

## 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

Updated June 2023

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

Reading: The percentage of students at proficient or above decreased from 58% to 51% in elementary and 55% to 45% in high school. This decrease of P/D is also reflected in gap populations.

Reading: The percentage of students at novice increased from 18% to 22% in elementary, 22% to 23% in middle school, and 22% to 29% in high school. This increase of P/D is also reflected in gap populations with the exception of Hispanic students at middle school

Math: The percentage of students at proficient or above decreased from 53% to 52% in elementary and 47% to 32% in high school.

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

The following Key Core Work Processes are incorporated:

KCWP 1: Design and Deploy Standards; KCWP 2: Design and Deliver Instruction; KCWP 3: Design and Deliver Assessment Literacy; KCWP 4: Review, Analyze, Apply Data Results; KCWP 5: Design, Align and Deliver Support Processes; KCWP 6: Establish Learning Environment and Culture

### Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Status (Elem/Middle/High)	Change (Elem/Middle/High)
State Assessment Results in reading and mathematics	69.7/69.2/55.8	-3.5/+2.5/-11.9
State Assessment Results in science, social studies and writing	67/61.9/53.2	-3.5/-1.6/7.4
English Learner Progress	66.4/19.3/21.5	+17.7/+1.5/+9.4
Quality of School Climate and Safety	76.5/63.6/60.1	-1.0/-3.1/-0.5
Postsecondary Readiness (high schools and districts only)	92.1	+7.4
Graduation Rate (high schools and districts only)	96.1	+0.1

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
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>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> or another established improvement approach.</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

**1: State Assessment Results in Reading and Mathematics**

Goal 1 (State your reading and math goal.): By May of 2025, 75% of students in grades 3-10 will reach the Proficient or Distinguished level in reading as measured by the Kentucky Summative Assessment. By May of 2025, 70% of students in grades 3-10 will reach the Proficient or Distinguished level in math as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By April of 2024, 58% of students in grades 3-8 will reach the Proficient or Distinguished level in <b>reading</b> as measured by the i-Ready Diagnostic (3-5) and the Mastery View Predictive Assessment (6-8), and CERT (10).	KCWP 1: Design and Deploy Standards	Evaluate and select a common comprehensive K-5 reading program that is determined to be reliable, valid, and aligned to reading and writing standards. In addition, provide professional development to support implementation.	Adoption of high-quality instructional resources aligned to the Kentucky Academic Standards (KAS) for Reading and Writing.	High Quality Instructional Resources (HQIR) Process	General Fund - Curriculum & Instruction Budget (Approx. \$150,000)
	KCWP 2: Design and Deliver Instruction	Provide ongoing coaching and support K-12 focused on the alignment of instruction to the rigor of the standards.	Implementation of deeper learning classroom experiences and instructional strategies.	School-level Walkthroughs District-level Eleot Learning Walks Universal Screening Data (i-Ready, MVPA, and CERT)	ESSER (Approx. \$14,000)
		Provide ongoing coaching and support K-12 focused on key principles of effective lesson design.	Implementation of instructional framework that supports active engagement and visible thinking.	School-level Walkthroughs District-level Eleot Learning Walks Universal Screening Data (i-Ready, MVPA, and CERT)	ESSER (Approx. \$14,000)
	KCWP 3: Design and Deliver Assessment Literacy	Administer i-Ready in grades K-5 to monitor ELA standard mastery and adjust instruction/supports. In addition, provide implementation professional development.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data (i-Ready, MVPA)	General Fund - Assessment Budget ESSER (Approx. \$50,000)
		Administer MVPA in grades 6-8 to monitor ELA standard mastery and adjust instruction/supports. In addition, provide implementation professional development.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data (i-Ready, MVPA)	General Fund - Assessment Budget (Approx. \$26,000)

