI usage for NWEA Pathway Usage grades 2-5 TSG Fall to Spring Growth and Reporting for PS Use Mock ACT results to differentiate instruction for 11th graders for test preparations and growth KPREP Data Analysis and action planning	Fall, Winter, & Spring MAP & TSG Reports & Data Analysis MAP Growth Reports CERT Data Analysis NWEA Usage Reports Mock ACT Results KPREP Data Analysis Tools		General Fund; Title V; KERA Preschool; ESS
	Ensure needs assessments, data analysis and survey results drive fiscal and human resource allocations (KCWP 5) Ensure state and federal grant funding allocations and requirements are adhered to in regards to funding matrices, non-supplanting methodologies, local policies and SBDM policies (KCWP 5) Implementation of Studer short-cycle planning, data review and stop-light reporting to monitor progress toward district strategic plan and CDIP objectives (KCWP 5)	Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs Implement Studer Short-cycle planning and data monitoring quarterly in Administrator's meetings and at District Leadership Meetings	District Staffing & Funding Policies & Procedures MUNIS Reports for State & Federal Grants State & Federal Grant Applications & Required Reporting School & District Needs Assessments Administrator Meeting Agendas and Notes Short-Cycle Planning, Stoplight Reports		General Fund; All State Grants; All Federal Grants

	Ensure all available resources are deployed to assist students and families in need to reduce barriers to learning and engage families in the learning process (KCWP 6)	Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, KERA Preschool Parent Surveys and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Studer Parent Engagement Survey Results		Title I, Title III, KERA Preschool, FRYSC, Title II, General Fund
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2: Separate Academic Indicator

Goal 2: By 2023, Hopkins County Schools will increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 5% at the elementary, middle and high school levels.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - Science Elementary: Increase the percent of elementary students scoring proficient or distinguished on KPREP Science from 42% in 2019 to 43% in 2020 Middle: Increase the percent of middle school students scoring proficient or distinguished on KPREP Science from 29.5% in 2019 to 30.5% in 2020 High School: Increase the percent of high school students scoring proficient or distinguished on KPREP Science from 28.5% in 2019 to 29.5% in 2020	Vertical & horizontal curriculum alignment with standards and resources through K-8 district pacing & implementation of Dimensions Curriculum (KCWP 1)	Use of district-wide common curriculum & pacing in all elementary and middle schools for Science (Dimensions) District-wide Teacher-led Grade level/content meetings	MAP Science Growth for grades 4 & 7 from Fall to Spring Assessment Agendas & Sign-In Sheets KPREP Science Assessment Scores		General Fund
	Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations (KCWP 1)	Course Syllabi with Standards Alignment Content PLCs & Departmental Meetings	KPREP Science Assessment Scores Agendas & Sign-In Sheets		No Funding Required
Objective 2 – Social Studies Elementary: Increase the percent of elementary students scoring proficient or distinguished on KPREP Social Studies from 58.1% in 2019 to 59% in 2020	Support the rollout and implementation of the new Kentucky Academic Standards for Social Studies and development of aligned district-wide curriculum (KCWP 1)	PD and PLC rollout for Social Studies to begin November 5th Middle school Social Studies representatives attended WKEC New Social Studies Standards Training	Agendas & Sign In Sheets Registrations Grant Submission Revised Pacing Guide		KAS Implementation Mini Grant; Title II; Title I; Title V

<p>Middle: Increase the percent of middle school students scoring proficient or distinguished on KPREP Social Studies from 62.7% in 2019 to 64% in 2020</p> <p>High School: Achieve 50% of high school students scoring proficient or distinguished on KPREP Social Studies in Fall 2020 (Field Test delayed to Fall 2020)</p>		<p>KDE KAS PD grant submitted for K-8 Social Studies KAS training and implementation</p> <p>Review and revise district pacing guides for Social Studies K-8</p> <p>Purchase of KAS Bundle Resources from KASC for all schools</p> <p>Curriculum coordinators and instructional directors attended KDE KAS Learning Lab in Christian County</p>	<p>PO and Email</p> <p>Email & Registration</p>		
<p>Objective 3 – Writing</p> <p>Elementary: Increase the percent of elementary students scoring proficient or distinguished on KPREP on-demand writing from 55.6% in 2019 to 57% in 2020</p> <p>Middle: Increase the percent of middle school students scoring proficient or distinguished on KPREP on-demand writing from 24.4% in 2019 to 26% in 2020</p> <p>High School: Increase the percent of high school students scoring proficient or distinguished on KPREP on-demand writing from 41% in 2019 to 42% in 2020</p>	<p>Implement formal and informal process for teachers and students to improve learning in communication, language, and technology through writing instruction (KCWP 2)</p>	<p>Support schools in the review and submission of their writing policy in accordance of SB 1 (2017) to ensure it meets the revised KDE 2019-20 rubric and provides quality writing instruction K-8 and incorporates district established writing expectations</p> <p>District-wide Teacher-led Grade level/content meetings</p>	<p>Submission & approval of all school writing policies</p> <p>KPREP On-Demand Writing Scores</p> <p>Agendas & Sign-In Sheets</p>		No Funding Required
	<p>Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations (KCWP 1)</p>	<p>Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations for shared writing responsibility across the curriculum (KCWP 1)</p>	<p>Course Syllabi with Standards Alignment</p> <p>Content PLCs & Departmental Meeting Agendas and Sign In Sheets</p>		No Funding Required

