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
- 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. *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: By the end of the 2022 school year, Lincoln Elementary School will improve the reading and math proficiency indicator from 59.5 to 70; Dayton Middle School will improve the MS Proficiency Indicator score on KPREP from 67.4 to 74; and DHS will improve the HS Proficiency Indicator score from 45.5 to 60.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase the reading proficiency indicator on KPREP at LES from 63.2% to 66% and the math proficiency indicator on KPREP from 55.8% to 60%. Collaborate to increase the reading and math Proficiency indicator on KPREP scores for Dayton Middle School from 67.4% to 70% and Dayton High School from 44.5% to 50% by 6/1/21 as measured by the reading and math KPREP and ACT scores.	Design and Deploy Standards	**Vertical/Horizontal Planning and Curriculum Alignment** – The district will provide a structure where teachers can meet in vertical and horizontal planning meetings to plan for instruction and to create and refine Quarterly/Unit Organizers and Curriculum Timelines, as outlined by the Academic Work Plan. District administrators will provide ongoing coaching and feedback to teachers on effective practices for Tier I instruction and curriculum alignment to KCAS.	Increased percentage of student scoring proficient/distinguished on KPREP.		
	Design and Deploy Standards	**Live Scoring** – School and district leaders will assist teachers in grades 3 – 8 with the implementation of a formal system for effectively scoring writing in the classroom and using feedback to improve student understanding of content. Teachers will utilize Live Scoring twice per academic year for the purpose of assessing instruction and coaching students to proficiency by providing them with descriptive, effective feedback in ways that will allow them to improve in their demonstration of understanding through writing.	Increased percentage of student scoring proficient/distinguished on KPREP.	Due to the pandemic, live scoring is not taking place as it normally would. As soon as the pandemic is over, this activity will continue.	
	Design and Deliver Instruction	**Book a Week Program** – To support family involvement and connect literacy in the preschool program to the home, the district will provide opportunities for preschool teachers to provide students with one book to take home each week. Teachers will design and deploy weekly activities to coincide with the book of the week.	Increased number of books in students' homes.		

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Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	Review, Analyze, and Apply Data	**Flashback/PLC Meetings** – District and Building level administrators will meet with all grade level teachers once per week to review, discuss, and analyze the standards being taught and the student assessment data around those standards.	Increased percentage of students scoring proficient/distinguished on KPREP.		
	Design, Align, and Deliver Support Design and Deploy Standards	**Academic Work Plan** – Teachers will focus their work during district wide early release meetings on the Academic Work Plan. The Academic Work Plan consists of the following: Quarterly/Unit Organizers, Curriculum Timelines, Creating/Revising Common Assessments and analyzing assessments and student work.	Increased percentage of students scoring proficient/distinguished on KPREP.		
	Design, Align, and Deliver Support	**Professional Learning Opportunities** – All teachers, including ELA and Math Teachers, will be given the opportunity to attend professional learning opportunities to improve their instructional practice. Some of those trainings consist of: KAGAN, Shared Inquiry, Eric Jensen Book Study.	Increased percentage of students scoring proficient/distinguished on KPREP.	Professional Learning opportunities will consist of virtual learning opportunities. Dayton Schools will utilize the opportunities offered by NKCES	
Objective 2	Establishing Learning Culture and Environment	**Deeper Dive Walkthroughs** – District and building level administrators will implement a formal system to monitor effective instructional practices and systems for assessment of learning. Using the district created “Deeper Dive” Walkthrough protocol, district and school leaders will observe teachers and collect evidence to make decisions regarding professional learning and additional district support to teachers. District/Building Leadership will discuss with teachers next steps and “look fors” for upcoming walkthroughs.	Increased percentage of students scoring proficient/distinguished on KPREP.	The district is looking to modify the Deeper Dive Walkthroughs during the Pandemic.	

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Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	Review, Analyze, Apply Data	**CASE Testing** – The district will monitor the implementation of CASE testing at LES and DMS to provide KPREP-like testing opportunities for students in grades K – 8, review students mastery towards standards, and to have intentional discussions with teachers to determine instructional changes that need to occur based on the data from CASE testing.	Increased percentage of students scoring proficient/distinguished on KPREP.	The first round of CASE testing has occurred.	
	Design, Align, and Deliver Support	**"Focus" Book Study** – The district facilitated a district wide book study on the book "Focus" written by Mike Schmoker. Moving forward, the book will be reviewed and discussed in Deeper Dive Walkthroughs, GROW Team Meetings, and early release Wednesday's with teachers.	Increased percentage of students reading and writing in class.		
	Establishing Learning Culture and Environment	**Employee Engagement Survey** – The district will survey all staff members using the Gallup Employee Engagement Survey to gauge staff's engagement at Dayton Independent Schools. Results of the survey will be shared with the GROW team to determine next steps with the survey and survey questions will be shared with all staff members.	Increased Staff Engagement		

