

## 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### 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.

## Explanations/Directions

<b>Goal:</b> Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> listed above or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the funding source(s) used to support (or needed to support) the improvement initiative.

## 1: Proficiency

Goal 1: By the spring of 2023 Lincoln Elementary School will improve the average overall national percentile that students are scoring in grades 2 - 6 on the STAR Reading assessment from 23% to 43% and the STAR Math assessment from 35% to 55%, and Dayton High School will improve on the STAR Reading Assessment from 15.3% to 40% and the STAR Math assessment from 37.2% to 60%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the overall national percentile on the STAR Reading assessment from 23% to 33% and STAR Math from 35% to 45% at Lincoln Elementary School and at Dayton High School increase the STAR Reading assessment from 15.3% to 30% and the STAR Math assessment from 37.2% to 50%	Design and Deliver Instruction AND Review, Analyze, and Apply Data	<b>STAR Testing</b> – The district has purchased and is overseeing the implementation of STAR Reading and STAR math testing three times per year for students in grades 2 – 12. Data will be reviewed with teachers and staff.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
	Design and Deliver Instruction	<b>Envisions Math Program</b> – The district has purchased the Envision Math program for students in grades K – 9. District personnel will oversee the implementation of Envisions and have discussions with teachers revolved around the effectiveness of the program.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
	Design and Deliver Instruction	<b>Successmaker</b> - students in grades K - 8 participate in 15 minutes daily in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
	Review, Analyze, and Apply Data	<b>PLC Meetings</b> – the district participates in PLC meetings at the HS. The PLC protocol was developed by district personnel in collaboration with school personnel. The PLC protocol focuses on the PDSA cycle and curriculum,	Improved percentages of students meeting grade level benchmarks on the STAR assessment		

Goal 1: By the spring of 2023 Lincoln Elementary School will improve the average overall national percentile that students are scoring in grades 2 - 6 on the STAR Reading assessment from 23% to 43% and the STAR Math assessment from 35% to 55%, and Dayton High School will improve on the STAR Reading Assessment from 15.3% to 40% and the STAR Math assessment from 37.2% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction, assessment, data and student work.			
	Design, Align and Deliver Support Processes	<b>The Reading League</b> – the district has collaborated with and paid for the services of The Reading League to work with the teachers at Lincoln Elementary School to learn the science of reading and learn effective, best practices for teaching reading.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
	Design and Deliver Instruction	<b>Intervention Specialists</b> – the district has hired a math interventionist and two part time reading interventionists to provide small group and individual interventions to students not meeting grade level benchmarks.	Improved percentages of students meeting grade level benchmarks on the STAR assessment		
Objective 2					

2: Separate Academic Indicator

<p>Goal 2: By the spring of 2023, Lincoln Elementary School will improve the percentage of students scoring Proficient and/or Distinguished on the 4th grade KPREP science assessment from 9.6% to 30%; the percentage of students scoring Proficient and /or Distinguished on the 5th grade KPREP writing assessment from 43.1% to 60%; and the percentage of students scoring P/D on the KPREP Social Studies assessment to 50%.</p> <p>Dayton High School will improve the percentage of students scoring P/D on the KPREP On Demand Writing assessment from 56.3 - 75% in 8th grade and 66.3% to 80% in 11th grade; DHS will improve the percentage of students scoring P/D on the KPREP Science assessment from 21.1% to 40% in 7th grade and from 20% to 40% in 11th grade; and 50% of students will score P/D on the new Social Studies KPREP assessment in grades 8 and 11.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Writing Collaborate to increase the percentage of students scoring P/D on the KPREP On Demand Writing assessment from 43.1% to 50% at Lincoln Elementary School and from 56.3% to 65% in 8 <sup>th</sup> grade and 66.3% to 74% in 11 <sup>th</sup> grade at Dayton High School.	Design and Deliver Instruction AND Review, Analyze, and Apply Data	<b>Demonstrations of Writing</b> – the district is working with building administration and teachers to have students complete three writing prompts throughout the school year. These three prompts will be reviewed and analyzed by teachers and building and district administration to determine next instructional steps for each grade level and content area.	Improved On Demand Writing Scores		
	Review, Analyze, and Apply Data	<b>Criterion Writing</b> – the district has purchased the online program “Criterion” for students to complete writing assignments in this program. The district will use this program to measure students’ progress in writing.	Improved On Demand Writing Scores		
	Review, Analyze, and Apply Data	<b>Analyze Writing</b> – Student writing will be reviewed and analyzed during early release meetings to determine next instructional steps. District personnel will collaborate with building administration and teachers to review these writing pieces.	Improved On Demand Writing Scores		

