WOODFORD COUNTY BOARD OF EDUCATION
AGENDA ITEM

ITEM #: VIII H **DATE:** February 24, 2025

TOPIC/TITLE: Approve CDIP (Comprehensive District Improvement Plan)

PRESENTER:

ORIGIN:

☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
☒ ACTION REQUESTED AT THIS MEETING
☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
☐ ACTION REQUESTED AT FUTURE MEETING:　　　(DATE)
☐ BOARD REVIEW REQUIRED BY

　　　☐ STATE OR FEDERAL LAW OR REGULATION
　　　☐ BOARD OF EDUCATION POLICY
　　　☐ OTHER:

PREVIOUS REVIEW, DISCUSSION OR ACTION:

☐ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
☐ PREVIOUS REVIEW OR ACTION
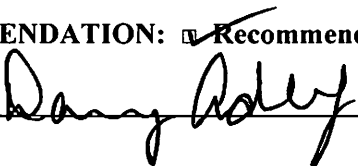
　　　☐ DATE:
　　　☐ ACTION:

BACKGROUND INFORMATION:

SUMMARY OF MAJOR ELEMENTS:

Approve CDIP (Comprehensive District Improvement Plan).

IMPACT ON RESOURCES:

TIMETABLE FOR FURTHER REVIEW OR ACTION:

SUPERINTENDENT'S RECOMMENDATION: ☒ Recommended　　　☐ Not Recommended

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 y68our 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

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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: Higher percentages of novice for gap group populations.
Math: Increase in proficiency not at the same rate as reading.
Science: Proficiency levels lower across all three levels.

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.

Explanations/Directions

Indicator	Status (Elem/Middle/High)	Change (Elem/Middle/High)
State Assessment Results in reading and mathematics	78.4/68.8/87	+8.7/-2.4/+31.2
State Assessment Results in science, social studies and writing	76.8/57.7/68.6	+9.8/-4.2/+15.4
English Learner Progress	64.2/12.7/29.3	-2.2/-6.6/+7.8
Quality of School Climate and Safety	80.5/67.6/65.9	+4/+4/+5.8
Postsecondary Readiness (high schools and districts only)	84.9	-7.2
Graduation Rate (high schools and districts only)	96.7	+0.6

Goal: Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach.	Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
By May of 2028, 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 2028, 75% 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
READING/ELA Objectives: By April of 2025, 62% of students in grades 3-8 will reach the Proficient or Distinguished level in **reading** as measured by the i-Ready Diagnostic (3-5) and the Mastery View Predictive Assessment (6-8), and CERT (10). By April of 2025, 58% of students in grades 6-8 and 10 will reach the Proficient or Distinguished level in **reading** as measured by the Mastery View Predictive Assessment (6-8), and CERT (10).	KCWP 1: Design and Deploy Standards	Evaluate and select a common High-Quality Instructional resource for ELA that is determined to be reliable, valid, and aligned to reading and writing standards for grades 6-12. Provide support for continued implementation of HQIR at grades K-5. *The extent of HQIR purchase and implementation is dependent on the awarding of the KyCL25 Grant.*	Adoption of HQIRs aligned to the Kentucky Academic Standards (KAS) for Reading and Writing.	High Quality Instructional Resources (HQIR) Process	KyCL25 Grant (Approx. $150,000) OR General Fund (Approx. $40,000)
		Utilize the R.E.A.L. protocol to identify the "Essential" standards. This will inform the curriculum mapping process as part of the curriculum review cycle.	ELA Curriculum Maps that ensure a guaranteed and viable curriculum from K-12.	Essential Standards Spreadsheets for each school/PLC Team. ELA Curriculum Maps K-12	Title II (Approx. $12,000)
	KCWP 2: Design and Deliver Instruction	Provide Curriculum-Based Professional Learning (CBPL) to support ELA instruction and implementation of HQIRs K-12. *The extent of HQIR purchase and implementation is dependent on the awarding of the KyCL25 Grant.*	Implementation of research-based instructional strategies and deeper learning classroom experiences.	School-level Walkthroughs District-level Eleot Learning Walks Universal Screening Data (i-Ready)	KyCL25 Grant (Approx. $100,000) OR General Fund and Title II (Approx. $30,000)
	KCWP 3: Design and Deliver Assessment Literacy	Administer i-Ready in grades 6-8, in addition to 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)	General Fund - Assessment Budget (Approx. $25,000)