2: Separate Academic Indicator

Goal 2: By the spring of 2021, Lincoln Elementary School will improve the Separate Indicator score from 54.6 to 70, Dayton Middle School will improve the Separate Academic Indicator score from 58 to 70 and Dayton High School will improve from 59 to 70.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 **Writing** Collaborate to increase the writing index scores for Lincoln Elementary School from 45.8% to 55%, and increase the MS Index score on the 8th Grade KPREP On Demand Writing Assessment from 49.2 to 55 and the 11th grade KPREP On Demand Assessment from 70.8 to 75	Design and Deploy Standards	**Common Writing Expectations –** the district will lead work focused around creating common writing expectations for all students, creating a continuum beginning in Kindergarten through 12th grade, and creating exemplars at each grade level.	Increase percentage of students scoring P/D on On Demand Writing		
	Review, Analyze, and Apply Data	**Analyzing Writing** – On Demand Writing prompts will be scored by English teachers and administrators throughout the district. The scores, strengths and areas of growth, and next steps will be shared with 5th, 8th, and 11th grade students by the district office and building administration.	Increase percentage of students scoring P/D on On Demand Writing		
	Design and Deploy Standards	**Writing Across the Curriculum** – Students in each grade level will write all three forms of writing: Narrative, Informative, and Persuasive. In grades 4 – 12, these pieces will be written across all content areas.	Increase percentage of students scoring P/D on On Demand Writing		
	Review, Analyze, and Apply Data	**District Wide Feedback** – teachers in grades 4 – 12 meet bi-monthly to review, score, and analyze student writing samples. Teachers discuss strengths and areas of growth that are then given to back to the students.	Increase percentage of students scoring P/D on On Demand Writing	Due to the pandemic, these meetings are not occurring. They will continue once the pandemic is over.	
Objective 2: **Social Studies** Collaborate to increase the social studies index scores for Lincoln Elementary School from 74.6% to 80%, and increase the MS index score on	Design and Deliver Instruction	**Flashbacks** – students will complete opening activities that "Flashback" to content standards that have previously been taught. These flashbacks cover all standards but focus mainly on standards students are not mastering.	Increase the percentage of students scoring P/D on the Social Studies KPREP assessment	These meetings are occurring, just not as frequently as before the pandemic.	

Goal 2: By the spring of 2021, Lincoln Elementary School will improve the Separate Indicator score from 54.6 to 70, Dayton Middle School will improve the Separate Academic Indicator score from 58 to 70 and Dayton High School will improve from 59 to 70.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
the KPREP Social Studies assessment from 76.5% to 78%	Design and Deliver Instruction	**Extended Response Questions** – Students will complete extended response questions on assessments throughout the year. Students also complete the RACE strategy (Restate, Answer, Cite, Explain) on opening activities.	Increase the percentage of students scoring P/D on the Social Studies KPREP assessment		
	Design and Deliver Instruction	**Cold Reads** – Students complete "Cold Reads" on passages they have not seen before to improve their confidence and ability in reading content passages.	Increase the percentage of students scoring P/D on the Social Studies KPREP assessment		
	Design and Deliver Instruction	**Charts, Graphs, Maps** – Throughout the year, students are completing assessment questions that incorporate charts, graphs, and maps in an attempt to improve students ability to read and interpret these types of questions.	Increase the percentage of students scoring P/D on the Social Studies KPREP assessment		
Objective 3: **Science** Collaborate to increase the 4th grade science index scores from 43.3 to 50 during the 2020 – 2021 school year, and collaborate to increase the science index score on the KPREP science assessment from 48.2 to 50 and the HS score from 47.2 to 50.	Design, Analyze and Apply Data	**Self-Reflections** – Students complete self-reflections on all 10 for 10 formative assessments and summative assessments to evaluate mastery towards standards.	Increase percentage of students scoring proficient/distinguished on the KPREP assessment.		
	Design, Analyze and Apply Data	**Summative Assessment Analysis –** Science teachers will meet in district wide teams, grades 4 – 12, twice a month to review and analyze summative assessment data. Teachers will share their assessment along with student work to analyze specific questions and standards that students are mastering and/or not mastering.	Increase percentage of students scoring proficient/distinguished on the KPREP assessment.	Due to the pandemic, these meetings are not occurring. They will continue once the pandemic is over.	

