

## 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

## 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.

CCPS scored lower than or equal to the state average in P/D at all levels for all assessments other than high school combined writing. An area of specific concern is science at the secondary level for all students, and the state trend reflected the same concern. Middle school math trended up in the percentage of novices and trended down in the percentage of proficient/distinguished students.  
Middle School had the lowest indicator for science, social studies, and writing at 41.7 (elementary - 53.3, high - 44.3).  
Students with Disabilities is the lowest performing group in the district in all tested areas and has qualified 6 schools in the district to be TSI.

## 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.

KCWP 1: Design and Deploy Standards: All teachers will take part in cohort work, standard-based PLC work and summer work led by the district instructional team in order to continually assess, review, and revise curricula. Adjustments will be made throughout the year accordingly.  
KCWP 2: Design and Deliver Instruction: The district will be very present in classrooms via the instructional team, district instructional coaches, and through the selection of evidence-based materials and practices. All school counselors are trained in Trauma-Based therapy, and all carry caseloads of students in each building who are assisted regularly with all social-emotional and behavioral needs.

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## Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	E- 58.9 M- 52.6 H- 53.1	E +1 M +1.4 H +4.2
State Assessment Results in science, social studies and writing	E- 56 M- 43.6 H-46.7	E -2.7 M -1.9 H -2.4
English Learner Progress	E- 49.9 M- 39.5 H- 13.9	E -4.5 M +6 H -13.9
Quality of School Climate and Safety	E- 78.7 M- 66.5 H- 60.2	E +1.7 M +3.9 H +1.5
Postsecondary Readiness (high schools and districts only)	94.5	+4.6
Graduation Rate (high schools and districts only)	90.6	-1.0

1: State Assessment Results in Reading and Mathematics

<b>Goal 1 (Reading and Math Goal):</b>					
K - 5: Increase students scoring Proficient and Distinguished on KSA in reading from 41% to 56.8% by May 2027 and in math from 42% to 59.2% by May 2027. 6 - 8: Increase students scoring P&D on KSA in reading from 38% to 64.7% by May 2027 and in math from 34% to 56.7% by May 2027. High School: Increase students scoring P&D on KSA in reading from 42% to 53.7% by May 2027 and in math from 27% to 42.4% by May 2027..					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1</b> Instructional support for <u>ALL</u> school leadership teams is in place and will continue through May 2025.	KCWP 2: Design and Deliver Instruction  KCWP 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.  Walkthroughs will provide feedback to teachers and admins to assist school teams in the prioritization of high leverage instructional practices by March 2025.	Instructional Monitoring and Feedback  Instructional Walkthrough data will be monitored through:  Kentucky Framework for Teaching walkthroughs at each school - one time by December 2024 for domain 2 and March 2025 for domain 3.  School-specific Ky Framework for Teacher indicators are utilized monthly by administrators to improve culture and instruction.  Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches.	General Title I Title II Title V
		Training and coaching provided by district instructional leadership in the form of:  Administrators Academy Instructional Leadership Team, Building Instructional Leadership Team District Leadership Team and regular coaching conversations with school leadership	Engaged learners who take their learning and apply it for the benefit of students.	Check-ins and coaching conversations with principals to see how new learning has been implemented and action items completed through rounding, classroom visits, etc. by May, 2025  Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches.	

**Goal 1 (Reading and Math Goal):**

K - 5: Increase students scoring Proficient and Distinguished on KSA in reading from 41% to 56.8% by May 2027 and in math from 42% to 59.2% by May 2027.

6 - 8: Increase students scoring P&D on KSA in reading from 38% to 64.7% by May 2027 and in math from 34% to 56.7% by May 2027.

High School: Increase students scoring P&D on KSA in reading from 42% to 53.7% by May 2027 and in math from 27% to 42.4% by May 2027..

