# 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, Baldridge, 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](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)
* [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf%22%20%5Ct%20%22_blank)
* [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf)
 | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf)
* [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf%22%20%5Ct%20%22_blank)
* [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf)
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**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. |
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| **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. *Six Sigma, Shipley, Baldridge, 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.  |

## 1: Proficiency Goal

| Goal 1 (State your proficiency goal.):Increase the proficiency scores for high school students to 73.3 by 2021, middle school to 72.9 by 2021 and elementary to 62.5 by 2021. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Collaborate to increase the averaged combined Reading and Math Achievement Scores for Dawson Springs High School to 69 by 05/31/2020 as measured by K-PREP, CERT, and ACT | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction to ensure students have an understanding of learning expectations and know the criteria for success. KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, and Deliver Support | KCWP1: Activity 1: School Intervention Team​ - Continue to employ the Student Math/Reading Intervention Team. The team meets to discuss students who do not meet school benchmarks and cut scores and develop individual student plans for addressing the needs of those students. | Student Placement Test Scores  CERT/ACT | School Master Schedule 2018-2019 | No funding required |
| KCWP2: Activity 2: Professional Learning Communities (PLCs)​ PLCs will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. | Observation Meeting Minutes | Weekly and or bi-weekly meetings | No funding required |
|  | KCWP3/KCWP4/KCWP5: Activity 3: CERT ​CERT Data will be analyzed for student growth in reading and math by teachers and administrators from Fall, Winter, and Spring administrations.  | Observable growth on CERT from Fall to Winter to Spring  ACT for 11​th​ Grade | Fall/Winter/Spring administration of CERT ACT for 11​th Grade 2018-2019 | District funded |
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| Objective 2Collaborate to increase the averaged combined Reading and Math Achievement Scores for Dawson Springs Jr. High School to 70 by 05/31/2020 as measured by KPREP.  |  |  |  |  |  |
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| KCWP1: Activity 1: School Intervention Team​ See Goal 1 – Objective 1 | Students will make reasonable gains or meet benchmark upon completion of interventions | Progress will be monitored every four weeks and at the end of each nine weeks grading period No | No funding required |
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| Objective 3Increase proficiency in combined reading and math to 59.5 for Dawson Springs Elementary as measured by May 2019 as measured by KPREP.  |  | Activity 1: Benchmark Testing: All students K-6 will be benchmark tested at the beginning, middle, and end of the school year in reading and math using iReady. Benchmark data will be used to place students into the RTI tiers according to needs with the intention of students exiting the RTI program. Reading Mastery (grades K-3) and Corrective Reading (grades 3-6) will also be used to monitor student progress throughout the school year. iReady is a computer-based assessment that chromebooks are utilized to administer. DSES has purchased chromebooks/carts in the past and each grade level shares a cart. In order for teachers to consistently administer (no less than 45 minutes weekly for each reading and math) and monitor iReady testing and results, additional chromebooks/carts will be purchased so that each classroom has their own chromebooks/cart.  | Growth towards exiting the RTI program.  iReady testing data | Ongoing | Programs and Chromebooks already purchased |
|  |  | Activity 2: Walkabouts The elementary leadership team will use Google Forms as a walkabout instrument to observe classrooms, collect data, and provide feedback on instructional practices and student engagement. The data collected will also be used to drive continuing embedded PD opportunities and PLC conversations. Increased | Increased proficiency on KPREP | Ongoing | No funding required |
|  |  | Activity 3: Progress MonitoringTeachers will monitor progress weekly on each of the RTI math and reading students to check for progression towards exiting the RTI program via iReady/Corrective Reading. iReady will be administered to every student no less than 45 minutes for reading and math every week. | iReady usage reports  See Measure of Success Goal 1 Objective 1 Activity 1 August | Ongoing | Title I |
|  |  | Activity 4: Professional Learning Communities (PLC): The frequency of PLC meetings will change from monthly to weekly. PLC’s will be revised and become more focused on teacher reflection on student data, instructional practices and delivery, as well as student achievement. PLC’s will involve a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLC’s will allow teachers to do the following: analyze data, interpret data, and create an action plan with the data. | Weekly teacher reflection on student data (PLC meeting minutes | Ongoing | No funding required |
|  |  | Activity 5: Curriculum Specialist: A Curriculum Specialist will be utilized on a 100-day contract each year to help forward student development and achievement via data conversations with teachers and administration, classroom observations, as well as providing professional development and curriculum support to all staff members PK-6.  |  Curriculum maps and standards alignment Pacing Guides  | May 31. 2020 | Up to $19,900 District Funds |
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## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): Increase SAI index at the middle school to 67 by 2021 and at the elementary school to 55 by 2021. Continue to maintain the status of very high status in SAI index at the high school |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase SAI index for middle school to 63 by 2020. | ​KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction to ensure students have an understanding of learning expectations and know the criteria for success. 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 | ​KCWP1: School Intervention Team​ - Continue to train and employ the Student Math/Reading Intervention Team. The team meets to discuss students who do not meet school benchmarks and cut scores and develop individual student plans for addressing the needs of those students. Set​ Academic benchmarks and cut scores for the school. Review school intervention resources that are available.  | Student Placement Test Scores CERT  | School Master Schedule | No funding required |
|  |  | ​KCWP2: Professional Learning Communities (PLCs)​: PLCs will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what ​does ​ and ​doesn’t ​ work to enhance student achievement.  | ​Observation Meeting Minutes | Weekly and/or bi-weekly Meetings | No funding required |
|  | KCWP3/KCWP4/KCWP5: CERT: ​CERT will be administered in the fall of 2018 to all students in grades 7-11 for individual goal setting and growth measure​. ​Teachers will use results to inform instruction. CERT will be administered in the Winter and Spring to monitor growth  | Observable growth on CERT from Fall to Winter to Spring | ​Fall/Winter/Spring administration of CERT   | District Funds |
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| Objective 2Increase SAI index at the elementary school to 50 by 2020 |  | Activity 1: Amplified Science (3-6): Amplified Science will be implemented as the new Science curriculum in grades 3-6. Amplified Science is directly aligned to the Next Generation Science Standards | Increase proficiency for KPREP Science results, CERT (grade 6), and classroom assessments August | Ongoing | Amplified Science has been purchased. |
|  |  | Activity 2: Guided Reading (Science and Social Studies content): Once students progress through the Reading Mastery/Corrective Reading program, guided reading will be used as a supplemental instructional strategy to continue to move students forward. Spot on Science (K-3) and Spot on Social Studies (K-3) will be utilized in lower primary grades K-2 as a guided reading resource to also incorporate the Science and Social Studies standards.  | Increase in proficiency for Science and Social Studies results as measured by classroom assessment data  | Ongoing | Programs have been purchased |
|  |  | Activity 3: Into Social Studies Program (3-6): Into Social Studies will be implemented in grades 3-6 to ensure consistency with instructional delivery and standards alignment across grade levels for the new Next Generation Social Studies Standards | Increase in proficiency for KPREP Social Studies results, classroom assessment data August | Ongoing | Program has been purchased |
|  |  | Activity 4: PIMSER/STEM Professional Development Science and Math teachers will participate in the PIMSER/STEM professional development during the 2019 summer months as well as upcoming professional development opportunities during the 2019/2020 school year and beyond. These sessions will help teachers align their classroom instruction directly to the Next Generation Science and Math Standards. PIMSER/STEM PD: Math - 6 teachers/1 day and Science 2 teachers/3 days Increase | Increase in proficiency for KPREP Science and Math results and classroom assessment data Summer | Ongoing | PD and Grant funds |
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## 3: Growth

