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.

1: Proficiency

Goal 1

K - 6: Increase students scoring Proficient and Distinguished by 16.2% in math (33.8% to 50%) and 19.8% in reading (30.2% to 50%)

7 - 8: Increase students scoring P&D by 11.9% in math (28.6% to 40.5%) and 12.8% in reading (38.7% to 51.5%).

High School: Increase students scoring P&D by 28.9% in math (21.1% to 50%) and 17.5% in reading (32.5% to 50%).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Instructional supports for **ALL** school leadership teams	Ensure every school has an effective leadership team.	Instructional Monitoring & Feedback - District team will review each school at least 1x per year to identify needs, next steps, observation and feedback schedule.	Effective leadership team who works together to ensure student success.	Instructional Monitoring **and Feedback** Instructional Walkthrough data will be monitored through ▸ Baseline ELEOT walkthroughs at each school - 1x ▸ Walkthroughs will provide feedback to teachers and admins to assist school teams in the prioritization of high leverage instructional practices. ▸ School-specific ELEOT indicators utilized after the baseline is established - monthly by school team	General
	Principal Coaching and Support	DLT, AA, ILT and regular conversations with district leadership	Engaged learners who take their learning and apply it for the benefit of students.	Check-ins with principals to see how new learning has been implemented through rounding, classroom visits, etc.	General
	Data Analysis Support and Scorecard Support - District Assessment Coordinator will support schools (with admins, teachers, and interventionists)	District team monitors interventionists to support student needs through Learning Continuum and individual student needs	Teacher use of the learning continuum, leading to increased MAP scores.	MAP Data Analysis in September, December, and March: ▸ District instructional team establish priority areas for each school ▸ DAC work with individual schools to disaggregate MasteryPrep Data Analysis for Novice Reduction and score improvement ▸ October and January data analysis ▸ DAC work with individual schools to disaggregate	General

	PLC Support	Instructional Supervisors will provide feedback and support to school PLC leaders to ensure it supports the PDSA process for continuous improvement	PLC's run smoothly using the PDSA process.	Instructional Supervisors provide summary analysis of each school's PLC process and Interventionists' needs through regular instructional team meetings.	General
	MTSS processes in every school are aligned to the intent of the CCPS MTSS Guidance Document and supports students with just-in-time interventions driven by data.	Support interventionists with implementation of MTSS Guidance Document	MTSS processes run smoothly according to the guidance document.	MTSS Monthly Interventionist Meetings: Monitor through qualitative feedback from interventionists after each meeting Instructional Supervisors monitor through individual coaching in each building Progress monitor SPED and AA students identified for MTSS	General ESS
Objective 2 Teacher Professional Learning, Coaching & Feedback	District Instructional Coaches provide coaching for teachers in priority/high-need schools	Facilitate consistent implementation of high quality math instruction and resources through observations, PLCs, and on-going professional learning.	Math and reading instruction will be improved as a result of teacher professional learning, coaching & feedback.	Conduct an analysis of reading instruction vs. student reading achievement to identify root causes and strategic actions	General Fund Title II

2: Separate Academic Indicator

Goal 2

K - 6:

Increase students scoring Proficient and Distinguished by 14.4% in science (19.6% to 34%)

Increase students scoring Proficient and Distinguished by 14.3% in writing (35.7% to 50%)

Set a baseline of students scoring Proficient and Distinguished in social studies at 50%.

7 - 8:

Increase students scoring Proficient and Distinguished by 14% in science (18% to 32%)

Increase students scoring Proficient and Distinguished by 10% in writing (50.9 to 60%)

Set a baseline of students scoring Proficient and Distinguished in social studies at 50%.

