Comprehensive District Improvement Plan (CDIP) 2022-23

CHRISTIAN COUNTY PUBLIC SCHOOLS

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
K - 6: Increase students scoring Proficient and Distinguished on KSA in math from 35% to 56.7 and reading from 37% to 54.1% by May, 2026.
7 - 8: Increase students scoring P&D on KSA in math from 32% to 54% and in reading from 39% to 62.5 by May, 2026.
High School: Increase students scoring P&D on KSA in math from 28% to 38.8% and in reading 42% to 50.8% by May, 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Instructional support for **ALL** school leadership teams in place by May, 2023.	KWCP 6: Establishing Learning Culture and Environment	Instructional Monitoring & Feedback - District team will review each school at least 2x 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 Kentucky Framework for Teaching walkthroughs at each school - one time by December, 2022 • Walkthroughs will provide feedback to teachers and admins to assist school teams in the prioritization of high leverage instructional practices by March, 2023 • School-specific Ky Framework for Teachers indicators utilized after the baseline is established - monthly by school team Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches.	General
	KWCP 6: Establishing Learning Culture and Environment	Training and coaching provided by district instructional leadership in the form of District Leadership Team, Administrators Academy, Instructional Leadership Team, 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. by May, 2023 Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches.	General
	KCWP 3: Design and Deliver Assessment Literacy	Data Analysis Support and Scorecard Support - District Assessment Coordinator will support schools with	Teacher use of the learning continuum, leading to increased	MAP Data Analysis in September, December, and March: • District instructional team establish	General, Title II

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	admins, teachers, and interventionists with data analysis through the use of data protocols. District team monitors interventionists to support student needs through individualized student interventions (Learning Continuum, Into Reading, and MAP math accelerator, and individualized school level interventions).	MAP scores. Interventionist/teachers use of Into Reading diagnostics, intervention and progress monitoring.	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 utilizing 5 step data protocol ● DAC work with individual schools to disaggregate ● MasteryConnect benchmarks will be analyzed in January and March to make instructional adjustments for students based on the Kentucky Academic Standards. Person Responsible: DAC, Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches. Timeline: September, December and March	

	KCWP 1: Design and Deploy Standards
	KCWP 2: Design and Deliver Instruction
	KCWP 3: Design and Deliver Assessment Literacy
	KWCP 4: Review, Analyze and Apply Data
	KWCP 6: Establishing Learning Culture and Environment
		PLC Support:
		Instructional Supervisors will provide feedback and support to school PLC leaders to ensure it supports the PDSA process for continuous improvement
		  1. PLC Process
		    ● PDSA Model
		    ● PLAN: Teacher understanding of standards
		    ● Standard Alignment focus for instruction and tasks
		    ● Assessment approval by PLC leads to ensure
			PLCs run smoothly using the PDSA process. Teachers will be engaged in the planning and delivery process of instructional design and delivery. Principals will engage as the instructional leader of the building.	Instructional Supervisors provide summary analysis of each school's PLC process and Interventionists' needs through regular instructional team meetings.
				
				Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors
				
				Timeline: Monthly
					General Title II

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		alignment in the core areas ● Utilize the standards rubrics designed by Grading/Feedback cohort for analysis of student work during the STUDY category of PDSA			
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	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/counselors with implementation of MTSS Guidance Document	MTSS processes run smoothly according to the guidance document. Ultimately, this process will lead to students learning and filling gaps in their learning.	MTSS Monthly Interventionist Meetings: Monitor through qualitative feedback from interventionists after each meeting Instructional Supervisors monitor through individual coaching in each building Progress monitor students with disabilities and African American students identified for MTSS Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches. Timeline: Monthly	General ESS ESSER Title II
Objective 2 Teacher Professional Learning, Coaching & Feedback will support all teaching staff by May, 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Facilitate consistent implementation of high quality reading and math instruction and resources through observations, PLCs, and on-going professional learning. All teachers receive KYCL training around Literacy through GRREC.	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 Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches. Timeline: By May, 2023.	General Fund Title II
Objective 3				-Universal Screener (MAP)-3x a year	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.) -Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. -Monitor implementation through classroom observations. -Coaching provided to individual teachers through the school coaching model. PLC -Data Disaggregation	- Increased achievement in student reading. Increase the number of students reading on grade level.	-Into Reading Screeners-3x a year -Into Reading Diagnostic Assessments-ongoing (based on screening data) -Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly -Growth Measure Assessment-3x a year -Weekly and Module Assessments -Benchmark Assessments-2x a year -Kentucky Summative Assessments -District Instructional Reviews	General Fund (Instruction) Title I funds ESSER funds
Objective 4: Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	● KCWP 2: Design and Deliver Instruction	-Differentiation through content, process, and product occurring within the classroom and through pull out programs. -Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. -Opportunities for students to participate in extracurricular activities or clubs.	Increase in number of students identified for GT services as well as opportunities to meet their individual needs.	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT state grant GT district match

