# 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" \t "_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" \t "_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**: Increase the proficiency indicator scores in reading and math by 2024-2025 to the following (percent’s based on KDE’s long term projections):**   * **Elementary School Reading – 71.0% Elementary School Math – 71.4%** * **Middle School Reading – 79.1% Middle School Math – 66.5%** * **High School Reading - 70.1% High School Math – 57.1%** | | | | | |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| **Objective 1:**  To increase the proficiency indicator score in math by 2020 to the following:   * Elem – 62.5% * Middle – 56.1% * High – 43.7%   **Objective 2:**  To increase the proficiency indicator score in reading by 2020 to the following:   * Elem – 61.9% * Middle – 72.6% * High – 60.8%   **Objective 1:**  To increase the proficiency indicator score in math by 2020 to the following:   * Elem – 62.5% * Middle – 56.1% * High – 43.7%   **Objective 2:**  To increase the proficiency indicator score in reading by 2020 to the following:   * Elem – 61.9% * Middle – 72.6% * High – 60.8% | Math Fluency | All math teachers will continue to implement a math fluency component at the beginning of class (math automaticity, Engage NY, etc.) | MAP & KPREP Data |  | None |
| Math Programs | All schools will utilize math programs that are research based and aligned with the Kentucky Academic Standards. These programs will be monitored and taught with consistency and fidelity at each grade level. | MAP & KPREP Data |  | None |
| Elementary schools will collaborate to ensure consistency between the Engage NY and Eureka math programs. | Meeting Notes |  | None |
| Intentional Math Focus | Vertical conversations will take place between the schools to ensure a smooth transition for all students. | Meeting Notes |  | $1000  State Grant |
| Each school will develop plans for improving math instruction in the classroom | Plans |  | None |
| Literacy Programs | All schools will utilize literacy programs that are research based and aligned with the Kentucky Academic Standards. These programs will be monitored and taught ***with consistency and fidelity*** at each grade level. | Literacy Plan |  | $2000  Title I |
| Literacy Specialists | A literacy specialist will be hired at all schools to address literacy concerns. | MAP & KPREP Gap Data |  | $60,000  Grant Funds |
| Personalized Learning | All students will set goals based on MAP scores. These goals will be monitored and reviewed with the student on a regular basis. | Student Data Journals |  | None |
| All students will be provided differentiated instruction that meets their individual needs. This will be done in a variety of ways (Summit, Project Based Learning, Flipped Classrooms, Etc.). | RTI Schedules & Progress Monitoring Data |  | None |
| Peer Learning Labs | A peer learning lab protocol will be implemented at all schools to reinforce the leaning that takes place during the observation experience. This platform will be the tool for building capacity and professional efficacy throughout the district. | Observations |  | $5000  State Grant |
| Curriculum Planning | All teachers will utilize curriculum documents and timelines aligned with the Kentucky Academic Standards as well as collaborate regularly in order to continuously refine and improve instruction. | Curriculum Documents |  | None |
| Curriculum maps/Pacing guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits. | Curriculum Documents |  | None |
| Each principal will conduct Quarterly Curriculum Reviews (QCRs) after each MAP assessment in order to monitor curriculum, assessment and individual student progress. | Meeting / PLC Schedules |  | None |
| Vertical discussions will be held with teachers to eliminate gaps  and overlaps in the curriculum, refine instruction and assessment,  and share information on individual students | Meeting Agenda / Notes |  | $1500  PD Funds |
| Teachers will give common unit assessments in order to improve academic achievement. They will collaborate to write the assessments, analyze the results, and determine next steps. | Assessment Data |  | None |
| Standards Based Grading | Elementary schools will implement a consistent Standards Based Grading system. This will be done staring in K-2 and adding and additional grade each school year. | Report Cards and Community Feedback |  | $5000 State Grant |
| Teachers will collaborate to develop and administer specific assessments aligned with the standards to determine mastery for each child. | Assessments and data |  | $5000  State Grant |
| Tutoring | Students will be provided before and after school sessions to reinforce the learning that has taken place during the school day | Assessment Data |  | $10,000  21st Century and other Grants |

