

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 seven (7) required district goals:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

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 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 specific federal, state, or local funding source(s) used to support each improvement initiative.

1: State Assessment Results in reading and mathematics

Goal 1: By the end of the 2024 school year, Lincoln Elementary will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 33% to 53% and on the KSA math assessment from 29% to 40%. Dayton MS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 35% to 55% and on the KSA math assessment from 18% to 40%. Dayton HS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 38% to 55% and on the KSA math assessment from 42% to 55%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students at LES scoring proficient/distinguished on the KSA reading assessment from 33% to 43% and from 29% to 35% on the KSA math assessment. Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA writing assessment from 23% to 34% in MS and from 44% to 55% in HS.	Design, Align and Deliver Support Processes	The Science of Reading – The District will support LES and participate in the collaboration with The Reading League to provide intentional professional learning on the science of reading and writing. The district will also have MS and HS English teachers participate in this professional learning this school year.	Increased Percentage of Students Scoring P/D on Reading KSA		
	Establishing Learning Culture and Environment	On Going Learning Opportunities - Using our Deeper Learning Plan, teachers and staff will have the opportunity to engage in new learning with their colleagues.	Increased Percentage of Students Scoring P/D on Reading KSA		
	Review, Analyze, and Apply Data	STAR Testing – 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 scoring P/D on the KSA math and reading assessment.		
	Design and Deliver Instruction	Amplify Reading Series – Dayton High School has adopted the Amplify Reading Series for grades 7 and 8 in an effort to teach reading skills through texts and help develop	Improved percentages of students scoring P/D on the KSA reading assessment		

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students' abilities for building meaning thorough reading.			
	Design and Deliver Instruction	Envisions Math Program - this school year all grade levels (K - 8) will fully implement the Envisions Math Program focusing on problem based learning and visual learning,	Increased Percentage of Students Scoring P/D on Math KSA		
	Design and Deliver Instruction	Successmaker - 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 KSA		
Objective 2					

2: State Assessment Results in science, social studies and writing

Goal 2: By the end of the 2024 school year, Lincoln Elementary will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 22% to 45%, the KSA social studies assessment from 24% to 45%, and the KSA writing assessment from 16% to 40%. Dayton MS will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 14% to 40%, the KSA social studies assessment from 25% to 45%, and the KSA writing assessment from 23% to 45%. Dayton High School will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 10% to 30%, the KSA social studies assessment from 19% to 40%, and the KSA writing assessment from 44% to 65%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: WRITING Collaborate to increase the percentage of students at LES scoring proficient/distinguished on the KSA writing assessment from 16% to 28%. Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA writing assessment from 23% to 34% in MS and from 44% to 55% in HS.	Design and Deliver Instruction	Demonstrations of Writing - Three times a year students in grades K - 3 will write a response to a narrative prompt, informational prompt and an opinion prompt. Students in grades 4 - 11 will write a persuasive essay three times a year. These responses will be reviewed by teachers and administration to determine strengths, areas of growth and next steps.	Increased Percentage of Students Scoring P/D on Writing KSA		
	Design and Deliver Assessment Literacy	Common Language and Writing Structure - Teachers are utilizing early release Wednesday meetings and common planning time to ensure all grade levels and content areas are using common language and common writing structures.	Increased Percentage of Students Scoring P/D on Writing KSA		
	Design and Deliver Instruction	Criterion Writing - Teachers and students at Dayton Schools are utilizing the online writing tool Criterion to track writing progress and administer writing assignments.	Increased Percentage of Students Scoring P/D on Writing KSA		
	Design and Deliver Instruction	PEEL Paragraph – All teachers will utilize the PEEL paragraph structure when writing paragraphs. ELA teachers will work with content	Improved On Demand Writing Scores		

Goal 2: By the end of the 2024 school year, Lincoln Elementary will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 22% to 45%, the KSA social studies assessment from 24% to 45%, and the KSA writing assessment from 16% to 40%. Dayton MS will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 14% to 40%, the KSA social studies assessment from 25% to 45%, and the KSA writing assessment from 23% to 45%. Dayton High School will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 10% to 30%, the KSA social studies assessment from 19% to 40%, and the KSA writing assessment from 44% to 65%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 SCIENCE AND SOCIAL STUDIES Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA science assessment from 22% to 33% and from 24% to 35% on the social studies assessment. Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA social studies assessment from 25% to 35% in MS and from 19% to 30% in HS. Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA science assessment		teachers to implement the PEEL paragraph writing in their classes.			
	Design, Align and Deliver Support Processes	Collaboration Team Meetings - Intermediate science and social studies teachers will utilize early release Wednesday meetings on science and social studies curriculum instruction and assessment development.	Increased Percentage of Students Scoring P/D on Science and Social Studies KSA		
	Design and Deliver Assessment Literacy	Assessment Development - Teachers will utilize early release Wednesday meetings and planning time to develop inquiry-based assessments and document based assessments to simulate the KSA science and social studies assessments.	Increased Percentage of Students Scoring P/D on the Science and Social Studies KSA		
	Design and Deliver Instruction	PEEL Paragraph – Students in all science and social studies classes will use the PEEL (Point, Evidence, Explain, Link) paragraph writing structure for all writing assignments (essays, document based questions, opening activities, etc.)	Improved percentage of students scoring P/D on the Science and Social Studies KSA assessment		
	Design, Align, and Deliver Support Processes	Online Programs – The district will purchase online programs such as Edulastic, IXL, Pear Deck, and	Improved percentage of students scoring P/D on the Science and		