Goal 2: By the spring of 2023, Lincoln Elementary School will improve the percentage of students scoring Proficient and/or Distinguished on the 4th grade KPREP science assessment from 9.6% to 30%; the percentage of students scoring Proficient and /or Distinguished on the 5th grade KPREP writing assessment from 43.1% to 60%; and the percentage of students scoring P/D on the KPREP Social Studies assessment to 50%.

Dayton High School will improve the percentage of students scoring P/D on the KPREP On Demand Writing assessment from 56.3 - 75% in 8th grade and 66.3% to 80% in 11th grade; DHS will improve the percentage of students scoring P/D on the KPREP Science assessment from 21.1% to 40% in 7th grade and from 20% to 40% in 11th grade; and 50% of students will score P/D on the new Social Studies KPREP assessment in grades 8 and 11.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establishing Learning Culture and Environment	<b>Common Language and Structures</b> – the district is working with administration and teachers to create common language and structures that will be used by all teachers in the district. There will be a common writing structure such as PEEL implemented by all teachers.	Improved On Demand Writing Scores		
Objective 2: Social Studies and Science Collaborate to increase the percentage of students scoring P/D on the KPREP Science assessment from 9.6% to 20% in 4 <sup>th</sup> grade, 21.1% to 30% in 7 <sup>th</sup> grade, and 20% to 30% in 11 <sup>th</sup> grade.  Collaborate to have 40% of students in grades 5, 8, and 11 score P/D on the KPREP social studies assessment	Design and Deliver Instruction	<b>Document Based Questions</b> – For each unit assessment in grades 4 – 12, students will have answer document based questions. These questions and answers will be reviewed in PLC's.	Improved Science and SS KPREP scores		
	Design and Deliver Instruction	<b>TCM Materials</b> – the district purchased materials aligned to the new social studies standards including document based questions and inquiry based assessments that teachers in grades 4 – 6 will use.	Improved Science and SS KPREP scores		
	Design and Deploy Standards	<b>Curriculum Alignment</b> - Teachers will focus curriculum development on the incorporation of the science and social studies standards into their reading and math instruction at the	Improved Science and SS KPREP scores		

Goal 2: By the spring of 2023, Lincoln Elementary School will improve the percentage of students scoring Proficient and/or Distinguished on the 4th grade KPREP science assessment from 9.6% to 30%; the percentage of students scoring Proficient and /or Distinguished on the 5th grade KPREP writing assessment from 43.1% to 60%; and the percentage of students scoring P/D on the KPREP Social Studies assessment to 50%.

Dayton High School will improve the percentage of students scoring P/D on the KPREP On Demand Writing assessment from 56.3 - 75% in 8th grade and 66.3% to 80% in 11th grade; DHS will improve the percentage of students scoring P/D on the KPREP Science assessment from 21.1% to 40% in 7th grade and from 20% to 40% in 11th grade; and 50% of students will score P/D on the new Social Studies KPREP assessment in grades 8 and 11.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		primary level. Intermediate through HS teachers will focus their curriculum development on aligning the the science and social studies curriculum.			
		<b>Assessment Development</b> - Teachers will utilize early release Wednesday meetings and planning time to develop inquiry based assessments and document based assessments to simulate science and social studies assessments	Improved Science and SS KPREP scores		