| Goal 3 (State your growth goal.): Dawson Springs Elementary School will increase its Growth score from 63 by 2021. Increase the Reading and Mathematics average for Dawson Springs Middle School students to 73 by 2021. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Collaborate at the middle school to maintain very high status in growth in 2020. |  | KCWP1: Activity 1: School Intervention Team​ See Goal 1 – Objective 1   |  |  |  |
| KCWP2: Activity 2: Professional Learning Communities (PLCs) ​See Goal 1 – Objective 1 |  |  |  |
|  | ​KCWP4: Activity 3: Student Placement​ See Goal 1 – Objective 1 |  |  |  |
| KCWP3/KCWP4/KCWP5: Activity 4: CERT​ See Goal 1 – Objective 1 |  |  |  |
|  | KCWP1/KCWP2/KCWP5: Activity 5: Instruction​ See Goal 1 – Objective 1   |  |  |  |
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| Objective 2Dawson Springs Elementary School will increase its Growth score to 63 by 2020 |  | See Goal 1: Objective 1 Activities Below: Activity 1: Instructional Materials to Match Standards Activity 2: Kentucky Academic Standards KAS Module Trainings Activity 3: Reading and Math Curriculum/Standards Training Activity 4: Lesson Planning Feedback or Guided Planning sessions Activity 5: Walkabouts Activity 6: Benchmark Testing Activity 7: Progress Monitoring Activity 8: Guided Reading Activity 9: Reevaluate/Monitor RtI System/Program Activity 10: Professional Learning Communities (PLC) Activity 12: Curriculum Specialist Activity 13: 30/60/9 Day Monitoring System Activity  |  |  |  |
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## 4: Achievement Gap

