# 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 (State your proficiency goal.): *): Increase the percentage of students scoring proficient/distinguished in Reading from 54.7% to 62.8% by 2021 and increase the percentage of students scoring proficient/distinguished in math from 55.8% to 63.5% by 2021.* | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase the percentage of students scoring proficient/distinguished in reading from 54.7% to 62.8% in 2021 and increase the percentage of students scoring proficient/distinguished in math from 55.8% to 63.5% in 2021.  (Due to COVID, data is from 2018 - 2019) | Implement strategies and programs in  classrooms to measure their  effectiveness on student achievement. (Design and deliver instruction) | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when  students fail to meet mastery. (Process) | Walk-through data  PLC (Team and component) Agenda and minutes  Leadership Agenda and minutes  Professional Learning Plan | Learning Walks/Walk-through data  Formative and summative assessment data  Peer observations    Data will be collected weekly or bi-weekly through observations, PLC's, and team meetings. | N/A | |
| Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (Practice) | 30/60/90 Day Plan  Peer observation reflection  Model effective strategies with the leadership team | Learning Walks/Walk-through data  Team/PLC/Leadership agenda and minutes  30/60/90 Day Plan    Data will be collected and monitored weekly and bi-monthly | N/A | |
| Ensure that vertical curriculum mapping is occurring between 2nd/3rd and 5th/6th to identify instructional gaps, including planning for the introduction of the standard, development, and gradual release phases, and arrival at standards mastery. | 2nd/3rd & 5th/6th grade teachers will meet one Wednesday per month to review reading, writing and math deconstructed standards and gain a deeper understanding of vertical standards.  All teachers will plan for introduction and mastery of standards. | Revised curriculum documents, PLC & Goal Team Documents  Revised curriculum documents, PLC & Goal Team Documents | 30-60-90 Monthly by committee & administrative team | $0  Time of Teachers | |
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## 2: Separate Academic Indicator

| Goal 2 (State your separate academic indicator goal.): *): Increase the percentage of students scoring proficient/distinguished in Social Studies from 64.3% to 68.6% by 2021, increase the percentage of students scoring proficient/distinguished in Science from 29.2% to 47.4% by 2021, and increase the percentage of students scoring proficient/distinguished in On-demand Writing from 19.7% to 41.8% by 2021.* | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase the percentage of students scoring proficient/distinguished in Social Studies from 64.3% to 68.6% during the 2020-2021 school year.  (Due to COVID, data is from 2018 - 2019) | Monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets.  ([Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)) | Monitor and evaluate the validity of assessments, standards, and learning targets. (Practice) | PLC Agenda and minutes  Intentional Question Planning Guide  Assessment Samples and data | Learning Walks/Walk-through data  Team/PLC/Leadership agenda and minutes  30/60/90 Day Plan    Data will be collected and | N/A | |
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| Objective 2  Increase the percentage of students scoring proficient/distinguished in Science from 21.6% to 42.9% during the 2020-2021 school year.  (Due to COVID, data is from 2018 - 2019) | Monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets.  ([Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)) | Monitor and evaluate the validity of assessments, standards, and learning targets. (Practice) | PLC Agenda and minutes  Intentional Question Planning Guide  Assessment Samples and data | Learning Walks/Walk-through data  Team/PLC/Leadership agenda and minutes  30/60/90 Day Plan    Data will be collected and monitored weekly and bi-monthly. | N/A | |
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| Objective 3  Increase the percentage of students scoring proficient/distinguished in On-Demand Writing from 19.7% to 41.8% during the 2020-21 school year.  (Due to COVID, data is from 2018 - 2019) | Monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets.  ([Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deploy%20Assessment%20Literacy.pdf)) | Monitor and evaluate the validity of assessments, standards, and learning targets. (Practice) | PLC Agenda and minutes  Intentional Question Planning Guide  Assessment Samples and data | Learning Walks/Walk-through data  Team/PLC/Leadership agenda and minutes  30/60/90 Day Plan    Data will be collected and monitored weekly and bi-monthly. | N/A | |
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## 3: Growth