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Goal 1 (State your reading and math goal.):
By May of 2028, 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 2028, 75% 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 3: Design and Deliver Assessment Literacy	Conduct exhibitions of learning as follows: 2nd-5th grades, 6th-8th grades, HS departments. Conduct small scale pilots of Defense of Learning using the established processes, protocols, and rubric.	Students are able to demonstrate what they have mastered.	processes and protocols for Defenses of Learning	N/A
	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)
	KCWP 4: Review, Analyze and Apply Data Results	Implementation of Microsoft Reading Progress in elementary: a tool designed to support teachers in creating personalized reading experiences for students.	Increase in confidence and reading fluency in students.	Reading Progress tracking data Universal Screening Data (i-Ready)	N/A

Woodford County Public Schools - 2025

Goal 1 (State your reading and math goal.):
By May of 2028, 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 2028, 75% 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
MATH Objectives: By April of 2025, 60% of students in grades 3-5 will reach the Proficient or Distinguished level in **math** as measured by the i-Ready Diagnostic.	KCWP 1: Design and Deploy Standards	Utilize the R.E.A.L. protocol to identify the "Essential" standards. This will inform the curriculum mapping process as part of the curriculum review cycle in 25-26.	Math Curriculum Maps that ensure a guaranteed and viable curriculum from K-12. Ongoing process for teachers to gain greater clarity of the standards and create clear and precise learning intentions and success criteria for students.	Essential Standards Spreadsheets for each school/PLC Team.	N/A
By April of 2025, 55% of students in grades 6-8 and 10 will reach the Proficient or Distinguished level in **math** as measured by the Mastery View Predictive Assessment (6-8) and CERT (10).	KCWP 1: Design and Deploy Standards	Begin process to review and adopt an evidence-based High-Quality Instructional Resource (HQIR) for K-3 mathematics. *As required by KY Numeracy Counts Act - HB 162*	HQIR that is determined by the KDE to be reliable, valid, and aligned to the Kentucky academic standards for math.	High Quality Instructional Resources (HQIR) Process	General Fund - C&I Budget (Approx. $60,000)
	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 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)

Woodford County Public Schools - 2025

Goal 1 (State your reading and math goal.):
By May of 2028, 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 2028, 75% 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 3: Design and Deliver Assessment Literacy	Administer i-Ready in grades 6-8, in addition to K-5, 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)	General Fund - Assessment Budget (Approx. $25,000)
		Select at least one diagnostic assessment for mathematics to be administered as part of the MTSS for students in grades K-3 in 26-27.	Diagnostic assessment that is determined by the KDE to be valid and reliable.	Diagnostic Data	General Fund - Assessment Budget (Approx. $26,000)
	KCWP 3: Design and Deliver Assessment Literacy	Conduct exhibitions of learning as follows: 2nd-5th grades, 6th-8th grades, HS departments. Conduct small scale pilots of Defense of Learning using the established processes, protocols, and rubric.	Students are able to demonstrate what they have mastered.	processes and protocols for Defenses of Learning	N/A

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

Goal 2 (State your science, social studies, and writing goal.):
By May of 2028, 65% 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 2028, 70% 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 2028, 75% 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
SOCIAL STUDIES Objective: By May of 2025, 60% of students in grade 5, 50% in grade 8, and 58% in grade 11 will reach the Proficient or Distinguished level in **social studies** 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	General Fund - C&I Budget (Approx. $5,000)
	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. $8,000)
SCIENCE Objective: By May of 2025, 45% of students in grade 4, 35% in grade 7, and 20% in grade 11 will reach the Proficient or Distinguished level in **science** 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 2: Design and Deliver Instruction	Explore opportunities to integrate science concepts into Math and ELA instruction, specifically in elementary grades.	Increased science instruction and opportunities for students K-5.	Science Assessment data	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Administer Amplify Science standard mastery assessments.	Assessment to gauge students' progress at key points during the school year and align instructional support.	Amplify Science Assessment data	General Fund - Assessment Budget (Approx. $8,000)