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Goal 2 (State your science, social studies, and writing goal.):
K - 6:
Increase students scoring Proficient and Distinguished in science from 20% to 38.6% by May, 2026.
Increase students scoring Proficient and Distinguished in writing from 32% to 49.6% by May, 2026
Increase students scoring Proficient and Distinguished in Social Studies from 27% to 61% by May, 2026

7 - 8:
Increase students scoring Proficient and Distinguished in science from 13% to 43.4% by May, 2026.
Increase students scoring Proficient and Distinguished in writing from 40.0% to 50% by May, 2026.
Increase students scoring Proficient and Distinguished in Social Studies from 32% to 60.7% by May, 2026.

High School:
Increase students scoring Proficient and Distinguished in science from 10.0% to 39% by May, 2026.
Increase students scoring Proficient and Distinguished in writing from 43.0 to 62% by May, 2026.
Increase students scoring Proficient and Distinguished in Social Studies from 31% to 41.6% by May, 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 High Quality Instructional Resources will be in teacher's classrooms by May, 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	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. The purchase and verification of quality of the following supplemental resources will be conducted for use in classrooms: **Social Studies:** TCI for Social Studies - elementary Document-Based Question (DBQ) - middle/secondary **Science:** Amplify - elementary STEMScopes - middle/high school **Writing**: Into Reading - elementary CommonLit - middle/high school Writing cohorts will be established for grades 3-11 to evaluate on-demand rubrics and student work, as well as share instructional strategies for writing instruction.	Appropriate materials in students' and teachers' hands. Increased proficient/distinguished KSA scores (see above).	Ensure implementation of high-quality instruction materials for each content area through classroom walkthroughs, teacher coaching and feedback, usage reports, and principal coaching and feedback. Student achievement in science, social studies, and writing is monitored through common assessment data, Mastery Connect data, and Mastery Prep. Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches. Timeline: December and May	General Fund Title II

Goal 2 (State your science, social studies, and writing goal.):
K - 6:
Increase students scoring Proficient and Distinguished in science from 20% to 38.6% by May, 2026.
Increase students scoring Proficient and Distinguished in writing from 32% to 49.6% by May, 2026
Increase students scoring Proficient and Distinguished in Social Studies from 27% to 61% by May, 2026
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Increase students scoring Proficient and Distinguished in writing from 43.0 to 62% by May, 2026.
Increase students scoring Proficient and Distinguished in Social Studies from 31% to 41.6% by May, 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 See Objective 2 and 4 in Proficiency	See Strategy 2 and 4 in Proficiency	See Activity 2 and 4 in Proficiency	See Measure of Success 2 and 4 in Proficiency	See Progress Monitoring 2 and 4 in Proficiency	General Title II

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 African American reading & math: Reduce the gap between white and AA students scoring P/D so that there is less than 10% difference at all levels by May, 2023.	Intervene with fidelity for students who are underperforming academically, socially, and behaviorally.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KWCP 4: Review, Analyze and Apply Data
KWCP 6: Establishing Learning Culture and Environment | Fund an Interventionist for each A1 school to monitor and implement multi-tiered systems of support.

School counselors work closely with interventionists and leadership teams to provide evidence-based strategies in reducing reading and math gaps.

Ensure all schools have active, high-quality structures to support Tier II and III intervention.

Ensure all schools have appropriate and rigorous goals and strategies for | Interventionists and school counselors identify and work with students who demonstrate the highest level of need through triangulation of data. | Analyze and monitor student data, including MTSS data, classroom data, state testing data, MAP data, and discipline data.

Person Responsible: DAC, Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors, School Counselors, and Academic Coaches.

Timeline: Monthly.
Scrimmage Assessments

- Given January, February and March | General ESSER |

		reducing reading gaps for African American students in each school Scorecard. Utilize the Equity Committee's recommendations for a curriculum that supports culturally responsive instruction.		• Standards aligned • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Performance Level Descriptors • Pull teams together to draft standards-aligned assessments in Fall 2022	
	See Goal 1, Objective 1, Strategy 5 - MTSS				
	KWCP 6: Establishing Learning Culture and Environment	Implement and monitor the Equity Plan actions (school culture, curriculum and instruction, parental involvement, diverse staff). Assign every AA male student an adult mentor from his school. Equity administrator connects with specific African American male students regularly to coach and mentor. Instructional Supervisor will monitor and establish strategies for increasing involvement in honors, AP, and dual credit coursework. Schools will establish advising programs that support enrollment of African American students in appropriate advanced and CTE coursework for post-secondary readiness.	AA students and mentors meet regularly. Equity plan implementation is clearly prioritized on school Scorecards. AA enrollment in advanced coursework increased. Advising by school counselors and teachers employs a range of activities to ensure equitable access to information.	School counselors are implementing strong advising programs for coursework registration. Monitor participation in advanced coursework during advising and registration each year. Mentor program participation and events are regular, and support successful transitions and achievement in mentees. Person Responsible: Instructional Team, Equity Coordinator, Principals, Equity Administrator	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 Person Responsible: GT Coordinator Timeline: Monthly through May, 2022	General