3: Growth

Goal 3: By the spring of 2022, Lincoln Elementary School will increase the percentage of students scoring Proficient and/or Distinguished on the CASE assessment from 26.6% to 50% in Math and from 30.4% to 50% in Reading. Dayton Middle School will increase the percentage of students scoring proficient and/or distinguished on the CASE Assessment from 24% to 50% in Math and from 42.9% to 53.1% in Reading.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase the percentage of students scoring Proficient and/or Distinguished on the CASE assessment at Lincoln Elementary School from 26.6% to 40% in Math and from 30.4% to 42% in Reading, and at Dayton Middle School from 24% to 40% in Math and 42.9% to 50% in Reading.	Design and Deliver Instruction	**Lexia/Reading Plus -** Students in grades 3 through 11 will participate in the computer intervention program, Lexia and/or Reading Plus. These students will be determined by teacher referral and performance on KPREP, MAP, AIMSweb, and other classroom data.	Decrease the percentage of students scoring Novice on KPREP		
	Design and Deliver Assessment Literacy	**District Wide Assessment Analysis** – Teachers in grades 4 – 12 will meet twice a month in content alike groups to analyze assessments, assessment data, and student work.	Decrease the percentage of students scoring Novice on the On Demand portion of KPREP	These meetings are not occurring currently because of the pandemic. They will continue once the pandemic is over.	
	Review, Analyze, and Apply Data	**Analyzing Writing** – ELA teachers district wide will score On Demand Writing prompts written by students throughout the district. The scores, strengths and areas of growth, and next steps will be shared with the students by the district office and building administration.	Decrease the percentage of students scoring Novice on KPREP		
	Design and Deliver Instruction	**RTI** – The district will monitor the intervention that is taking place at all three levels. The district will monitor school wide RTI at LES, the double block of reading and math taking place at DMS, and the 4th bell RTI block taking place at the high school. Students, who are not meeting grade level benchmarks, are placed in interventions.	Decrease the percentage of students scoring Novice on KPREP		

Goal 3: By the spring of 2022, Lincoln Elementary School will increase the percentage of students scoring Proficient and/or Distinguished on the CASE assessment from 26.6% to 50% in Math and from 30.4% to 50% in Reading. Dayton Middle School will increase the percentage of students scoring proficient and/or distinguished on the CASE Assessment from 24% to 50% in Math and from 42.9% to 53.1% in Reading.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	Review, Analyze, and Apply Data	**Flashback/PLC Meetings** – District and Building level administrators will meet with all grade level teachers once per week to review, discuss, and analyze the standards being taught and the student assessment data around those standards.	Improved Instructional Strategies for all teachers throughout the district		
	Review, Analyze and Apply Data	**CASE Testing –** students will take 3 CASE assessment each year, which are "cold' benchmark assessments to serve as a practice KPREP assessment and allow the teachers the opportunity to see which standards students are not mastering. Administer the CASE test three times a year	Increased percentage of students scoring Proficient/Distinguished on KPREP.	The first round of CASE testing has occurred.	
Objective 2	Review, Analyze, Apply Data	**Student Goal Setting** – students will meet with teachers and administrators to set goals based on all of their academic data. This data will be shared with students throughout the year and with parents.			

4: Achievement Gap

Goal 4: By the year 2022, Lincoln Elementary School will increase the gap rate of students with disabilities from 30% to 50%, and Dayton Middle School will increase the gap rate for students with disabilities from 44.9 to 54.9.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase the gap rate of students with disabilities from 30% to 40% at Lincoln Elementary School and from 44.9 to 55 at Dayton Middle School.	Review, Analyze, and Apply Data	**Advisory Team Meetings** – The district will monitor the use of Advisory Team Meetings at Lincoln Elementary School between teachers of all grade levels to determine appropriate interventions for all students scoring below grade level.	All teachers are aware of student data and appropriate interventions for all students	These meetings are on hold until after the pandemic.	
	Design and Deliver Instruction	**RTI** – The district will monitor the intervention that is taking place at all three levels. The district will monitor school wide RTI at LES, the double block of reading and math taking place at DMS, and the 4th bell RTI block taking place at the high school. Students, who are not meeting grade level benchmarks, are placed in interventions.	Decrease the percentage of students scoring Novice on KPREP		
	Design and Deliver Instruction	**Lexia/Reading Plus** – The district will monitor the use of Lexia/Reading Plus throughout the district. All students in grades 3 – 11 not meeting grade level reading benchmarks will be placed on Lexia/Reading Plus to assist in improving students' fluency and comprehension.	Decrease the percentage of students scoring Novice on KPREP		
	Review, Analyze and Apply Data	**Professional Learning Day –** The November Professional Learning Day will be designated to analyze KPREP scores, review individual student scores, and determine next steps for reducing novice percentages in all content areas.	All teachers are aware of student data	Because of the Pandemic, this professional learning day did not occur this school year, however, this is something that the district will continue once the pandemic is over.	
	Design, Align, and Deliver Support	**PBIS Implementation** – the Director of Student Services will continue to monitor and support work with school personnel to implement PBIS in both	Decrease the amount of office referrals for all students		