Goal 2 (State your science, social studies, and writing goal.):

By May of 2028, 65% 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 2028, 70% 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 2028, 75% 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
WRITING Objective: By May of 2025, 58% of students in grade 4, 58% in grade 7, and 55% in grade 11 will reach the Proficient or Distinguished level in **writing** as measured by the assigned Kentucky Summative Assessment.	KCWP 2: Design and Deliver Instruction	Assemble a group of teachers from all three levels to pilot Newsela Writing	Support students to become better writers with real-time, rubric-aligned feedback in grades 4-12.	Newsela Writing performance tracking.	General Fund - C&I Budget (Approx. $1,000)

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
Objectives: By May of 2025, reduce the percentage of novice students with disability-IEP by 5% in both reading and math. By May of 2023, reduce the percentage of novice English Language Learner students by 5% in both reading and math. By May of 2023, increase the percentage of proficient/ distinguished economically disadvantaged students by 5% in both reading and math.	KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support Processes	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.	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.	DEI Review Process completed by Equity Team Universal Screening Data (i-Ready, MVPA, and CERT)	General Fund (Approx. $2000)
	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

4: English Learner Progress

Goal 4 (State your English learner goal.):
By May of 2028, the elementary English Learners Progress Indicator will reach an index score of 80.0 as measured by the ACCESS English Language Proficiency Assessment. By May of 2028, the middle school and high school English Learners Progress Indicator will reach an index score of 65.0 as measured by the ACCESS English Language Proficiency Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2025, 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 2025, the middle school English Learners Progress Indicator will reach an index score of 24 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 32 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

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
By May of 2028, the elementary QSCS indicator score will reach 85.
By May of 2028, the middle school and high school QSCS indicator scores will reach 75 and 72 respectively.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2025, the elementary QSCS indicator score will reach 82. By May of 2025, the middle and high school QSCS indicator scores will reach 70 and 68 respectively.	KCWP 6: Establishing Learning Culture and Environment	Continued growth and development of PBIS structures in schools including: - Tiered Fidelity Inventory and related action items - Quarterly School Lead meetings - Participation in national PBIS conference	Positive school culture and climate with systematic support in place for students in need.	Behavior Data Counselor Referral Data	Title 4 (Approx. $4000)
	KCWP 6: Establishing Learning Culture and Environment	Continue to support both district and 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 - Equity Budget (Approx. $3000)
	KWCP 5: Design, Align and Deliver Support Processes	Continued implementation and growth of the BARR Program (Building Assets, Reducing Risk) at both WCMS and WCHS.	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.	Course/credit completion data Behavior data	Title 4 KDE Stronger Connections Grant (Approx. $30,000)

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.):
By May of 2028, 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 2025, the postsecondary readiness percentage will increase to 92%.	KCWP 4: Review, Analyze, Apply Data Results	Implement student scheduling process and 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	Continued support of 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 (Approx $8,000)
	KCWP 5: Design, Align and Deliver Support Processes	Expand CTE Dual-Credit offerings	Students have more opportunities to enroll in CTE dual-credit courses.	Transition Spreadsheet	N/A

7: Graduation Rate

Goal 7 (State your graduation rate goal.):
By May of 2027, the 4-year graduation rate will be 98%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2025, the 4-year graduation rate will be 97%.	KWCP 5: Design, Align and Deliver Support Processes	Continued implementation and growth of the BARR Program (Building Assets, Reducing Risk) at both WCMS and WCHS.	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.	Course/credit completion data Behavior data	Title 4 KDE Stronger Connections Grant (Approx. $80,000)

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
N/A!!! There are no WCPS schools identified for TSI.

Additional/More Rigorous Actions
N/A!!! There are no WCPS schools identified for TSI.