

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.

<p>Increase in proficient / distinguished students in Reading / Math districtwide</p> <p>Decrease in novice students in Reading / Math districtwide</p>

Recruitment / retention of students and highly qualified teachers

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 2: Design and Deliver Instruction; KCWP 4: Review and Analyze, and Apply PL Data; KCWP 6: Establishing Learning Culture and Environment		
Ensure Tier 1 Instruction is aligned to Kentucky Academic Standards; Implement targeted interventions in the district with fidelity and progress monitor throughout the year (Follow MTSS protocol); Strengthen family partnerships to support student learning and well-being by offering a variety of engagement activities		
Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	Medium / Low / Medium	Maintain / Sig. Increase / Sig. Increase
State Assessment Results in science, social studies and writing	Medium / Low / Low	Sig. Increase / Increase / Sig. Increase
English Learner Progress	*Suppressed	*Suppressed
Quality of School Climate and Safety	Low / Low / Medium	Decline / Decline / Maintain
Postsecondary Readiness (high schools and districts only)	Medium	Increase
Graduation Rate (high schools and districts only)	Very High	Maintain

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 (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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.

Goal 1 (State your reading and math goal.): By the end of the 2028-2029 school year, the percentage of students scoring proficient and distinguished will be: Elementary: Reading – 65 Math - 67 Middle School: Reading – 61 Math – 54 High School: Reading – 63 Math – 71					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the end of the 2025-2026 school year, the following percentage of students will score at the proficient/distinguished level in reading and math as measured by the KSA. Elementary: Reading - 45 Math - 47 Middle: Reading - 41 Math - 34 High: Reading - 53 Math - 51	KCWP 2: Design and Deliver Instruction KCWP 4: Review and Analyze, and Apply PL Data	Teachers will develop learning targets and success criteria that are aligned with grade level standards, utilizing formative assessments and success criteria to determine mastery of the standard. Teachers, instructional coach(es), and school leaders collaborate during weekly PLC time. One of the items completed during PLC time is lesson and unit internalization to increase understanding of the HQIR and increase instructional efficacy. During PLC time, teachers discuss student formative and summative assessment results, and monitor the progress of student instruction during WIN / FOCUS. Teachers use multiple data points to help guide instruction, intervention, extension, and use an HQIR for each of these areas to ensure high quality instruction.	Learning targets and success criteria based on the essential standards being posted and referenced during instruction each day. PLC review of formative/summative assessment data, and MAP assessment data. Reduction in the number of students needing Tier II, and Tier III academic intervention.	Classroom walkthrough data PLC discussion notes analyzing formative data Walkthrough data monitored by building and district instructional leaders MTSS Quarterly Meetings	Funds for resources & potential stipends for teachers to set essential standards and design unit plans, lesson plans, and assessments directly aligned to the identified essential standards for each subject. Funding for HQIRs

Goal 2 (State your science, social studies, and writing goal.): By the end of the 2028-2029 school year, the percentage of students scoring proficient and distinguished will be:					
Elementary: Social Studies – 37 Writing – 41 Science - 58					
Middle School: Social Studies – 40 Writing – 45 Science - 45					
High School: Social Studies - 42 Writing – 48 Science – 42					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2025-2026 school year, the following percentage of students will score at the proficient/distinguished level in science, social studies, and writing as measured by the KSA. Elementary: Social Studies – 20 Writing – 35 Science - 43 Middle: Social Studies - 30 Writing - 31 Science - 25 High: Science - 22 Social Studies - 35 Writing - 42	KCWP 2: Design and Deliver Instruction KCWP 4: Review and Analyze, and Apply PL Data	Professional development and implementation of HQIRs for Science. During PLC time, teachers discuss student formative and summative assessment results, and monitor the progress of student instruction during WIN / FLEX. Teachers use multiple data points to help guide instruction, intervention, extension, and use an HQIR (when available) for each of these areas to ensure high quality instruction. Learning targets and success criteria based on the essential standards being posted and referenced during instruction each day.	PLC review of formative/summative assessment data, and MAP assessment data. Reduction in the number of students needing Tier II, and Tier III academic intervention.	Classroom walkthrough data PLC discussion notes analyzing formative data Walkthrough data monitored by building and district instructional leaders MTSS Quarterly Meetings	Funding for RTI Scheduler (BMHS) Funding for HQIRs

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>Elementary: By Spring 2026, the percentage of students scoring novice in Reading and Math for students who are economically disadvantaged will decrease to 26%.</p> <p>MS/HS: By the end of the 2025-2026 school year, the following percentage of students who receive free and reduced lunch will score at the proficient/distinguished level in reading, math, science, social studies, and writing as measured by the KSA.</p> <p>Middle: Reading - 35 Math - 35 Social Studies - 25 Writing - 27 Science - 32</p> <p>High: Reading - 48 Math - 35 Science - 12 Social Studies - 15 Writing - 30</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review and Analyze, and Apply PL Data</p>	<p>During PLC time, teachers discuss student formative and summative assessment results, and monitor the progress of student instruction during WIN / FOCUS.</p> <p>Targeted intervention groups in both reading and math based off Tier 1 formative assessment data, Tier 1 summative assessment data, and MAP benchmark data.</p> <p>Teachers will develop learning targets and success criteria that are aligned with grade level standards, utilizing formative assessments and success criteria to determine mastery of the standard.</p> <p>Staff and leadership meet monthly to discuss student progress as well as completing formal MTSS meetings to analyze student data, discuss movement through the tiers, etc.</p>	<p>Learning targets and success criteria based on the essential standards being posted and referenced during instruction each day.</p> <p>PLC review of formative/summative assessment data, and MAP assessment data.</p> <p>Reduction in the number of students needing Tier II, and Tier III academic intervention.</p>	<p>Classroom walkthrough data</p> <p>PLC discussion notes analyzing formative data</p> <p>Walkthrough data monitored by building and district instructional leaders</p> <p>MTSS Quarterly Meetings</p>	<p>Funding for HQIRs</p>

