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

| Goal: 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 Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, 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 (State your proficiency goal.):

- By 2024, 65% of all students in 3rd-8th grade and 10th and 11th grade will score Proficient/Distinguished in reading and math on state assessments(KSA, ACT, CERT) and/or district interim assessments(MAP, Transcend, ESGI).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: **READING** Develop, implement, maintain systems to support academic needs of students to increase the percentage By 2022 for all students to score 44% P/D on state assessment and/or district interim assessments.	KCWP 1: Design and Deploy Standards-Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction and assessments.	District Curriculum P-12 will be aligned in English/Language Arts	Curriculum Documents	School PLCs agendas/minutes Teaching and Learning monitoring and feedback,agendas/minutes Principal One to One Meetings District Leadership PLCs agendas/minutes	
	KCWP 2: Design and Deliver Instruction in reading to ensure curriculum is taught at a high level of fidelity and is consistent at all grade levels and content areas.	School led walkthroughs Next Steps	Walkthrough data	District Leadership Team minutes / agendas School Leadership Team minutes / agendas SBDM	
Objective 2 **MATH** Develop, implement, maintain systems to support academic needs of students to increase the percentage	KCWP 1: Design and Deploy Standards-Review and revise curriculum documents that are aligned to state/essential standards and components	District Curriculum P-12 will aligned in Math	Curriculum Documents	School PLCs agendas/minutes Teaching and Learning monitoring and feedback agendas/minutes Principal One to One Meetings District Leadership PLCs agendas/minutes	

By 2022 for all students to score 34% P/D on state assessments and/or district interim assessments.	that support rigorous instruction and assessments. KCWP 2: Design and Deliver Instruction-in math to ensure curriculum is taught at a high level of fidelity and is consistent at all grade levels and content areas.	School-led walkthroughs Next Steps	Walkthrough Data	District Leadership Team minutes / agendas School Leadership Team minutes / agendas SBDM	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
- By 2024 65% of all students in 4th, 7th and 11th grades will score proficient/distinguished in Science on state assessments(KSA, ACT,).
- By 2024 65% of all students in 5th, 8th and 11th grades will score proficient/distinguished in Writing on state assessments(KSA).
- By 2024 65% of all students in 5th, 8th and 11th grades will score proficient/distinguished in Social Studies on state assessments(KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Science** Develop, implement, maintain systems to support academic needs of students to increase the percentage By 2022 for all students to score 32% P/D on state assessment and/or district interim assessments.	KCWP 1: Design and Deploy Standards- Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction and assessments. KCWP 4: Review, Analyze, and Apply Data Ensure that curriculum resources are of high quality and aligned to the rigor of the standards thus resulting in instruction that meets the needs of diverse students.	District Science Coach will support the process of deconstructing science standards. Curriculum Resources (student work samples, assessments, lessons, learning targets, etc)	Observation data and feedback Curriculum Feedback from Critical Friends Next Steps from vital signs	School Leadership Leadership / Science Department Next Steps and Monitoring District Leadership PLC agenda / minutes	
Writing Develop, implement, maintain systems to support academic	KCWP 4: Review, Analyze, and Apply Data Ensure that curriculum resources are of high	Curriculum Resources (student work samples, assessments, lessons, learning targets, etc)	Feedback from Critical Friends Next Steps from vital signs	District Leadership PLC agenda / minutes	

	quality and aligned to the rigor of the standards thus resulting in instruction that meets the needs of diverse students.		Changes reflected in curriculum documents		
needs of students to increase the percentage By 2022 for all students to score 43 % (West Irvine and ECMS) 70%(ECHS) P/D on state assessment and/or district interim assessments.					
Social Studies Develop, implement, maintain systems to support academic needs of students to increase the percentage By 2022 for all students to score 50% P/D on state assessment and/or district interim assessments.	KCWP 1: Design and Deploy Standards-Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction and assessments.	District Coach will support the process of deconstructing social studies standards.	Observation data and feedback Curriculum	School Leadership Leadership / Social Studies Department Next Steps and Monitoring	
	KCWP 4: Review, Analyze, and Apply Data Ensure that curriculum resources are of high quality and aligned to the rigor of the standards thus resulting in instruction that meets the needs of diverse students.	Curriculum Resources (student work samples, assessments, lessons, learning targets, etc)	Feedback from Critical Friends Next Steps from vital signs Changes reflected in curriculum document	District Leadership PLC agenda / minutes	
Objective 2					

3: Growth

Goal 3 (State your growth goal.):
● By 2024, all schools will reduce novice in reading to 15% or below
● By 2024 all schools will reduce novice in math to 15% or below