| Objective 2 Students with Disabilities 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 by May, 2023. | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment | Ensure all schools have appropriate and rigorous goals and strategies for reducing reading and math gaps for students with disabilities in each school Scorecard consistent with the strategic plan presented by the special education department. School counselors work closely with interventionists, special education teachers, and leadership teams to provide evidence-based strategies in reducing reading and math gaps for students with disabilities.. Ensure all schools have active, high-quality structures to support special education, including the direct involvement of special education consultants to provide appropriate information to teachers about accommodations and resources. Schools will establish advising programs that support enrollment of students with disabilities in appropriate advanced and CTE coursework for post-secondary readiness. | Special education teachers work with students demonstrating highest level of need. | Analyze and monitor student achievement data, including classroom data, state testing data, MAP data, and discipline data. Person Responsible: DOSE, school's Interventionist, Special Education Teachers and Consultants Timeline: Monthly. | General ESSER |
| | | Train teachers in the use of the NWEA Learning Continuum in order to provide appropriate accommodations and interventions for students with disabilities. | Teachers use the learning continuum with students according to demonstrated need. | Analyze and monitor student MAP data. Person Responsible: DOSE, school's Interventionist, Special Education Consultants Timeline: three times per year according to the fall, winter and spring MAP windows (September, December and March). | General |

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4: English Learner Progress

Goal 4 (State your English learner goal.): EL students will move from 25.7% of students EL proficient to 32.3% of EL students EL proficient by May, 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EL students will move from 25.7% of students EL proficient to 20.4% of EL students EL proficient by May, 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Students will receive differentiated instruction based on level of need. Develop a strategic plan to address the needs of secondary students who are newcomers to the English language and/or reading in Spanish or English.	Students will more quickly attain the English language, leading to greater understanding and success in the general classroom. EL students demonstrate readiness to participate in regular English speaking coursework. EL students demonstrate post-secondary readiness in accordance to the Profile of a Graduate competencies in order to be more successful in life.	Number of students exiting the EL program. EL students demonstrate higher achievement in academic subjects, as well as proficiency in the Profile of a Graduate competencies.	General
	KWCP 4: Review, Analyze and Apply Data	The District will provide EL teachers based on a proportional number of EL students in order to keep caseloads equitable.	EL teachers are able to thoroughly meet the needs of the students on their rosters.	Yearly audit of caseloads	General
	KCWP 2: Design and Deliver Instruction	EL Teachers will attend all district-level instructional training and professional learning	EL students will receive the same level of instructional access as students who are not EL.	EL students will be exposed to all content and curriculum as evidenced by classroom participation.	General

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5: **Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): Elementary: Will move from 77.9 Climate and 72 Safety to 85 Climate and Safety by May, 2026.
Middle: Will move from 66.1 Climate and 57.1 Safety to 75 Climate and Safety by May, 2026.
High: Will move from 58.7 Climate and 52.4 Safety to 68 Climate and Safety by May, 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Elementary will move to 80 Climate and Safety by May, 2023. Middle will move to 70 Climate and Safety by May, 2023. High will move to 60 Climate and Safety by May, 2023.	KCWP 6: Establishing Learning Culture and Environment	CCPS will implement more social, emotional, and behavioral support systems to create a climate that supports and responds to student behavior School counselors and School Based therapist will train staff during PLC's and/or faculty meetings on trauma informed practices along with Youth Mental Health First Aid and Bullying	Decrease in discipline and awareness of staff supporting students with mental health needs	Monthly data reports on infractions	Title IV - Safety
	KCWP 6: Establishing Learning Culture and Environment	CCPS will continue to build their PBIS program in each school School Counselors and PBIS Coaches will focus on their student needs and build the sustainability of their program to assist with all student needs.	PBIS Walk-through scores increase and Tier II intervention success is 85% or above	Monthly data reports on PBIS interventions	Title IV - Safety
	KCWP 6: Establishing Learning Culture and Environment	CCPS will address perceptions of the physical environment, conditions of safety and security in and around the building Risk-Assessments will continue to be completed annually	Schools will score a 90 or above	Each risk assessment is sent to the Asst. Superintendent of Operations for review	Safe Schools