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Data Analysis Support <del>and Scorecard Support</del> - District Assessment Coordinator will support schools with admins, teachers, and interventionists with data analysis through the use of data protocols.</p>	<p>Administrators are able to be independent with the PDSA model for school improvement.</p>	<p>MAP Data Analysis in September, December, and March.</p> <p>Reading Fluency analysis 3 times a year (or more as needed) to inform reading improvement plans.</p> <p>Mastery Connect benchmarks will be analyzed in October, January, and March to make instructional adjustments for students based on the KAS.</p> <p>PLC data protocol utilized by schools to inform instructional practices.</p> <p>Person Responsible: DAC, Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches.</p>	<p>General Title II</p>
	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>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.</p> <p>Support interventionists/counselors with implementation of MTSS Guidance Document</p> <p>District team monitors interventionists to support student needs through individualized student interventions (Mastery Connect, Learning Continuum, Into Reading, MAP Reading Fluency, and MAP math accelerator, Savvas, and individualized school level interventions)</p>	<p>MTSS processes run smoothly according to the guidance document.</p> <p>Teacher use of data to guide instruction.</p> <p>Elementary interventionist/teachers use of Reading Fluency assessment.</p> <p>Evidence of differentiation and Tier II instruction in classrooms (observations).</p>	<p>MTSS meetings occur every 6 weeks.</p> <p>Individual student progress monitoring</p> <p>Instructional Supervisors monitor through individual coaching in each building.</p> <p>Progress monitor students with disabilities and African American students identified for MTSS.</p> <p>Progress monitoring of Reading Improvement plans for all students in grades K-3 scoring below the 30th percentile on MAP Growth.</p> <p>Classroom observations.</p>	<p>General ESS Title II</p>

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## Goal 1 (Reading and Math Goal):

K - 5: Increase students scoring Proficient and Distinguished on KSA in reading from 41% to 56.8% by May 2027 and in math from 42% to 59.2% by May 2027.

6 - 8: Increase students scoring P&D on KSA in reading from 38% to 64.7% by May 2027 and in math from 34% to 56.7% by May 2027.

High School: Increase students scoring P&D on KSA in reading from 42% to 53.7% by May 2027 and in math from 27% to 42.4% by May 2027..

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 2</b> Teacher Professional Learning, Coaching &amp; Feedback will support all teaching staff by May 2025.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>Facilitate consistent implementation of high quality reading and math instruction and resources through observations, PLCs, and on-going professional learning.</p> <p>All preschool teachers receive KYCL training around literacy through approved providers.</p> <p>Math teachers at each grade level will participate in a district led math lesson study during the school year.</p> <p>School leadership teams intentionally coach teachers around the Kentucky Framework for Teaching</p> <p>District teacher coaches will be placed at elementary schools ½ time and secondary schools full time to support school leadership teams in coaching support.</p>	<p>Math and reading instruction will be improved as a result of teacher professional learning, coaching &amp; feedback.</p>	<p>Implementation of HQIRs with fidelity.</p> <p>Individual teacher growth on the indicators in the Kentucky Framework for Teaching.</p> <p>Transference of professional learning to classroom instruction.</p> <p>Person Responsible: Instructional Team, Assist Superintendent of Instruction, Instructional Supervisors and Academic Coaches.</p>	<p>General Title II</p>
<p><b>Objective 3</b> High Quality Instructional Resources will be in teacher's classrooms by May 2025.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>Ensure all K-12 reading and math teachers have and use high quality instructional resources.</p> <p>Instructional Supervisors audit the purchase and verification of high quality instructional resources to be used in classrooms.</p> <p><b>Reading:</b> K-5: HMH Into Reading 6-12: Savvas <b>Math:</b> K-5: Eureka Math</p>	<p>Increased achievement in student reading and math. Increase the number of students reading on grade level.</p>	<p>Evidence of HQIRs in classroom observations by school level leadership.</p> <p>District instructional reviews (minimum two times a year) monitor usage of HQIRs.</p> <p>Quarterly monitoring of usage reports for district purchased resources.</p>	<p>General Title I</p>

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## Goal 1 (Reading and Math Goal):

K - 5: Increase students scoring Proficient and Distinguished on KSA in reading from 41% to 56.8% by May 2027 and in math from 42% to 59.2% by May 2027.

6 - 8: Increase students scoring P&D on KSA in reading from 38% to 64.7% by May 2027 and in math from 34% to 56.7% by May 2027.

High School: Increase students scoring P&D on KSA in reading from 42% to 53.7% by May 2027 and in math from 27% to 42.4% by May 2027..