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Develop, implement, maintain systems to support academic needs of students to decrease the percentage By 2022 for all students to 27% scoring novice on state assessment and/or district interim assessments in reading.	KCWP 4: Review, Analyze, and Apply Data Implement the CCI system to ensure that students are actively involved in their own education and utilize their assessment data to make changes to their learning.	Expand CCI teachers to include members from all schools Utilize the CCI approach to actively involve students in their own learning. Develop a CCI coaching / support system	40 new teachers will be CCI trained. 100% of CCI teachers utilize CCI to fidelity in their classroom. Classroom Data	Walkthrough data Feedback and Next Steps CCI Self Evaluation Tool CCI Level 1 School Evaluation Tool PLC Minutes	$8,500
Objective 2 Develop, implement, maintain systems to support academic needs of students to decrease the percentage By 2022 for all students to 23 % scoring novice on state assessment and/or district interim assessments in math.	KCWP 4: Review, Analyze, and Apply Data Implement the CCI system to ensure that students are actively involved in their own education and utilize their assessment data to make changes to their learning.	Expand CCI teachers to include members from all schools Utilize the CCI approach to actively involve students in their own learning. Develop a CCI coaching / support system	40 new teachers will be CCI trained. 100% of CCI teachers utilize CCI to fidelity in their classroom. Classroom Data	Walkthrough data Feedback and Next Steps CCI Self Evaluation Tool CCI Level 1 School Evaluation Tool PLC Minutes	$0

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4: Achievement Gap

Goal 4:

By 2024 100% of all schools will collaborate in order to meet tier one educational needs of all students utilizing the explicit instructional model with fidelity.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 100% of teachers with 3 years or less experience will be trained in explicit instruction and utilize the explicit instructional model with fidelity to meet tier one educational needs of all students.	KCWP 2-Instruction is highly effective, culturally responsive, evidence based and provided to all students	New Teacher Academy	Minutes and Agendas Walkthrough data Lesson Plan Documents	30-60-90 Day Plans New Teacher Academy Agenda Minutes PLC Agenda / Minutes Coaching Sessions / Follow-Up Sessions	
Objective 2 100% of general and special education teachers will take ownership of students with IEPs.	KCWP 2- Instruction is evidenced based and collaboration takes place to meet the diverse needs of students at tier 1 and 2 within the classroom.	General education teachers will develop curriculum and lesson plans with special education staff prior to lessons.	Curriculum maps and lesson plans include differentiation activities to meet the needs of learners.	curriculum reviews co teaching planning form for co taught classes	$0
		LBD teachers will complete review or new training on guided reading.	100% of teachers complete multisensory reading training or review training. walk through data	Walk throughs Teacher presentations at plcs Reading data	IDEA $1000
	KCWP 4 - Teachers have a system for examining data in order to determine priorities for their students' individual needs.	Teachers will participate in district and school plcs in which they use individual student data to determine most relevant goals to close achievement gaps.	Meeting minutes Record Review documents	Record reviews	IDEA $500

Objective 3 20 Teacher Leaders from across schools will be selected to participate in explicit instruction or Inquiry Based Instruction professional development.	KCWP 2-Instruction is highly effective, culturally responsive, evidence based and provided to all students	Direct Explicit Instructional Model Training	Minutes and Agendas Walkthrough data Lesson Plan Documents	30-60-90 Day Plans PLC Agenda / Minutes Coaching Sessions / Follow-Up Sessions meet with Teacher leaders quarterly.	
		Science & Social Studies teachers will receive Inquiry Based Instruction Training			
		District leaders will support instructional models in schools.			

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By June 2024, 100% of graduating seniors will be Post-Secondary Ready. By June 2024, 100% of teachers K-12 will have implemented Technology standards within their grade band/content area.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 To increase the number of students who are Transition/Post-Secondary Ready and meeting benchmarks on all readiness measures: EOP from 52% to 65% and ACT Composite from 16.5 to 20.0.	KCWP 2-Instruction is highly effective, culturally responsive, evidence based and provided to all students	Ace Navigator	ACE/Navigator progress report generated by College and Career Counselor	Quarterly ACE/Navigator report for student activity and success	$5000.00 Gear-Up District
		CERT	8th and 9th grade CERT data	CERT Student Data District PLC Vital Signs	Gear-Up
		College and Career Counselor	College and Career Student Data Student meetings	Quarterly report from College and Career Counselor	
Objective 2 By 2022, 100% of teachers (K-12) will receive training on the implementation of KAS technology standards.	KCWP 1: Design and Deploy Standards-Review and revise curriculum documents that are aligned to state/essential standards and components that support rigorous instruction and assessments.	Technology Standards training and curriculum revisions	100% of staff trained 1st semester curriculum documents revised to include KAS technology standards	Curriculum Documents PLC agenda Training agenda/documents Student work samples Walk-through data	

6: Graduation Rate

Goal 6 (State your graduation rate goal.):
Increase graduation rate from 93.7% to 100% by 2024 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students graduating from 93.7% to 95% by 2022 as measured by the school report card.	KCWP 5: Establish systems and processes to support intervention.	Early Warning System used to ensure that resources and support systems are in place to assist students in need. Establish Off-Track Teams at each school that will monitor at-risk students and remove barriers to learning.	Agendas and Minutes Off Track System Form	School teams will meet monthly to update students 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) 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
Consider: 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. **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 the 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.**