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Goal 1 (State your reading and math goal.): By May of 2025, 75% of students in grades 3-10 will reach the Proficient or Distinguished level in reading as measured by the Kentucky Summative Assessment. By May of 2025, 70% of students in grades 3-10 will reach the Proficient or Distinguished level in math as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support Processes	Continued implementation of Kentucky Equity-Based Tutoring Program (KEBTP) in partnership with Pearson Learning including both school year and summer programming.	Improvement of literacy skills for selected primary grade students by developing a high-quality equity-based intervention program that includes specific data-based decisions and prescribed intervention for identified students.	Universal Screening Data (i-Ready)  Progress monitoring Data (AimsWeb+, Fastbridge)	KEBTP Funds (Approx. \$50,000)
Objective 2: By April of 2024, 60% of students in grades 3-5 will reach the Proficient or Distinguished level in <b>math</b> as measured by the i-Ready Diagnostic.  By April of 2024, 58% of students in grades 6-8 and 10 will reach the Proficient or Distinguished level in <b>math</b> as measured by the Mastery View Predictive Assessment (6-8) and CERT (10).	KCWP 2: Design and Deliver Instruction	Provide ongoing coaching and support K-12 focused on the alignment of instruction to the rigor of the standards.	Implementation of deeper learning classroom experiences and instructional strategies.	School-level Walkthroughs District-level Eleot Learning Walks Universal Screening Data (i-Ready, MVPA, and CERT)	ESSER (Approx. \$14,000)
		Provide ongoing coaching and support K-12 focused on key principles of effective lesson design.	Implementation of instructional framework that supports active engagement and visible thinking.	School-level Walkthroughs District-level Eleot Learning Walks Universal Screening Data (i-Ready, MVPA, and CERT)	ESSER (Approx. \$14,000)
	KCWP 5: Design, Align and Deliver Support Processes	Continued implementation of Kentucky Equity-Based Tutoring Program (KEBTP) in partnership with Pearson Learning including both school year and summer programming.	Improvement of foundational math skills for selected primary grade students by developing a high-quality	Universal Screening Data (i-Ready)  Progress monitoring Data (AimsWeb+, Fastbridge)	KEBTP Funds (Approx. \$50,000)

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Goal 1 (State your reading and math goal.): By May of 2025, 75% of students in grades 3-10 will reach the Proficient or Distinguished level in reading as measured by the Kentucky Summative Assessment. By May of 2025, 70% of students in grades 3-10 will reach the Proficient or Distinguished level in math as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			equity-based intervention program that includes specific data-based decisions and prescribed intervention for identified students.		
	KCWP 3: Design and Deliver Assessment Literacy	Administer i-Ready in grades K-5 to monitor ELA standard mastery and adjust instruction/supports. In addition, provide implementation professional development.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data (i-Ready, MVPA)	General Fund - Assessment Budget (Approx. \$50,000)
		Administer MVPA in grades 6-8 to monitor math standard mastery and adjust instruction/supports. In addition, provide implementation professional development.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data (i-Ready, MVPA)	General Fund - Assessment Budget (Approx. \$26,000)

**2: State Assessment Results in Science, Social Studies and Writing**

Goal 2 (State your science, social studies, and writing goal.): By May of 2025, 55% of students in grades 4, 7 and 11 will reach the Proficient or Distinguished level in science as measured by the assigned Kentucky Summative Assessment. By May of 2025, 65% of students in grades 5, 8, and 11 will reach the Proficient or Distinguished level in social studies as measured by the assigned Kentucky Summative Assessment. By May of 2025, 70% of students in grades 5, 8, and 11 will reach the Proficient or Distinguished level in writing as measured by the assigned Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2024, 55% of students in grade 5, 45% in grade 8, and 50% in grade 11 will reach the Proficient or Distinguished level in <b>social studies</b> as measured by the Kentucky Summative Assessment.	KCWP 1: Design and Deploy Standards	Review and revise social studies curriculum K-12 utilizing the phases of the Model Curriculum Framework process.	Guaranteed and viable social studies curriculum K-12.  Evidence-based social studies instruction and practices.  High quality social studies instructional resources	Social Studies Curriculum Maps and Supporting Documents  Social Studies Assessment data including MVPA	General Fund - C&I Budget (Approx. \$5,000-\$10,000)
	KCWP 3: Design and Deliver Assessment Literacy	Administer MVPA in grade 8 to monitor social studies standard mastery and adjust instruction/supports.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data ( MVPA)	General Fund - Assessment Budget (Approx. \$26,000)
Objective 2 By May of 2023, 45% of students in grade 4, 35% in grade 7, and 20% in grade 11 will reach the Proficient or Distinguished level in <b>science</b> as measured by the assigned Kentucky Summative Assessment.	KCWP 2: Design and Deliver Instruction	Implement Amplify Science as the core curriculum resource in K-8.	Consistent science curriculum core resource K-8.	Science Assessment data including MVPA	General Fund - C&I and STEM Budgets (Approx. \$9,000)
	KCWP 3: Design and Deliver Assessment Literacy	Administer MVPA in grade 7 to monitor Science standard mastery and adjust instruction/supports.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Universal Screening Data ( MVPA)	General Fund - Assessment Budget (Approx. \$26,000)