High School:

Increase students scoring Proficient and Distinguished by 14.6% in science (20.4% to 35%)

Increase students scoring Proficient and Distinguished by 6.8% in writing (63.2 to 70%)

Set a baseline of students scoring Proficient and Distinguished in social studies at 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 High Quality Instructional Resources	Ensure all K-12 science, social studies, and writing teachers have and use high quality instructional resources.	Instructional Supervisors audit current resources to identify needs.	Appropriate materials in student's hands.	Check of materials each semester - check ins with school to make sure materials are present.	General Fund
Objective 2 See Objective 2 in Proficiency	See Strategy 2 in Proficiency	See Activity 2 in Proficiency	See Measure of Success 2 in Proficiency	See Progress Monitoring 2 in Proficiency	General Title II

3: Growth

Goal 3: 100% of students K-8 will achieve at least 1 year of academic growth as measured on the MAP assessment					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Data Analysis Support - District Assessment Coordinator will support schools (with admins, teachers, and interventionists)	Instructional Supervisors and District Assessment Coordinator provide summary analysis of each school's academic assessment data, PLC process and Interventionists' needs through regular instructional team meetings.	**Schools complete data protocols for MAP assessment to inform RTI services.**	All students showing a year's growth on MAP.	*Data Analysis* MAP Data Analysis in September, December, and March: ▸ District instructional team establish priority areas for each school ▸ DAC work with individual schools to disaggregate ▸ District team works with interventionists to individual support student needs	General
	See Goal 1, Objective 1, Strategy 5				
Objective 2 See Objective 2 in Proficiency	See Strategy 2 in Proficiency	See Activity 2 in Proficiency	See Measure of Success 2 in Proficiency	See Progress Monitoring 2 in Proficiency	General Title II

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
Objective 1 AA reading & math: Reduce the gap between white and AA students scoring P/D so that there is less than 10% difference at all levels.	Intervene with fidelity for students who are underperforming academically, socially, and behaviorally.	Fund an Interventionist for each A1 school	Interventionist works with students demonstrating highest level of need.	Analyze and monitor student data	General ESSER
	See Goal 1, Objective 1, Strategy 5 - MTSS				
	Racial Equity Plan	Ensure every AA male student is connected to an adult in his school. (RE & MTSS)	AA students and mentors meet regularly.	Sec. Instructional Supervisor will monitor and report AA student participation in advanced coursework ● Monthly MTSS monitoring	General
		Increase number of AA students identified for and receiving GT services and/or advanced coursework	Higher number of AA students identified for GT services.	GT coordinator will report monthly on GT identification progress	General
Objective 2 SPED reading: Reduce the % of students with disabilities scoring novice in reading by 10% and increase the % of students with disabilities scoring P&D by 10% at all three grade bands.	Intervene with fidelity for students who are underperforming academically, socially, and behaviorally.	Fund an Interventionist for each A1 school	Interventionist works with students demonstrating highest level of need.	Analyze and monitor student data	General ESSER
	Build capacity in reading/writing/math teachers to create instructional plans through information in the Learning Continuum.	Training structure to train teachers in the use of the Continuum	Teachers use the learning continuum with students according to demonstrated need.	Analyze and monitor student MAP data.	General
	See Goal 1, Objective 1, Strategy 5 - MTSS				

5: Transition Readiness

Goal 5: Industry Certifications "Completer" Status will increase from 43% in the 2020-21 school year to 53% in the 2021-22 school year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 District and School Transition Coaches establish strong advising programs to support students in cooperative learning and work-based internships through the FUSION program.	District and School Transition Coordinators appropriately place all students in career preparation pathways.	High School: Day After Graduation plan established through transition coaching ● Job Fair ● Co-op Seminar	Students participate in appropriate career preparation pathway.	● Monitor through monthly intervention meetings with District Transition Coordinators. ● Coordinator gives summary data at Instructional Department meetings - Monthly.	General Title IV

6: Graduation Rate

Goal 6: The graduation rate will increase from 93.4% to 94%. (This is an average of the 4-year and 5-year cohorts).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
See Goal 5 Objective 1					
Objective 2 Transition Coordinators and Counselors will support student credit acquisition aligned to interests and ability.	Create individual graduation plans.	Advising for each student using ILP	All students participate in advising sessions	ILP completion	General
		Credit Recovery Programs	Credits recovered	Successful completion of credits	General
		Alternative Program enrollment	Appropriate placement in Alt. Programs	Admission and graduation tracking	General