3: Growth

Goal 3: By 2023, Hopkins County Schools will increase the percentage of K-8 students that attain a minimum of one year’s typical growth to 65% in reading and math as measured by MAP.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: K-8 Growth Increase the percent of students in grades K-8 that attain a minimum of one year’s typical growth from 61.17% in SY 18-19 to 63.17% in SY 19-20 in Reading and from 60.95% in SY 18-19 to 62.95% in SY 19-20 in Math as measured by Fall to Spring MAP.	Use of assessment results to propel student achievement and growth (KCWP 3)	District strategic plan achievement pillar goal will focus on all students in the district achieving one year’s typical growth as measured by MAP in grades K-8 through implementation of Strategic Plan – Student Achievement Pillar activities and strategies	MAP Fall to Spring Growth Measure Report		General Fund
	Review, Analyze & Apply Data (KCWP 4)		Short-Cycle Planning, Stoplight Reports, Strategic Plan Monitoring		
	Ensure academic expectations are actively modeled and are an existing part of the district culture (KCWP 5)	Studer short-cycle planning, data review and stop-light reporting to monitor progress toward district strategic plan and CDIP objectives quarterly			
	Strategic Plan – Student Achievement				

4: Achievement Gap

Goal 4: By 2023, Hopkins County Schools will increase the percentage of students with disabilities demonstrating proficiency to 55% in Reading and 45% in Math for Elementary Schools (Grades 3-5); 50% in Reading and 38% in Math for Middle Schools (Grades 6-8); and 25% in Reading and 8% in Math for High School (Grade 11 ACT).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Elementary Increase the percentage of students with disabilities in grades 3 – 5 scoring proficient or distinguished on MAP Reading from 29% in Fall 2019 to 34% in Spring 2020 and on MAP Math from 25% in Fall 2019 to 29% in Spring 2020. Objective 2: Middle Increase the percentage of students with disabilities in grades 6 – 8 scoring proficient or distinguished on MAP Reading from 21% in Fall 2019 to 22% in Spring 2020 and on MAP Math from 15% in Fall 2019 to 16% in Spring 2020. Objective 3: High School Increase the percentage of students with disabilities	Create & monitor a list for students performing below proficiency (KCWP 4)	Special Education Proficiency Plans will be developed for each school in collaboration with SPED Building Coach, School Leadership Team and SPED Teachers. Plan will be monitored monthly and shared at SPED TLT meetings and school PAC. Monthly updates will be provided to DoSE and DAC	Increase % P & D students with disabilities from Fall to Spring MAP School Proficiency Plans		No Funding
	Implement and commit to intentional co-teaching (KCWP 2)	Continued emphasis on increased station teaching and other small group instruction practices with modeling and monitoring by SPED Building Coaches	Building Level Co-Teaching Look-For Items on Walkthroughs		IDEA B; General Fund
	Ensure needs assessments, data analysis and survey results drive fiscal and human resource allocations (KCWP 5)	Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable	District Staffing & Funding Policies and Procedures Staffing Allocations MUNIS Reports		General Fund; IDEA B

scoring benchmark on ACT Reading from 17% in Fall 2019 to 19% in Spring 2020 and on ACT Math from 4% in Fall 2019 to 6% in Spring 2020.	Commit Special Education Building Coach time to modeling high yield instructional strategies for classroom teachers (KCWP 5)	SPED Building Coaches are expected to commit a minimum of 1 hour daily to modeling high yield instructional strategies for classroom teachers and/or positive behavioral management supports to increase student engagement in the general education setting	SPED Building Coach Daily Schedules SPED Building Coach Informal Classroom Observations PLC & PAC Minutes		IDEA B
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5: Transition Readiness

Goal 5: By 2023. Hopkins County Schools will increase the percent of students who graduate transition ready to 75%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2020, Hopkins County Schools will increase students who graduate transition ready from 69.0% to 70%.	Utilize tracking system for monitoring student achievement of transition readiness status	Coordinated tracking system for Transition Readiness among HCCTC and both high schools to track preparatory status and ensure avenues for career readiness when academic readiness is not applicable Employ a College and Career Counselor at HCCTC Encourage participation in AP and/or dual credit course work	Transition Readiness Tracking Tool TEDS Data & Industry Certifications HCCTC Enrollment & Staffing Enrollment tracking of AP and Dual Credit Course Work		General Fund
	ACT Test Preparation & Coaching (Evidence-based Instructional Strategy)	ESS ACT Test Prep Sessions for 9th - 12th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum Mock ACT in Fall at both High Schools for 11th graders Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep)	ESS Participation/ Attendance Sign-In Sheets for training Usage Reports for Online test prep materials Mock ACT results		ESS; Title V; Free Resources; Instructional Resource Funds

6: Graduation Rate

Goal 6: By 2023, Hopkins County Schools will increase the graduation rate to 92%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2020, Hopkins County Schools will increase the graduation rate from 90.1% to 90.5%.	Utilize Persistence to Grad Tool/Early Warning Tool to assist in identifying students at risk	Utilization of Hopkins County School GED Academy or Hopkins County Schools Academy as options for students at-risk Utilization of report to identify students who are at risk for dropping out, providing counseling on attendance, behavior, grades, and social skills; and reduce barriers to learning	Enrollment Graduation Rates Work Ready Initiative Completers Usage Reports for Early Warning Tool		General Fund
	Ensure all available resources are deployed to assist students and families in need to reduce barriers to learning and engage families in the learning process (KCWP 6)	Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, KERA Preschool Parent Surveys and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Studer Parent Engagement Survey Results		Title I, Title III, KERA Preschool, FRYSC, Title II, General Fund
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

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