Goal 6 (State your postsecondary goal.): Industry Certifications "Completer" Status will increase from 43% in the 2020-21 school year to 90% in the 2024-25 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 by May, 2023.	KWCP 6: Establishing Learning Culture and Environment	District and School Transition Coordinators appropriately place all students in career preparation pathways. High School: Day After Graduation plan established through transition coaching Integrate real-life CTE opportunities K-12 through the Fusion work-based learning program. Implement an individualized junior/senior planning process to ensure all students graduate with a "Day after Graduation" plan.	100% of students will participate in their appropriate career preparation pathway during the 2022-23 school year.	Monitor through monthly intervention meetings with District Transition Coordinators. Monitor work-based learning student experiences through site visits and documentation. Monitor ACT, industry certification, and EOPA achievement to ensure all students are college or career ready.	General Title IV Well Rounded
Objective 2 Introduce Profile of a Graduate competencies that require students to demonstrate key skills to be life ready.	KWCP 6: Establishing Learning Culture and Environment	Determine success criteria for proficiency in Profile of a Graduate competencies, as well as portfolio requirements and a defense process for high school students. Create personalized pathways that merge with the ILP for all middle and high school students that incorporate evidence of competencies and Profile experiences.	Students and teachers articulate Profile of a Graduate competency language in instruction and learning experiences.	Profile roll-out to school leadership teams will occur through the Instructional Leadership Team with the intent of introducing language to students by the end of SY22-23.	None

Goal 7 (State your graduation rate goal.): The graduation rate will increase from 90.8% to 91.6% by May, 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Transition Coordinators and Counselors will support student credit acquisition aligned to interests and ability by May, 2023.	KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	Each student will receive career counseling based on their ILP. Create individual graduation plans for each student.	All students participate in advising sessions for their future plans.	ILP completion Career paths explored. Person Responsible: Transition Coordinator Guidance Counselors By May, 2022	General
		Credit Recovery Programs will be provided for any student not attaining their grade level credit load.	Credits recovered and students were no longer behind.	Successful completion of credits Person Responsible: Transition Coordinator Guidance Counselors By May, 2022	General
		Alternative Program enrollment – placement in the alternative program, as well as reinstatement into the A1 school will occur with a transition meeting between the Alternative program's counselor and the A1 school counselor for that student and the student. Decisions regarding placement, credits, etc. will be made at that time.	Appropriate placement in Alt. Programs, as well as correct placement in the A1 school upon return.	Admission and graduation tracking Person Responsible: Transition Coordinator Guidance Counselors Will occur on an as-needed basis as students transition back and forth between schools.	General Title I Part D Title IV, Safe and Healthy
Objective 2 See Goal 5 Objective 1					

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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

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:
This plan will be reviewed and approved by the Christian County Board of Education during their January 19, 2023 meeting.
1.   Schedule and hold documented meetings twice a month with Consultants, Principals, and Special Education Team Leaders (if available) for special education updates. Each school will develop a plan specific to their needs and concerns. Consultants will monitor both compliance and instruction. There will be a District Google Folder link for all administrators and special education building leaders to access their plan(s). Confidentiality will be protected. Each school will only have access to their school's folder.
 	
2. Accommodation plans will be in place by January for each school. *Steps below.*
    a.   Inclusion training for all teachers and staff accommodating students
    b.   Assign and Practice consistently with "Testing Buddies"
    c.   Special Education Teachers will educate students on how to use their accommodations on a daily basis.
    d.   Special Education Teachers, with the support of the consultants, will educate all staff on how to properly accommodate students.
 	
3. Co-teaching versus resource will be a priority to expose students to general ed. content and language.
    a.   Each school will develop a co-teaching plan. *Steps below.*
    b.   Analyze current IEP schedules versus the master schedule. Are more students in a resource or co-teaching setting?
    c.   Overall, more students should be in co-teaching than in resource classes.
    d.   Eligibility should not determine the Least Restrictive Environment for any student.
    e.   District will develop professional development on co-teaching and effective practices. (Spring-Summer)
 	
4. Primary (K-2) students should go to a regular education classroom for exposure to the curriculum unless it's an extreme case. (ARCs will need to be held for each individual student to adjust if needed.)
 	
5. Special education teachers will use the Data Tracker *CCPS Sped Testing Data Tracker* to monitor progress based on state and classroom assessments. Identify all students K-12 and develop a plan for students to move them with intentional strategies based on the MAP Student Profile Report & Learning Continuum. Training will be held on Growth Day to assist teachers.
 	
6.   Special education teachers will use MAP to identify skills to develop intentional instruction and goals and objectives for the IEP. Training will be provided on Growth Day.
 	
7.   Teachers will MAP test any new student that moves into their school for instructional purposes. (Identify, needs, next steps, etc.)
 	
8.   Intentionally conference with students on achieving progress on MAP and KSA by setting goals using a goal setting sheet.
 	
9.   Special education teachers should participate in at least *one* grade level PLC.