| Goal 3 (State your growth goal.): *Decrease the percentage of students scoring below proficiency in middle school reading from 45.5% to 25% and decrease the percentage of students scoring below proficiency in middle school math from 44.4% to 25% by 2021.* | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Decrease the percentage of students scoring below proficiency in reading from 45.5% to 25% and decrease the percentage of students scoring below proficiency in math from 44.4% to 25% by 2021.  (Due to COVID, data is from 2018 - 2019) | Teachers will determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.  (Design and deliver instruction) | Plan strategically in the selection of high yield instructional strategy usage within lessons. (Practice) | Learning Walk data  Reflection of peer observations  Model effective strategies during leadership team and PLC’s  30/60/90 Day Plan | Learning Walk data and next steps  PLC and leadership agenda and minutes  30/60/90 Day Plan  Monitoring will occur weekly and bi-monthly. | N/A | |
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| Establish a system so that students can communicate, track, and evaluate their progress and set goals.  (Design and deliver assessment literacy) | Principals will select teachers to attend district professional learning on how to use assessments to allow students to evaluate progress and set goals. (Practice) | Classroom Implementation  Walk-through data  Student data notebooks | Student data notebook weekly checks  30/60/90 Day Plan | N/A | |
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## 4: Achievement Gap

| Goal 4 (State your achievement gap goal.): By the end of the 2020-2021 school year, the percentage of students with disabilities scoring novice on the KPREP reading assessment will decrease from 58% to 40%, and the percentage of students with disabilities scoring novice on the KPREP math assessment will decrease from 30% to 25%. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  During the 2020-2021 school year, the percentage of students with disabilities scoring novice on the KPREP reading assessment will decrease from 58% to 40%.  AND  During the 2020-21 school year, the percentage of students with disabilities scoring novice on the KPREP math assessment will decrease from 30% to 25%. | We are going to refine our strategies for co-teaching and data monitoring to meet students Tier I and Tier II instructional needs and identify next steps for improvement. (Design and Deliver Instruction) | We will develop a protocol and data monitoring tool for tiered intervention with our students with disabilities. (Process | Bi-weekly SED meetings and  monitoring data from SED teachers. | Bi-weekly SED meetings  30/60/90 plan  SED Monitoring Tool | N/A | |
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|  | We will plan strategically in the selection of high yield co-teaching instructional strategies for lessons in classrooms with students with disabilities. (Practice) | High yield co-teaching strategies observed/documented in classes containing students with disabilities. | Intentional Question Planning Guide  Sample Lessons  Classroom walkthroughs | N/A | |
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## 5: Transition Readiness

| Goal 5 (State your transition readiness goal.): *Increase the percentage of students that are “transition ready” in reading from 60% to 85% and in math from 43% to 85% by the year 2021, as measured by reaching the grade level norm on the MAP assessment.* | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase the percentage of 8th grade students who are “transition ready” in reading from 60% to 85% and in math from 43% to 85% by the year 2021, as measured by reaching the grade level norm on the MAP assessment.  (Due to COVID, data is from Fall MAP 2019) | Teachers use data to determine students’ needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling).  (Review, analyze, and apply data) | Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.  (Condition) | Google Document  Intervention/Enrichment Rosters  Team Agenda/Minutes | Teams and PLC’s will meet weekly to look at student data to determine best placement in intervention/enrichment classes, in-school and after school tutoring, and use to guide instruction daily.  Data will be monitored in the fall, winter, and spring upon completion of MAP testing. | N/A | |
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## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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## 7: Other (Optional)

| Goal 7 (State your separate goal.): *The measure we will focus on for the 2020-20121 school year will be managing and improving student behavior, attendance, and academic performance. We will accomplish this through the implementation of a Renaissance program. Our goal is to maintain an average of 90% of the student body will be card holders by 2021.* | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  90% of our student body will be a card holder each nine weeks of the 2020-2021 school year | School leadership will positively reinforce desired behaviors and encourage teachers to do the same.  (Design, Align, and Deliver Support) | Develop school culture supports, both academic and behavioral, to promote and support learning for all.  (Condition) | Renaissance Card Holder Status for each nine weeks  PBIS data (attendance and behavior)  Tri-terms | Infinite Campus reports (behavior and attendance)  Tri-term progress reports  SWIS  Student cards  This data will be monitored daily and every 3 weeks. | N/A | |
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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:** |