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 14% to 27% in MS and from 10% to 20% in HS.		Magoosh to support the implementation of the Science and Social Studies curriculum.	Social Studies KSA assessment.		

3: 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: READING Collaborate to increase the percentage of students with disabilities scoring P/D on the KSA reading assessment from 27% to 33% Collaborate to increase the percentage of students with disabilities scoring proficient/distinguished on the KSA reading assessment from 24% to 35%. Collaborate to increase the percentage of Economically Disadvantaged students scoring proficient/distinguished on the KSA reading assessment from 30% - 40%	Design and Deliver Instruction	WIN TIME – During WIN time, students scoring below the 30 th percentile in one or more literacy skills will receive explicit instruction for that missing skill set with an intervention specialist or certified grade level teacher.	Increased percentage of students with disabilities scoring P/D on Reading KSA		
	Establishing Learning Culture and Environment	Flex Groups – All students will be placed in a Flex group for academic interventions. These Flex groups will also focus on reviewing academic status with students monthly.	Increased percentage of positive responses on the QSCS.		
	Design and Deliver Instruction	STAR Testing – 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 Economically Disadvantaged Students and Students with disabilities scoring proficient/distinguished on the KSA reading and math assessment		
Objective 2: MATH Collaborate to increase the percentage of students with disabilities scoring P/D on the KSA math assessment from 8% to 20% Collaborate to increase the percentage of Economically	Design and Deliver Instruction	Envisions Math Program - this school year all grade levels (K - 8) will fully implement the Envisions Math Program focusing on problem based learning and visual learning,	Increased Percentage of Students Scoring P/D on Math KSA		
	Design and Deliver Instruction	Successmaker - all students in grades K - 8 participate in 15 minutes daily in an adaptive	Increased Percentage of Students Scoring P/D on Math KSA		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Disadvantaged students scoring proficient/distinguished on the KSA math assessment from 15% to 25% Collaborate to increase the percentage of Economically Disadvantaged students scoring proficient/distinguished on the KSA math assessment from 34% to 40%		learning program that continuously personalizes math instruction for student growth and differentiation.			
	Design and Deliver Instruction	STAR Testing – 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 Economically Disadvantaged Students and Students with disabilities scoring proficient/distinguished on the KSA reading and math assessment		
Objective 3					

4: English Learner Progress

Goal 4: Dayton Independent Schools did not receive an English Learner Progress score from KDE because Dayton Schools has a very low population of English Language Learners.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

<p>Goal 5: By the end of the 2024 school year, Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question “A teacher or some other adult from my school will care if a miss a day” from 78% to 95% and Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question, “My school is an encouraging place” from 84% to 94%. Dayton MS/HS will improve the percentage of positive responses on the QSCS survey question “I feel like I am part of my school” from 88% to 98% in MS and 80% to 90% in HS. Dayton MS/HS will also improve the percentage of positive responses on the QSCS survey question, “My school is an encouraging place” from 73% to 93% in MS and 64% to 84% in HS.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Collaborate to increase the percentage of positive responses on the QSCS survey question “A teacher or some other adult from my school will care if a miss a day” from 78% to 86%</p> <p>Collaborate to increase the percentage of positive responses on the QSCS survey question, “My school is an encouraging place” from 84% to 89%.</p> <p>Collaborate to increase the percentage of positive responses on the QSCS Survey question “I feel like I am part of my school” from 88% to 93% in MS and 80% to 85% in HS.</p> <p>Collaborate to increase the percentage of positive responses on the QSCS survey question “My school is an encouraging place” from 73%</p>	Establishing Learning Culture and Environment	<p>Health Therapists – Dayton Schools has hired a Mental Health Coordinator to oversee the mental health services being provided to students in the district. Dayton Schools has also hired a Mental Health Therapist to provide services to students at Dayton High School and Lincoln Elementary School. This therapist will meet with students weekly and handle any crisis situations that arise with students.</p>	Increased percentage of positive responses on the QSCS.		
	Establishing Learning Culture and Environment	<p>Parent Engagement Days – Dayton Schools has three Parent Engagement Days built into the schedule. Lincoln Elementary School and Dayton High School use these three days to meet with parents to review academic data, attendance data and students’ growths as determined by the Gallup Strengths Finder Assessment.</p>	Increased percentage of positive responses on the QSCS.		
	Establishing Learning Culture and Environment	<p>FRYSC/YSC – The Family Resource Center at Lincoln Elementary School and the Youth Service Center at DHS reduce barriers to learning for all students at LES/DHS. The FRYSC/YSC</p>	Increased percentage of positive responses on the QSCS.		