## 3: Growth

Goal 3: By the spring of 2023, Lincoln Elementary School will increase the percentage of students meeting grade level benchmarks from 41% to 61% in reading and 57% to 77% in math, and students in grades 7 and 8 at Dayton Middle School will improve the percentage of students scoring proficient and/or distinguished on the CASE assessment from 10% in Math to 50% and from 21% in Reading to 50%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students meeting grade level benchmarks from 41% to 51% in reading and 57% to 67% in math at Lincoln Elementary School and collaborate to increase the percentage of students scoring P/D on the CASE assessment from 10% to 30% in math and from 21% in Reading to 40%	Design and Deliver Instruction	<b>STAR Testing</b> - Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Improved percentages of students meeting grade level benchmarks and CASE assessment scores		
	Design and Deliver Instruction	<b>Successmaker</b> - students in grades K-9 will participate in 15 minutes daily in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.	Improved percentages of students meeting grade level benchmarks and CASE assessment scores		
	Design and Deliver Instruction and Review, Analyze, and Apply Data	<b>Intervention Specialists</b> – the district has hired a math interventionist and two part time reading interventionists to provide small group and individual interventions to students not meeting grade level benchmarks.	Improved percentages of students meeting grade level benchmarks and CASE assessment scores		
	Design and Deliver Instruction AND Design and Deliver Assessment Literacy	<b>Demonstrations of Writing</b> – the district is working with building administration and teachers to have students complete three writing prompts throughout the school year. These three prompts will be reviewed and analyzed by teachers and building and district administration to determine next	Improved percentages of students meeting grade level benchmarks and CASE assessment scores		



Goal 3: By the spring of 2023, Lincoln Elementary School will increase the percentage of students meeting grade level benchmarks from 41% to 61% in reading and 57% to 77% in math, and students in grades 7 and 8 at Dayton Middle School will improve the percentage of students scoring proficient and/or distinguished on the CASE assessment from 10% in Math to 50% and from 21% in Reading to 50%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional steps for each grade level and content area.			
	Design and Deliver Instruction	<b>CASE Testing</b> - Students in grades 1 – 8 will take the CASE assessment three times a year. Administrators and teachers will use the data to assist with instructional decisions.	Improved percentages of students meeting grade level benchmarks and CASE assessment scores		
Objective 2					

#### 4: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Reading</p> <p>Collaborate to increase the percentage of students with disabilities scoring P/D on the KPREP reading assessment from 18.7% to 30%.</p> <p>Collaborate to increase the percentage of students with disabilities scoring P/D on the MS KPREP reading assessment from 15.8% to 30%.</p> <p>Collaborate to increase the percentage of students that are Economically Disadvantaged scoring P/D on the HS KPREP reading assessment from 16.7% to 30%</p>	Design and Deliver Assessment Literacy	<b>Benchmark Assessments/Next Step Assessments</b> – the district works with the LES staff to have every LES student administered various benchmark take assessments three times a year. For those struggling students, additional assessments will be administered to pinpoint specific deficiencies in their learning.	Increased percentage of students with disabilities and economically disadvantaged students scoring P/D on the KPREP reading assessment		
		<b>Reading Intervention Team</b> - Using multiple sources of student data, the intervention team determines the students that need additional support and interventions. Parents are notified if their child is participating in interventions	Increased percentage of students with disabilities and economically disadvantaged students scoring P/D on the KPREP reading assessment		
	Design and Deliver Instruction	<b>STAR Testing</b> – Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Increased percentage of students with disabilities and economically disadvantaged students scoring P/D on the KPREP reading assessment		
	Design and Deliver Instruction	<b>Tiered Interventions</b> – Students are placed into tiered intervention groups during a class period titled “FLEX” in which students are working on skills that are tiered to meet their instructional level.	Increased percentage of students with disabilities and economically disadvantaged students scoring P/D		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Math		Teachers review data with students, and discuss grades and goals with students during this time.	on the KPREP reading assessment		
	Design and Deliver Instruction	<b>Envisions Math Program</b> - The district has purchased the Envision Math program for students in grades K – 9. District personnel will oversee the implementation of Envisions and have discussions with teachers revolved around the effectiveness of the program	Increased Percentage of Students Scoring P/D on Math KPREP		
	Design and Deliver Instruction	<b>Successmaker</b> - all students in grades K - 8 participate in 15 minutes daily in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation	Increased Percentage of Students Scoring P/D on Math KPREP		
	Design and Deliver Instruction	<b>Math Intervention Specialist</b> - a Math Intervention Specialist has been hired to provide in class modeling for teachers and provide individual and small group interventions to students.	Increased Percentage of Students Scoring P/D on Math KPREP		
	Review, Analyze, and Apply Data	<b>PLC Meetings</b> – the district participates in PLC meetings at the HS. The PLC protocol was developed by district personnel in collaboration with school personnel. The PLC protocol focuses on the PDSA cycle and curriculum, instruction, assessment, data and student work.	Increased Percentage of Students Scoring P/D on Math KPREP		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

