# 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)
 |
| --- | --- |

**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. *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 percentage of students scoring Proficient and Distinguished on K-Prep Reading: West Irvine Intermediate to 63%, Estill County Middle School-66.8%, Estill County High School-49% by 2022. Increase the percentage of students scoring Proficient and Distinguished on K-Prep Math P/D: West Irvine Intermediate to 53.1%, Estill County Middle School-67.3%, High School 54.9% by 2022.  |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Develop, implement, maintain systems to support academic needs of students to increase the percentage of students scoring P & D in reading on K-Prep reading in Elementary from 53%. Middle school to 66.8% High school from to 49%Develop, implement, maintain systems to support academic needs of students to increase the percentage of students scoring P & D in math on K-Prep in Elementary 50.4%, middle school to 67.3% High School to 54.9% | KCWP 1: Review and revise curriculum documents that are aligned to state/essential standards and components that support instruction and assessment | 1. District curriculum alignment for reading and math
 | 100% of all schools will have viable and aligned curriculum documents  | Teaching and Learning Team will review curriculum documents at each weekly meeting documented with agendas and minutes30-60-90 Day Plans | $0 |
| 1. On going professional learning for modeling high yield strategies
 | Classroom assessment data, Google slide deck, teacher reflection | Teaching and Learning Team will select a high yield strategy for the district for each month. Curriculum coaches will create a slide deck to be used by teachers.  | $0 |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): Increase the percentage of students scoring Proficient and Distinguished on Writing: West Irvine Intermediate-29.8% to 45%, Estill County Middle School-52.8%, Estill County High School-62.2% by 2022. Increase the percentage of students scoring Proficient and Distinguished on Science-West Irvine Intermediate to 40%, Estill County Middle School-53.6%, Estill County High School 54.8% by 2022. Increase the percentage of students scoring Proficient and Distinguished on Social Studies-West Irvine Intermediate from to 70%, Estill County Middle School 70.2% by 2022.  |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase the percentage of students scoring Proficient and Distinguished on K-Prep in elementary science to 30%, Middle school to 53.6% and High school to 54% and increase the percentage of students scoring Proficient and Distinguished on K-Prep Social Studies in elementary from 52.3% to 58.2%, Middle school to 70%.  | KCWP 2: Design and Deploy Instruction in order for teachers to intentionally plan for before, during and after learning and instruction (explicit instruction) | District Curriculum Coaches and Teaching & Learning Team will support Social Studies teachers in the process of deconstructing Social Studies Standards and aligning curriculum in K-12 | Deconstructed standards as reflected in curriculum documents | 30-60-90 Day PlansTeaching and Learning agenda and minutes | $ |
| District Science Coach will support the process of deconstructing science standards K-12. | Deconstructed standards as reflected in curriculum documents | 30-60-90 Day PlansTeaching and Learning agenda and minutes | $ |
|  | Project Lead the Way Program for middle school and high school to establish a STEM program. | Curriculum and Course Pathway for STEM ProgramStudent enrollment | Student enrollmentCurriculumCourse Pathway | $55,481.00 |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2Increase the percentage of students scoring Proficient and Distinguished in writing on K-Prep in elementary to 35%, middle school to 52.8% and high school to 62.2% | KCWP 2: Design and Deploy instruction in writing to ensure curriculum is taught at a high level of fidelity and writing plan is consistently used by all grade levels and content areas | Teaching and Learning Team and District Curriculum Coaches will ensure all schools’ writing plans are aligned to identify gaps, including planning for the introduction of the standard, development and gradual release phases and arrival at standards mastery | District Writing PlanSchool’s Writing PlanStudent Work Analysis | 30-60-90 Day PlansTeaching and Learning agenda and minutes | $0 |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## 3: Growth

| Goal 3 (State your growth goal.): Increase the percent of novice in reading at West Irvine Intermediate from 17% to 32%, Estill County Middle School from 20% to 17.5%, Estill County High School 29.3% to 19.2% by 2022. Decrease the percent of novice in math at West Irvine Intermediate from 23.2% to 14.1%, Estill County Middle School from 14.3% to 8.8%, Estill County High School to 19.2% by 2022. |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase the percentage of students scoring novice in elementary K-Prep reading from 17% to 32%, Middle School from 20.3% to 17%, and High School from 29.3% to 19.2%Decrease the number of students scoring novice in elementary K-Prep math from 23.2% to 14.1%, Middle School form 14.3% to 8.8% and High School to 19.2% | KCWP 3: Develop a Continuous Classroom Improvement System (CCI) so students can communicate how they track and evaluate their progress and set goals | District Leadership Team (Principals and Admins) will provide professional learning opportunities to a select group of teachers from each school to implement CCI for students to use assessments and adjust their own learning. Students will self-assess and set goals. Teachers will learn to create intentional opportunities for students to receive and offer effective feedback during learning. | Classroom ImplementationStudent Data Notebooks | 30-60-90 Day Plans | $750.00 |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## 4: Achievement Gap