Goal 5: By the end of the 2024 school year, Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question “A teacher or some other adult from my school will care if a miss a day” from 78% to 95% and Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question, “My school is an encouraging place” from 84% to 94%. Dayton MS/HS will improve the percentage of positive responses on the QSCS survey question “I feel like I am part of my school” from 88% to 98% in MS and 80% to 90% in HS. Dayton MS/HS will also improve the percentage of positive responses on the QSCS survey question, “My school is an encouraging place” from 73% to 93% in MS and 64% to 84% in HS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
to 83% in MS and 64% to 74% in HS.		provides students with school supplies, clothes, meals, and other necessities that students need to be successful in school.			
	Establishing Learning Culture and Environment	Academic Pep Rallies – Lincoln Elementary and Dayton High School have begun having Academic Pep Rallies to recognize outstanding academic accomplishments of students. Students will be rewarded with games, prizes, and other rewards to students for performing well academically.	Increased percentage of positive responses on the QSCS.		
Objective 2					

6: Postsecondary Readiness

Goal 6: By the spring of 2024, Dayton High School will increase its Postsecondary Readiness percentage from 74.1% to 95%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the postsecondary readiness rate from 74.1% to 81%.	Design and Deliver Instruction	ACT Prep – 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 percentage of students becoming College Ready on the ACT		
	Design and Deliver Instruction	FLEX RTI – 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 Assessment Literacy	STAR Testing – 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	College Readiness/Career Readiness Assessments – the District ACT will be offered free of charge to all seniors twice a year. KYOTE will be given 4 times a year for students to meet benchmarks and the ASK exam	Increased Transition Readiness percentages		

Goal 6: By the spring of 2024, Dayton High School will increase its Postsecondary Readiness percentage from 74.1% to 95%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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	Transition Readiness Monitoring – 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		
	Design, Align and Deliver Support Processes	Increase Pathway Options – 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		
Objective 2	Review, Analyze and Apply Data	College and Career Readiness Coordinator – A college and career readiness coordinator will work with individual students to review current academic standing specifically towards College and Career Readiness	Increased Transition Readiness percentages		

Goal 6: By the spring of 2024, Dayton High School will increase its Postsecondary Readiness percentage from 74.1% to 95%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Goal 7: By the spring of 2024, Dayton High School will improve its four year graduation rate from 98.1% to 100%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2022-2023 school year, Dayton High School will increase the four year graduation rate from 98.1% to 99%.	Establishing Learning Culture and Environment	Credit Recovery – The district will fund a position for Dayton High School that will oversee Credit Recovery. Credit Recovery will oversee students who have fallen behind with credits will be given the opportunity to recover credits in the online learning platform.	Increase 4 year graduation rate		
	Establishing Learning Culture and Environment	Youth Service Center – The district funds a Youth Service Center at Dayton High School that will oversee a variety of programs will be offered to reduce barriers to learning and provide support for students.	Increase 4 year graduation rate		
	Review, Analyze, and Apply Data	Monthly Monitoring – The district staff will work with high school staff to set up a FLEX period. During this class period, staff will meet with students once a month to discuss grades/goals and develop a plan to help each student earn all credits and achieve their behavior, attendance, and academic goals.	Increase 4 year graduation rate		
	Review, Analyze, and Apply Data	Grad Rate Tracking – District and building administrators will monitor and track cohort graduation rates. Admin team will use a spreadsheet and will monitor and discuss students’ progress towards graduation.	Increase 4 year graduation rate		

Goal 7: By the spring of 2024, Dayton High School will improve its four year graduation rate from 98.1% to 100%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establishing Learning Culture and Environment	Additional Pathways/Opportunities – The Director of Teaching and Learning will work with the school counselor and assistant principal and they will work with KDE and outside partners such as Gateway/NKU to research and implement additional career pathways and opportunities that are of interest to students in an attempt to meet the needs of all students.	Increase 4 year graduation rate		
	Establishing Learning Culture and Environment	Mentoring – Seniors failing classes and/or in danger of not graduating will be paired with an adult mentor who will monitor the student’s progress towards graduation and meet with the student to ensure success. District administrators will serve as mentors for seniors falling behind.	Increase 4 year graduation rate		
Objective 2					

8: Other (Optional)

Goal 8 (State your other 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(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p>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.</p> <p>Response:</p>