5: Transition Readiness

Goal 5: By the Spring of 2023, Dayton High School will increase it’s Postsecondary Readiness Rate from 62% to 90%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the postsecondary readiness rate from 62% to 75% by the spring of 2022	Design and Deliver Instruction	<b>ACT Prep</b> – All junior students will participate in a class titled, “ACT Prep.” This class will familiarize students with the ACT and go over effective strategies for taking the English, Math, Reading, and Science sections of the ACT	Increased Transition Readiness Percentages		
		<b>FLEX RTI</b> – students who are on track to complete three business courses and the Administrative Support pathway exams/certifications will participate in small group exam/certification prep during FLEX time. Senior students who are missing either the Reading or Math ACT benchmark will participate in a KYOTE math and/or Reading prep during FLEX time.	Increased Transition Readiness Percentages		
	Design and Deliver Instruction	<b>STAR Testing</b> – all grade levels will participate in STAR testing three times a year to assess current instructional level, which can assist in directing students to career pathways.	Increased Transition Readiness Percentages		
	Design and Deliver Assessment Literacy	<b>College Readiness/Career Readiness Assessments</b> – the District ACT will be offered free of charge to all seniors twice a year. KYOTE will be given 4 times a year	Increased Transition Readiness Percentages		

Goal 5: By the Spring of 2023, Dayton High School will increase it's Postsecondary Readiness Rate from 62% to 90%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for students to meet benchmarks and the ASK exam will be given four times a year to students in the Administrative Support Pathway. MOS testing will be completed as needed			
	Design, Align, and Deliver Support Processes	<b>Transition Readiness Monitoring</b> – The district and school will monitor the various transition readiness opportunities and will update and present numbers quarterly. The School counselor and Dual Credit Advisor are doing regular grade checks with Dual Credit students to monitor grades and make academic plans for students struggling.	Increased Transition Readiness Percentages		
Objective 2	Design, Align, and Deliver Support Processes	<b>Increase Pathway Options</b> – The school counselor and College and Career Coordinator will research potential new Business/Computer pathways that are approved by KDE. Research how to implement a Skilled Trade program at Dayton High School. They will also continuously monitor post-secondary partnerships for new CTE course opportunities	Increased Transition Readiness Percentages		
	Review, Analyze, and Apply Data	<b>College and Career Readiness Coordinator</b> – A college and career readiness coordinator was hired by the district to work with individual students to review current	Increased Transition Readiness Percentages		

Goal 5: By the Spring of 2023, Dayton High School will increase it’s Postsecondary Readiness Rate from 62% to 90%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		academic standing specifically towards College and Career Readiness			

## 6: Graduation Rate

Goal 6: By the spring of 2023, Dayton High School will improve its four year graduation rate from 96.3% to 100%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the four year graduation rate from 96.3% to 98%	Establishing Learning Culture and Environment	<b>Credit Recovery</b> – the district has funded a position at the HS to work with students who have fallen behind with credits and provide them the opportunity to recover credits in an online platform.	Increased 4 year Graduation Rate		
		<b>Youth Service Center</b> – The district funds a Youth Service Center which will provide a variety of programs to reduce barriers to learning and to provide support for students.	Increased 4 year Graduation Rate		
	Establishing Learning Culture and Environment	<b>Additional Pathways/Opportunities</b> – The district office will work with KDE, Gateway, the school counselor, and assistant principal to research and implement additional career pathways and opportunities for the students of DHS.	Increased 4 year Graduation Rate		
		<b>Monthly Monitoring</b> – the district office will work with the administration and teachers to meet with students in FLEX Groups monthly to discuss grades/goals and develop a plan to help each student achieve their goals.	Increased 4 year Graduation Rate		
	Establishing Learning Culture and Environment	<b>Devil Points</b> – The district will work with the HS as they implement a PBIS reward system in which students will be given points for good behavior/grades and they can spend those points on rewards.	Increased 4 year Graduation Rate		



Goal 6: By the spring of 2023, Dayton High School will improve its four year graduation rate from 96.3% to 100%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2			Increased 4 year Graduation Rate		
			Increased 4 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) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) 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
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b></p>