## 2: Separate Academic Indicator

| Goal 2*:* **Increase the percent of students scoring P/D in writing by 2024-2025 to the following: elementary – 56.9%, middle – 48.5%, high – 74.0%** |
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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
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| Objective 1:  To increase percent of students scoring P/D in writing by 2020 to the following:   * Elem – 43.4 * Middle – 32.4 * High – 65.9%   Objective 1:  To increase percent of students scoring P/D in writing by 2020 to the following:   * Elem – 43.4 * Middle – 32.4   High – 65.9% | Writing Programs | All schools will utilize Writing programs that are research based and aligned with the Kentucky Academic Standards. These programs will be monitored and taught with consistency and fidelity at each grade level. | KPREP Data |  | None |
| Intentional Writing Focus | Each School will develop a school wide writing plan that addresses the various genres as well as writing across the curriculum. | Writing Plans and KPREP Data |  | None |
| Schools will implement various strategies focused on improving the writing skills of all students (Live Soring, Writing Scrimmages, On-Demand, Extended Response, etc.) | Student Work |  | None |
| Professional Development | All staff will participate in professional development focused on improving writing (PD Days, DPD days, PLC’s, Peer Leaning Labs, etc.) | Meeting Agenda’s |  | None |
| Data Collection  (Writing) | All schools will develop a process for assessing writing (universal screener) and collecting data on the individual writing skills of each student. This data will be reviewed on a regular bases. | Assessment Data |  | None |

## 3: Growth

| Goal 3: **Increase the percentage of students who are ready for kindergarten from 45% to 60% by 2024-2025 as measured by the Brigance Screener. (Readiness Initiative)** | | | | | |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1:  Increase the percentage of students who are ready for kindergarten from 45% to 48% by the 2020 school year | Awareness | Post awareness information on the district website. | Updated Website |  | None |
| Present readiness information at the various community events that take place in the district (Chamber Meetings, School events, etc.). | Observation |  | None |
| Utilize both social and regular media sources to communicate the importance of Kindergarten Readiness. | Observation |  | None |
| Community Outreach | Schedule regular meetings with the private child care facilities in the community for the purpose of communication and training. | Meeting Schedule |  | None |
| Utilize the outreach bus to provide ongoing educational services throughout the community. | Successful Implementation |  | $20,000  Grant Funds |
| Schedule and host readiness events at the various centers in the community as well as the public library | Observation |  | $1500  General Funds |
| Plan and implement a summer readiness event. | Event Schedule |  | $1500  Grant Funds |