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### 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
<p>Objectives: By May of 2024, reduce the percentage of novice students with disability-IEP by 15% in both reading and math.</p> <p>By May of 2023, reduce the percentage of novice English Language Learner students by 15% in both reading and math.</p> <p>By May of 2023, increase the percentage of proficient/ distinguished economically disadvantaged students by 10% in both reading and math.</p>	<p>KCWP 4: Review, Analyze and Apply Data Results</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>Implement structures/processes to intentionally analyze demographic data for academic and behavioral trends of all subgroups. Include systematic problem solving to develop intentional actions to address inequities found in data.</p>	<p>Evidence of monthly MTSS structures in action (agendas, specific data, data analysis) to intentionally analyze demographic data for academic and behavioral trends of all subgroups. In addition, there is evidence of Systematic Problem Solving (SPS documentation) to develop intentional actions to address inequities found in data.</p>	<p>DEI Review Process completed by Equity Team</p> <p>Universal Screening Data (i-Ready, MVPA, and CERT)</p>	<p>General Fund</p> <p>(Approx. \$2000)</p>
	<p>KCWP 4: Review, Analyze, and Apply Data Results</p>	<p>Communicate and implement a sustainable district-wide system for reviewing, analyzing, and applying all relevant ELL progress data.</p>	<p>A variety of sources are used to ensure a balanced approach to data analysis.</p>	<p>Universal Screening Data (i-Ready, MVPA, and CERT)</p> <p>ACCESS Results</p>	<p>N/A</p>



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#### 4: English Learner Progress

Goal 4 (State your English learner goal.): By May of 2025, the elementary English Learners Progress Indicator will reach an index score of 65.0 as measured by the ACCESS English Language Proficiency Assessment. By May of 2025, the middle school and high school English Learners Progress Indicator will reach an index score of 45.0 as measured by the ACCESS English Language Proficiency Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2024, the elementary English Learners Progress Indicator will reach an index score of 70 as measured by the ACCESS English Language Proficiency Assessment.	KCWP 2: Design and Deliver Instruction	Provide ongoing PD/training on ELlevation Strategies.	Utilization of evidence-based ELL strategies in classrooms.	PLC discussion Evidence in walkthroughs	General Fund - ELL Budget (Approx. \$1500)
Objective 2 By May of 2024, the middle school English Learners Progress Indicator will reach an index score of 24.0 as measured by the ACCESS English Language Proficiency Assessment.	KCWP 4: Review, Analyze, and Apply Data Results	Facilitate individual goal setting for ELL students.	System in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	ACCESS Results	N/A
Objective 3 By May of 2024, the high school English Learners Progress Indicator will reach an index score of 31.0 as measured by the ACCESS English Language Proficiency Assessment.	KCWP 4: Review, Analyze, and Apply Data Results	Communicate and implement a sustainable district-wide system for reviewing, analyzing, and applying all relevant ELL progress data.	A variety of sources are used to ensure a balanced approach to data analysis.	Universal Screening Data (i-Ready, MVPA, and CERT)  ACCESS Results	N/A
	KCWP 5: Design, Align and Deliver Support Processes	Implementation of Juntos Club 4-H: A program that helps Latino youth (grades 8 – 12) and their families gain the knowledge and skills they need to bridge the gap between high school and higher education.	Increased parent and guardian participation in the educational setting.	Monitoring of Family Engagement by ELL Families	Title 1, Part C - Migrant Ed Program (Approx \$1000)

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## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May of 2025, the elementary QSCS indicator score will reach 85. By May of 2025, the middle school and high school QSCS indicator scores will reach 75 and 68 respectively.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2024, the elementary QSCS indicator score will reach 80.  By May of 2024, the middle and high school QSCS indicator scores will reach 68 and 64 respectively.	KCWP 6: Establishing Learning Culture and Environment	Continuous growth and development of PBIS structures in schools including: <ul style="list-style-type: none"> <li>- Tiered Fidelity Inventory and related action items</li> <li>- Quarterly School Lead meetings</li> <li>- Participation in national PBIS conference</li> </ul>	Positive school culture and climate with systematic supports in place for students in need.	Behavior Data Counselor Referral Data	Title 4  (Approx. \$8000)
	KCWP 6: Establishing Learning Culture and Environment	Develop and support school-based Equity Teams to sustain diversity, equity, and inclusion efforts.	A learning environment that is intentionally designed to be inclusive and accessible for all students.	Diversity, Equity, and Inclusion Rubric completed for each school	General Fund - C&I Budget (Approx. \$3000)