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		6-12: Into Math for middle school and Into AGA for high school			
<p><b>Objective 4:</b> Enriched Learning Plan to address the needs of students who are identified as gifted and talented or high achievers.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>-Differentiation through content, process, and product occurring within the classroom and through pull out programs.</p> <p>-Cluster leaders provide assistance with identification and coaching teachers in providing individualized services through students GSSPs.</p> <p>-Opportunities for students to participate in extracurricular activities or clubs.</p> <p>-Primary Talent Pool students are provided enrichment opportunities to strengthen the GT pipeline.</p> <p>-Addition of advanced coursework (AP and dual credit) at the high schools.</p>	<p>Increase in number of students identified for GT services as well as opportunities to meet their individual needs.</p> <p>Increase in AP and dual credit coursework enrollment.</p>	<p>Schedules of GT enrichment specialists</p> <p>Professional learning sign in sheets from staff trainings led by cluster leaders</p> <p>Cluster leader trainings</p> <p>Progress reports for individual students</p> <p>Assessment data for students who are gifted and talented</p> <p>AP and dual credit coursework enrollment</p>	<p>GT state grant</p> <p>GT district match</p>





**Goal 2 (Science, Social Studies, and Writing Goal):**

K - 5:

Increase students scoring Proficient and Distinguished in science from 30% to 42.3% by May 2027.

Increase students scoring Proficient and Distinguished in writing from 39% to 52.6% by May 2027.

Increase students scoring Proficient and Distinguished in Social Studies from 33% to 63.3% by May 2027

6 - 8:

Increase students scoring Proficient and Distinguished in science from 16% to 46.7% by May 2027.

Increase students scoring Proficient and Distinguished in writing from 38% to 46.7% by May 2027

Increase students scoring Proficient and Distinguished in Social Studies from 21% to 63.1% by May 2027.

High School:

Increase students scoring Proficient and Distinguished in science from 3% to 42.5% by May 2027.

Increase students scoring Proficient and Distinguished in writing from 48% to 64.2% by May 2027.

Increase students scoring Proficient and Distinguished in Social Studies from 33% to 44.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Savvas myPerspectives - middle/high school Writing cohorts will be established for grades 4-11 to evaluate on-demand rubrics and student work, as well as share instructional strategies for writing instruction.			
<b>Objective 2</b> See Objective 1, 2, and 4 in Goal 1.	See Strategy 1, 2, and 4 in Goal 1.	See Activity 1, 2, and 4 in Goal 1.	See Measure of Success in 1, 2, and 4 in Goal 1.	See Progress Monitoring 1, 2, and 4 in Goal 1.	General Title I Title II Title V

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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
<b>Objective 1</b> 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, 2025.	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 KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	School counselors work closely with leadership teams and instructional leaders 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 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.	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 <ul style="list-style-type: none"> <li>Given January, February and March</li> <li>Standards aligned</li> <li>Data put into KSA calculator (school level and district level)</li> <li>Instruction adjustment based on data</li> <li><a href="#">Performance Level Descriptors</a></li> <li>Pull teams together to draft standards-aligned assessments in Fall 2022</li> </ul>	General Title I Title V
	KCWP 6: Establishing Learning Culture and Environment	Implement and monitor the Equity Plan actions (school culture, curriculum and instruction, parental involvement, diverse staff). Assign identified AA male students 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	AA students and mentors meet regularly.  Equity plan implementation is clearly prioritized on school Scorecards.	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.	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>involvement in honors, AP, and dual credit coursework.</p> <p>Schools will establish advising programs that support enrollment of African American students in appropriate advanced and CTE coursework for post-secondary readiness.</p>	<p>AA enrollment in advanced coursework increased.</p> <p>Advising by school counselors and teachers employs a range of activities to ensure equitable access to information.</p>	<p>Person Responsible: Instructional Team, Equity Coordinator, Principals, Equity Administrator</p>	
		<p>Increase number of AA students identified for and receiving GT services and/or advanced coursework</p>	<p>Higher number of AA students identified for GT services.</p>	<p>GT coordinator will report monthly on GT identification progress</p> <p>Person Responsible: GT Coordinator</p> <p>Timeline: Monthly</p>	<p>General</p>
<p><b>Objective 2</b> 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&amp;D by 10% at all three grade bands by May, 2025.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Special education teachers work with students demonstrating the highest level of need.</p>	<p>Analyze and monitor student achievement data, including classroom data, state testing data, MAP data, and discipline data.</p> <p>Person Responsible: DOSE, school's Interventionist, Special Education Teachers and Consultants</p> <p>Timeline: Monthly.</p>	<p>General</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Schools will establish advising programs that support enrollment of students with disabilities in appropriate advanced and CTE coursework for post-secondary readiness.</p>			
		<p>Train teachers in the use of the NWEA Learning Continuum in order to provide appropriate accommodations and interventions for students with disabilities.</p>	<p>Teachers use the learning continuum with students according to demonstrated need.</p>	<p>Analyze and monitor student MAP data.</p> <p>Person Responsible: DOSE, school's Interventionist, Special Education Consultants</p> <p>Timeline: three times per year according to the fall, winter and spring MAP windows (September, December and March) for identified students.</p>	<p>General</p>