## 4: Achievement Gap

| Goal 4:  **Increase the proficiency indicator scores for students with disabilities in reading and math by 2024-2025 to the following (percent’s based on KDE’s long term projections):**   * **Elementary School Reading – 52.0% Elementary School Math – 43.0%** * **Middle School Reading – 66.1% Middle School Math – 52.7%** * **High School Reading - 46.7% High School Math – 35.1%** | | | | | |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1:  To increase the proficiency indicator score for students with disabilities in reading by 2020 to the following:   * Elem – 37.0% * Middle – 55.5% * High – 30.0%   Objective 2:  To increase the proficiency indicator score for students with disabilities in math by 2020 to the following:   * Elem – 25.2% * Middle – 38.0% * High – 14.8% | RTI / WIN (What I Need) Instruction | MAP data will be used to differentiate instruction for individual students based on their specific academic needs. ***Intentional schedules will be developed and followed*** at each school to ensure efficient and effective use of staff and resources. | MAP & KPREP Data |  | None |
| Additional resources will be purchased to provide individualized instruction for all students. (Lexia, Reading Plus, Dreambox, ALECS, etc) | MAP & KPREP Data |  | $100,00  Grants General Fund |
| Additional devices will be purchased to gives students greater access to the various instructional programs used by students. | MAP & KPREP Data |  | $50,000  KETS |
| ECE Progress monitoring & support | ECE teachers will conduct progress monitoring with their students on weekly and meet with principals to determine effectiveness of instruction. | Progress Monitoring Data |  | None |
| Co-teaching will be provided for ECE students in the subject areas of English (Language Arts) and Math.  The co-teaching support will be based on the team teaching, parallel teaching, and /or station teaching models. | Schedules |  | None |
| Content reinforcement classes at the middle and high school level which provide students more practice, more turns, and specific feedback in the core content classes of English and Math. | Schedules |  | None |
| Schools will implement one-on-one testing schedules throughout the school year for ECE students who need this testing environment. Proctors will be identified and trained early in the school year. Proctors will develop positive relationships with their students and provide individual student instruction on how to utilize their accommodations throughout the school year. | Assessment Schedules |  | None |
| Instruction | Each school will implement a plan to improve Tier I instruction using research-based strategies. | Plans |  | None |
| Intentional PLC Process | All schools will utilize and intentional PLC process focused on data analysis and gap reduction. | PLC Protocol |  | None |
| The high school will utilize Grade Cam to analyze student data and modify instruction. | PLC Notes |  | $2000  Activity  Funds |
| All principals and teachers will do an in-depth data analysis of all test results (MAP, K-PREP, End of Course, ACT, etc.) to determine which students are not making adequate progress and to inform instruction. | Data Analysis |  | None |

## 5: Transition readiness

| Goal 6: **All stakeholders will have an understanding of the competencies and dispositions that are embedded into the Spencer County graduate profile by 2024-2025.** | | | | | |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1  All will be introduced to the graduate profile by 2020-2021 | Awareness | Develop district committee to address components of a competency based learning system. | Committee Notes |  | None |
| Share Graduate Profile information with the various Spencer County Leadership Teams so that they can take back to individual schools and gather feedback. | Meeting Agenda |  | None |
| Share draft version of the graduate profile with the Chamber of Commerce and seek feedback. | Meeting Agenda |  | None |
| Post information on the Graduate Profile on the district webpage. | Observation |  | None |
| Implementation | Determine a vertical alignment of measuring mastery of competencies (from Graduate Profile) at certain grade levels and/or transition points | Continuum of Activities |  | $2000  PD Funds |
| Introduce the idea of student agency at each school | PLC / PD Schedule |  | None |
| Work Essential Skills | A program that addressed the essential work skills will be implemented at all schools. | Observation |  | None |

## 6: Graduation Rate

| Goal 4: **Increase the four year Graduation Rate indicator from 97.0 to 99.0 by the 2024-2025 school year (higher than state goals).** | | | | | |
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| **Objective** | **Strategy** | **Activities to deploy strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1:  Increase the four year graduation rate indicator from 97.0 to 97.4 by the 2020 school year | Career Pathways | Spencer County High School will explore options for expanding the career pathways as well as seeking out additional opportunities for students. | Site Visits |  | None |
| Spencer County Schools will utilize the Edgenuity platform to expand the career pathways offered to students. | Edgenuity Data |  | $35,000  General  Fund |
| Spencer County will investigate the options for implementing the Project Lead the Way initiative. | Implementation of PLTW |  | None |
| College and Career Coach | CCR Coach will lead activities to prepare students for life after high school, especially in the areas of college and career. | CCR Coach job Description |  | $50,000  General Fund |
| Targeted Interventions | Seniors who have not yet met the benchmarks on the ACT for College Ready will take a CCR Lab course in addition to their regular English and/or Math so that they can meet the required benchmarks. | Student Schedules |  | None |
| ACT Prep software will be utilized to better prepare students for the ACT assessment. | ACT Data |  | None |
| All schools will develop and implement a plan for improving student attendance rates. | Attendance Rates |  | None |

* Many activities that have been identified actually apply to several goals. For example, tutoring services is under the ‘Proficiency’ goal but this activity should also impact Growth and Gap as well.