**6: Postsecondary Readiness**

Goal 6 (State your postsecondary goal.): By May of 2025, Woodford County High School will increase its postsecondary readiness rating to 100.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2024, the postsecondary readiness indicator rating will reach 95.	KCWP 4: Review, Analyze, Apply Data Results	Implement monitoring system of student progress toward post-secondary readiness.	Students earn a diploma/alternative diploma AND meet one type of readiness (Academic or Career)	Transition Spreadsheet	N/A
	KCWP 5: Design, Align and Deliver Support Processes	Employ a Career Readiness Coordinator to facilitate programming including, but not limited to, CTE scheduling and tracking and work-based learning/internships.	Increase of students meeting postsecondary readiness benchmarks.	End of Program Assessment Data Internship/work-based learning placement data TEDS data	LAVEC Grant  (Approx. \$70,000)
	KCWP 5: Design, Align and Deliver Support Processes	Launch "My Portrait Plan" using Pathful platform to implement a more cohesive, vertically aligned Individual Learning Plan process 6-12.	Students will: -Engage in their educational planning -Explore careers that match their skills and interests -Establishing personal goals and revisiting these as they progress through school	Individual Learning Plans (6-12)	General Fund - Curriculum & Instruction Budget
	KCWP 5: Design, Align and Deliver Support Processes	Continued implementation and growth of the Jobs for America's Graduates (JAG) program.	Assist students of promise in overcoming barriers to learning so they will graduate from high school and transition successfully into the workforce, military, or post-secondary.	JAG data management system	JAG Grant  (\$40,000)

**7: Graduation Rate**

Goal 7 (State your graduation rate goal.):  
By May of 2025, the 4-year graduation rate will be 98%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May of 2024, the 4-year graduation rate will be 97%.</p>	<p>Design, Align and Deliver Support Processes</p>	<p>Continued implementation and growth of the BARR Program (Building Assets, Reducing Risk) at WCHS. Implementation at WCMS to begin in Fall 2024.</p>	<p>Comprehensive method to meet students’ academic, social, and emotional needs. BARR helps educators better connect with their students and address the issues that cause students to drop out, fail courses, and/or engage in harmful behavior.</p>	<p>Course/credit completion data Behavior data</p>	<p>Title 4 KDE Stronger Connections Grant (Approx. \$80,000)</p>

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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:**  
Woodford County Public Schools primarily utilizes Multi-Tiered Systems of Support structures as the framework to review and analyze data, problem solve, and develop next steps. As outlined in our MTSS Handbook, the District MTSS Team includes representation from both the district and school levels. Data is reviewed on a monthly basis to inform ongoing continuous improvement planning. This structure is replicated at the school level and team representation includes administration, teacher, counselor, and support staff.

In addition to this structure, a CSIP development and progress monitoring process has been put in place for 2023-2024. A district-level team comprised of Superintendent, Chief Academic Officer, and Director of Student Achievement has established progress meetings with WCHS leadership to consult on the CSIP development and implementation as well as review of relevant progress monitoring data and information.

Multiple steps will be implemented to support WCHS:

- Provided Kentucky Summative Assessment graph and analysis package from KASC.
- Action planning meetings facilitated by district administrators with the ELL department.
- Purchase of curriculum resources (ELlevation)
- TSI planning meetings among district and school leadership at WCHS to review action plans developed by departments and draft relevant CSIP goals and actions.
- The local board will approve CDIP and review school CSIPs through the monthly meeting agenda in both December and January.

### Additional/More Rigorous Actions

**Consider:** List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

**Response:**  
Woodford County High School remains in TSI status for a second year for English Learner plus Monitored (EL+M) students. The EL+M group had an Overall Score of 30.9, which is below the bottom 5% cut score of 40.0 at the high school level. Although the group did make progress from last year (Overall Score of 12.1 in 2022), they were still below the cut for the second year in a row, which for this year, designated them as TSI.  
The Overall Score (OS) is what is used to determine any federal classification status. It is composed of data from all available indicators with weights applied. While other groups have multiple indicators, the EL+M students only have data in the EL Progress indicator; therefore, the OS for that group is solely based on the ELP indicator.