**4: English Learner Progress**

<b>Goal 4 (English Learner Goal):</b>					
EL students will move from 7.1% attainment rate to 10% attainment rate by May, 2027.					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1</b> EL students will move from 7.1% attainment rate to 8% attainment rate by May, 2025.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	Students will receive differentiated instruction based on level of need.  Update a strategic plan to address the needs of secondary students who are newcomers to the English language and/or reading in Spanish or English.  Continue to grow the District's Newcomers Academy to include all newcomers to the District,	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.  Enrollment in Newcomer Academy.	General Title I Title III
	KCWP 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 Title I Title III
	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 Title I Title III

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## 5: Quality of School Climate and Safety

### Goal 5 (Climate and Safety Goal):

Elementary: Will move from 80.5 Climate and 73.4 Safety to 85 Climate and Safety by May, 2027

Middle: Will move from 66.7 Climate and 57.0 Safety to 75 Climate and Safety by May, 2027.

High: Will move from 61.8 Climate and 55.5 Safety to 68 Climate and Safety by May, 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Elementary will move to 82 Climate and Safety by May, 2025. Middle will move to 71 Climate and Safety by May, 2025. High will move to 61 Climate and Safety by May, 2025.	KCWP 6: Establishing Learning Culture and Environment	CCPS will begin to work through the Stronger Connections Grant relating to social emotional needs, Too Good for Drugs and Too Good for Violence programs  School counselors and School Based therapists will be trained on threat assessments and Trauma Informed Care. An additional 100 staff members will be trained on Trauma Informed Care by August 2025.	Decrease in discipline and awareness of staff supporting students with mental health needs	Monthly data reports on infractions	Title IV Stronger Connections Grant
		CCPS will continue to build their PBIS program in each school  PBIS Coaches will focus on Tier I and school counselors/SBTs will focus on Tier II and Tier III through discipline, attendance, and academic data.	PBIS Walk-through scores increase and Tier II intervention success is 85% or above	Monthly data reports on PBIS interventions	Title IV
		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