| Goal 4 (State your achievement gap goal.): Increase the math proficiency ratings for all students in the non-duplicated Gap Group as follows: middle school students identified as economically disadvantaged gap to 11.8 and high school students identified as economically disadvantaged gap to14.4 by 2022 as measured by KPREP. ​By May 2021, Dawson Springs Elementary School will increase proficiency in math and reading in its economically disadvantaged subgroup to 62.5 by 2022 |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Middle school will reduce the gap of economically disadvantaged to 15.8 by 2020. | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction to ensure students have an understanding of learning expectations and know the criteria for success. 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 | KCWP1: Activity 1: School Intervention Team​ See Goal 1 – Objective 1 |  |  |  |
| ​KCWP2: Activity 2: Professional Learning Communities (PLCs)​ See Goal 1 – Objective 1   |  |  |  |
|  | KCWP3/KCWP4/KCWP5: Activity 3: CERT​ See Goal 1 – Objective 1 |  |  |  |
| Objective 2Reduce the proficiency gap for high school students identified as economically disadvantaged to 18.4 by 2020. |  | KCWP1: Activity 1: School Intervention Team ​See Goal 1 – Objective 1 |  |  |  |
| KCWP2: Activity 2: Professional Learning Communities (PLCs)​ See Goal 1 – Objective 1   |  |  |  |
|  | KCWP4: Activity 3: Student Placement​ See Goal 1 – Objective 1 |  |  |  |
| KCWP3/KCWP4/KCWP5: Activity 4: CERT​ See Goal 1 – Objective 1 |  |  |  |
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| Objective 3Increase proficiency for economically disadvantaged identified students to 46 at the elementary school. |  | Activities See Goal 1: Objective 1: Activities Below: Activity 1: Instructional Materials to Match Standards Activity 2: Kentucky Academic Standards KAS Module Trainings Activity 3: Reading and Math Curriculum/Standards Training Activity 4: Lesson Planning Feedback or Guided Planning sessions  Activity 5: Walkabouts Activity 6: Benchmark Testing Activity 7: Progress Monitoring Activity 8: Guided Reading Activity 9: Reevaluate/Monitor RtI System/Program Activity 10: Professional Learning Communities (PLC) Activity 11: Curriculum Specialist Activity 12: 30/60/9 Day Monitoring System |  |  |  |

## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.): Dawson Springs High School students deemed transition ready will increase to 80.0 by 2020.  |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1DSHS will increase their Transition Readiness index to 77 by 2020. |  | ​Progress to Graduation:​ Utilizing Persistence to Graduation Report and at-risk reports to monitor student progress toward graduation Industry Certification Plans and Data Reviewed | Observation Master Schedule ILP PGR and At-Risk Reports Completion of Program | Monthly | No funding required |
| Advanced Placement/Dual Credit​: provide opportunities for students to participate in Advanced Placement Courses.  | Observation Master Schedule ILP PGR and At-Risk Reports Completion of Program | Monthly | No funding required |
|  | College and Career Days​: Continue district College Day and a District Career Day where activities are planned to emphasize the importance of College and Career.  | Observation | Monthly | District funds |
| Utilize TEDS data to identify sub-populations and review student performance data.  | ObservationTest scores | Monthly | District funds |
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| Objective 2 |  |  |  |  |  |
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## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.): Increase the average freshman Graduation Rate from 96.2% to 98.2% by 2019 as measured by the graduation formula. |
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|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Collaborate to increase the freshman graduation rate to 97.5 by 2020 as measured by graduation formula |  | KCWP1/KCWP4: Activity 1: Academic/Career Pathways Development of Learning Plans in order to place students in courses aligned with their career interests as identified in the career inventory. | Increased knowledge of appropriate pathway. | Ongoing | No funding required |
| KCWP5: Activity 2: College and Career Readiness (CCR) classes Intervention classes provided to high school students who have not met benchmark. | Master Schedule  Student Grades   | CERT/ACT   | ESS and district funds |
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## 7: Other (Optional)

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