Goal 4: By the year 2022, Lincoln Elementary School will increase the gap rate of students with disabilities from 30% to 50%, and Dayton Middle School will increase the gap rate for students with disabilities from 44.9 to 54.9.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		school buildings, in order to track progress towards the long term goal of advancing through the next Tier of PBIS intervention based on benchmark assessment from the PBIS committee.			
	Design, Align, and Deliver Support	**Literacy Resources –** Due to the IAL Literacy Grant, all students in grades K – 12 will receive 4 books per year providing students with more print material at school and in the home.	Increased Gap Rate for students with disabilities.		
Objective 2					

5: Transition Readiness

Goal 5: By the spring of 2022, Dayton High School will increase its Transition Readiness percentage from 77% - 95%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase our Transition Readiness percentage from 77% - 85% as measured by the percentage of graduating seniors that meet Academic Readiness Benchmarks and Career Readiness Benchmarks.	Design and Deliver Instruction	**Junior ACT Prep** – All juniors will take a Transition Readiness Class in which they will focus on test taking strategies and reading, math, and English skills.	Increased Transition Readiness Percentage		
	Design, Align, and Deliver Support	**CERT Testing** – Students in grades 9 – 12 will take the CERT Assessment three times a year. CERT Testing is a formal system for measuring progress of students in English, Reading, and Mathematics and to determine transition readiness and appropriate interventions for students not meeting benchmarks.	Increased Transition Readiness Percentage		
	Design and Deliver Instruction	**Flex RTI** – Students not meeting College Readiness Benchmarks on the CERT Assessments will be placed in a Flex RTI class in which instruction will focus on math and reading skills that students are lacking. Students meeting both benchmarks receive enrichment classes.	Increased Transition Readiness Percentage		
	Design, Align, and Deliver Support	**Transition Readiness Monitoring** – The district and school will monitor Transition Readiness programs. The Director of Teaching and Learning and the School Counselor will continue to create and update a Transition Readiness Spreadsheet that the principal will share with staff. The Transition Readiness Spreadsheet will be updated each time new transition readiness measures are met by students.	Increased Transition Readiness Percentage		
	Design and Deploy Standards	**Increase Pathway Options** - Include Adobe Certification, Google Suites Certification, etc. to increase transition readiness probability.	Increased Transition Readiness Percentage		

Goal 5: By the spring of 2022, Dayton High School will increase its Transition Readiness percentage from 77% - 95%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Graduation Rate

Goal 6: By the spring of 2022, Dayton High School will improve its four year graduation rate from 93.9% to 98%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaborate to increase the four year graduation rate from 93.9% to 95% by June 2021.	Review, analyze, and apply data	**Monthly Monitoring** – District and School leadership and the high school counselor will meet every month to review seniors' progress toward graduation. Credits, Grades, Attendance, and outside barriers that are affecting students will be reviewed at this meeting. Seniors that are in danger of not graduating will be given a mentor that will continually meet with and monitor the seniors progress toward graduation.	Increased 4 year and 5 year graduation rate.		
	Establishing Learning Culture and Environment	**Alternative Program** – An alternative program is in place at Dayton High School to provide another option for students that are at risk of dropping out of school. The school will monitor students in this program and work with them to graduate from high school.	Increased 4 year and 5 year graduation rate.		
	Establishing Learning Culture and Environment	**Student Assistance Team –** A Student Assistance Team will monitor academic and nonacademic data of all students to support learning with targeted academic and behavioral interventions, enrichment and mentoring.	Increased 4 year and 5 year graduation rate.		
	Establishing Learning Culture and Environment	**Credit Recovery** – a credit recovery program is in place for students that fall behind academically. Students having failed classes will be given the opportunity to recover credits via an online platform to prevent them from falling behind further.	Increased 4 year and 5 year graduation rate.		
	Establishing Learning Culture and Environment	**Youth Service Center Services** – The Youth Service Center Coordinator will put in a variety of programs to reduce barriers to learning and provide support for students that need it.	Increased 4 year and 5 year graduation rate.		

Goal 6: By the spring of 2022, Dayton High School will improve its four year graduation rate from 93.9% to 98%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	Establishing Learning Culture and Environment	**Additional Pathways/Opportunities** – Dayton High School will continue to research, review, and look for additional career pathway options to allow for more choice and motivation for students to stay in school and graduate.	Increased 4 year and 5 year graduation rate.		

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:**