**6: Postsecondary Readiness**

<b>Goal 6 (Postsecondary Goal):</b>					
Increase Postsecondary Readiness indicator for the district from 114.2 to 120 by 2027.					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<p><b>Objective 1</b> District and School Transition Coaches, as well as school counselors, establish strong advising programs to support students in</p> <ul style="list-style-type: none"> <li>cooperative learning and work-based internships</li> <li>achievement of benchmark on ACT reading and/or math</li> <li>dual credit programs, including Associate's Degree pathways.</li> </ul>	KCWP 6: Establishing Learning Culture and Environment	<p>District and School Transition Coordinators, and counselors, will appropriately place all students in career preparation pathways.</p> <p>High School Day After Graduation plans will be established through transition coaches.</p> <p>Integrate real-life CTE opportunities K-12 through the Fusion work-based learning program.</p> <p>Utilize EdReady to support students in achieving PSR.</p> <p>Participate in OneGoal professional learning to establish advising systems that incorporate support and build capacity in teachers and other personnel to advise students.</p> <p>Students utilize the ILP process to inform program and pathway selection, specifically utilizing the YouScience data taken in Freshman Seminar courses.</p> <p>Freshman Seminar courses enact curriculum that teaches students about career pathway options.</p>	<p>100% of students will participate in their appropriate career preparation pathway during the 25-26 school year.</p> <p>100% of students will be PSR through ACT, industry certification, dual credit, or EdReady (reading or math benchmark).</p> <p>100% of seniors will graduate with a Day After Graduation plan.</p>	<p>Monitor the measures of success through monthly intervention meetings with District and School Transition Coordinators.</p> <p>Monitor work-based learning student experiences through site visits and documentation.</p> <p>Monitor ACT, industry certification/EOPA achievement, or EdReady reading or math benchmark achievement to ensure all students are college or career ready.</p> <p>Monitor completion of Day After Graduation Plans for all seniors.</p>	General Title IV SAFE Grant
<p><b>Objective 2</b> Profile of a Graduate will be implemented K-12 that requires students to demonstrate key competencies to be life ready.</p>	KCWP 6: Establishing Learning Culture and Environment	Comprehensive plans for each school in the district to implement Profile of a Graduate will include strategic actions regarding communication, performance	Students and teachers articulate Profile of a Graduate competency language in instruction, learning experiences,	Profile implementation monitoring will occur through the Instructional Leadership Team and intentional professional learning sessions throughout the year.	N/A

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## Goal 6 (Postsecondary Goal):

Increase Postsecondary Readiness indicator for the district from 114.2 to 120 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessment systems, and vibrant learning experiences.  Create personalized pathways that merge with the ILP for all 6th-12th grade students that incorporate evidence of competencies and Profile experiences.	and performance assessment systems.	Monitor Profile through each school's Profile strategic plan.	



**7: Graduation Rate**

<b>Goal 7 (Graduation Rate Goal):</b>					
The graduation rate will increase from 91.3% to 91.6% by May, 2027.					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1</b> Transition Coordinators and Counselors will support student credit acquisition aligned to interests and ability.	KCWP 4: Review, Analyze and Apply Data  KCWP 6: Establishing Learning Culture and Environment	Each student will receive career counseling based on their ILP.  Create individual graduation plans for each student, as well as Day After Graduation plans that ensure a successful transition to life.	All students participate in advising sessions for graduation requirements, as well as their future plans.	ILP completion  Transcript audits 1x/semester to ensure required coursework is occurring.  Completion of Day After Graduation plans	General
		Credit Recovery Programs will be provided for any student not attaining their required graduation grade level credits.	Credits recovered and students were no longer behind.	100% of students graduating with all requirements.	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 according to the student’s interests and aptitudes.	Appropriate placement in Alt. Programs, as well as correct course placement in the A1 school upon return.	Admission and graduation tracking	General Title I Part D Title IV
<b>Objective 2</b> 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 16, 2025 meeting.

1. Schedule and hold documented meetings monthly 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 or SPED building leader 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
  - a. Assign and Practice consistently with "Testing Buddies"
  - b. Special Education Teachers will educate students on how to use their accommodations on a daily basis.
  - c. 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.*
  - a. Analyze current IEP schedules versus the master schedule. Are more students in a resource or co-teaching setting?
  - b. Overall, more students should be in co-teaching than in resource classes.
  - c. Eligibility should not determine the Least Restrictive Environment for any student.
  - d. 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.

# CHRISTIAN COUNTY PUBLIC SCHOOLS CDIP 2024-25

Updated December 2024

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

<b>Additional/More Rigorous Actions</b>
<p><b>Consider:</b> 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?</p> <p><b>Response:</b> Schools who failed to exit TSI status: Freedom Elementary School Millbrooke Elementary School Pembroke Elementary School Christian County Middle School Hopkinsville Middle School Christian County High School</p> <p><b>Additional actions and supports that will be provided:</b>  Each school has a special education building leader with a reduced caseload to help manage and provide guidance to all teachers and administrators. This will provide a more intentional focus on the special education gap group.</p> <p><b>Actions and supports will be provided by:</b>  The assigned special education building leader and/or consultant.</p>