| Goal 4 (State your achievement gap goal.) Increase the number of economic disadvantaged students scoring P/D in reading at ECHS from 30.3% to 50%, ECMS from 53.6% to 70%, and West Irvine Intermediate from 36.9% to 50% by 2022. Increase the number of economic disadvantaged students scoring P/D in math at ECHS from 20.4% to 40%, ECMS from 39.9% to 50%, and West Irvine Intermediate from 27.4% to 40% by 2022. |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Decrease SWD scoring novice in reading on K-Prep at West Irvine Intermediate from 51.1% to 20%, Estill County Middle School to 30%, Estill County High School ACT from 100% to 50% by 2022. Decrease percent of SWD scoring novice in math at West Irvine Intermediate in math 43.6% to 15%, Estill County Middle School from 45.4% to 25%, Estill County High School ACT from 100% to 56.2% by 2022. | KCWP 2: Design and Deliver Instruction to individualize and differentiate instruction to meet student need to remove barriers to learning. KCWP 4: Review, analyze and apply data to individualize and differentiate instruction to meet student needs to remove barriers to learning.  | Development of Present LevelsIncrease co-teaching | 100% of IEPs meet state standards | Walkthrough dataDesktop auditPLC agenda/minutes | $0 |
| Monitoring student data trends and patterns over a longitudinal period | Instructional decisions based on student data | Completion of student data spreadsheetPLC agenda/minutes | $0 |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2 Increase the number of economic disadvantaged students scoring P/D in reading at ECHS from 30.3% to 50%, ECMS from 53.6% to 70%, and West Irvine Intermediate from 36.9% to 50% by 2022. Increase the number of economic disadvantaged students scoring P/D in math at ECHS from 20.4% to 40%, ECMS from 39.9% to 50%, and West Irvine Intermediate from 27.4% to 40% by 2022 | KCWP 6: Culture and environment to remove barriers to learning and support a culturally responsive classroom | Professional learning book study opportunity-“Framework for Understanding Poverty” Ruby Payne | Participant from each school to present instructional strategies at schools for how to teach students in poverty | Book study meetingsAgenda/Meetings | $300 |
| Diversity Professional Learning for district administration, school administration and support staff | 100% of all district, school administration and support staff participation in professional learning | AgendaMinutes |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.): Increase the number of students meeting benchmarks on End of Program exams from 52% to 85% by 2022 |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1To increase the number of students who are Transition Ready and meeting benchmarks on End of Program exams from 52% to 85% by 2022.  | KCWP 4: System develop to monitor student assessment data to inform classroom instruction. | High School will develop monitoring system for students to ensure pathway and preparation for End of Course assessment and ACT. High School principal will present data to Teaching and Learning team quarterly. | Implementation of monitoring system and data review | Teaching and Learning Team agenda and minutes | $0 |
| District will support Industry Certification assessments with grant funding |  Students being certified for Industry Certification  | High School monitoring system for CTE End of Program/Industry Certification and ACT assessment data | $4,332.00 |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.): Increase graduation rate form 93.7% (4 year cohort) to 96.53% by 2022 as measured by school report card. |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Increase the number of students graduating from 93.7% to 96.5% by 2022 as measured by the school report card.  | KCWP 6: Establish learning culture and environment to remove barriers to learningKCWP 5: Establish systems and process to support intervention | Early Warning System to ensure that resources and supports systems are in place to assist students in need. | Off Track System Form, Protocol, and timeline | School and district teams will meet monthly and update student progress | $0 |
| Off Track Team will ensure protocol is used to monitor at-risk students and remove barriers to learning | Minutes, agendas, monitor student progress | School and district teams will meet monthly to monitor and update student progress | $0 |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| 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**  |
| --- |
| **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:****The Estill County School District monitors and supports the school improvement plan for identified TSI schools with the District Professional Learning Community and District Leadership Team meetings. The district also monitors the school’s curriculum documents and 30-60-90 day plans and provides feedback. All meetings are documented with agendas and minutes. The district further supports schools with District Curriculum Coaches for modeling and mentoring teachers.** **The district submits the improvement plan on district website for stakeholder feedback prior to board approval. The Estill County Board of Education reviews all school improvement plans and approves the district improvement plan according to board policy in December. After the Board of Education approves the improvement plan, it is posted on the district website. The school principals will report on student data in the fall.**  |