Goal 4 (State your English learner goal.): By the end of the 2028-2029 school year, 80% of EL students will grow by at least 1.5 in their ACCESS composite score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end 25-26 school year, 80% of our EL students will grow by .5 on their ACCESS composite score.	KCWP 2: Design and Deliver Instruction	Provide professional learning on high leverage strategies for all teachers and instructional leaders to use during Tier 1 and small group instruction. Regularly scheduled opportunities for push-in services provided by EL Teacher.	ACCESS results Classroom walkthroughs	Quarterly meetings with the district EL Coordinator and EL teacher	Title III & General Fund

<p>Goal 5 (State your climate and safety goal.):</p> <p>Elementary - By the end of the 2028-2029 school year, the overall score on the Quality of School Climate Data will increase to at least 80.0.</p> <p>BM/HS - Currently, 62.5% of students disagree with the following statement, “Bullying is NOT a problem for this school.” By the 2028-2029 school year, less than 20% of students will report disagreeing with the following statement, “Bullying is NOT a problem for this school.”</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Elementary:</p> <p>By the end of the 2025 – 2026 school year, at least 50% of students will agree that students being mean or hurtful to other students (in person or online) is NOT a problem for this school.</p> <p>BM/HS:</p> <p>By the end of 2025-2026 school year, less than 30% of students will report disagreeing with the following statement, “Bullying is NOT a problem for this school.”</p>	KCWP 6: Establishing Learning Culture and Environment	<p>Character Strong Tier 1 Curriculum (including unit on cyber-bullying)</p> <p>Universal screener provided 3 times a year to identify students at risk</p> <p>Tier 2 Social Emotional Behavior groups based on Character Strong Curriculum</p> <p>Prevention Specialist provides monthly lessons during Health class on positive affirmation, self-esteem, kindness, etc.</p> <p>Implementing “Conditions for Success” PD to all teachers</p> <p>Implementation of our TigerPRIDE PBIS system school wide (in both schools)</p>	<p>A decrease in referrals for bullying</p> <p>A decrease in negative interactions between students.</p>	<p>Monthly review of all referral data by Assistant Principals and Principals</p> <p>Quarterly review of TigerPRIDE PBIS Data for student rewards by Counselor, Assistant Principal, and Principal</p> <p>Quarterly review of MTSS data</p>	Funding for Character Strong (SPF Grant)

Goal 6 (State your postsecondary goal.): By the end of 2028-2029 school year, 92% of graduating students will be transition ready as determined by the KY School Report Card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2026, 84% of graduating students will qualify as transition ready.	KCWP 6: Establishing Learning Culture and Environment	<p>The district has a Transition Readiness Coordinator that meets with students. Each senior, along with their guardians, work one-on-one with the coordinator to discuss postsecondary goals and develop a plan for transition readiness. The coordinator also schedules field trips to Gateway and the Campbell Co. ATC for all 10th graders to consider for their 11th - 12th Grade year.</p> <p>For students not qualifying for transition readiness through college or career pathways, our school intentionally plans learning experiences to help prepare them for success on KYOTE and/ or ACT to combat the need for remedial courses upon entering post-secondary institutions.</p> <p>Implementation of the Bellevue Portrait of a Graduate (established in 2023).</p>	<p>Students completing their required courses and creating a plan for post-graduation</p> <p>Students meet benchmarks on KYOTE, ACT, and/or EOP assessments.</p> <p>All 5th, 8th, and 12th grade students completing a capstone project before transitioning to the next stage.</p>	The Transition Coordinator meets monthly to review where students are in their graduation plan. Transition Coordinator also coordinates all work through the Campbell County ATC and Gateway.	Funding for position

Goal 7 (State your graduation rate goal.): By the end of the 2028-2029 school year, the percentage of students that graduate with their four- and five-year cohort will be 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To have a graduation rate that is at 100% following the four- and five-year cohorts at the end of the 2025-2026 school year.	KCWP 5: Design, Align and Deliver Support	<p>The school counselor and credit recovery teacher meet with any high school student who is not on grade level and develops a plan to recover needed credits to enable students to work towards graduation completion. The counselor, credit recovery teacher, assistant principal, and principal use the <i>Persistence to Graduation Report</i> in IC.</p> <p>The school has a Transition Readiness Coordinator that meets with students. Each senior, along with their guardians, work one-on-one with the coordinator to discuss postsecondary goals and develop a plan for transition readiness.</p> <p>Implementation of the Bellevue Portrait of a Graduate (established in 2023).</p>	<p>Students complete required courses and attain on-grade level status in our credit recovery program.</p> <p>Students completing their required courses and creating a plan for post-graduation</p>	<p>Plans are reviewed on a quarterly basis by the Credit Recovery teacher and Transition Coordinator.</p> <p>Credit audits conducted by Credit Recovery Teacher and Transition Coordinator quarterly.</p>	Funding for Edgenuity