

## Comprehensive District Improvement Plan (CDIP)

### Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

### Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
  - [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 Results](#)
  - [KCWP 5: Design, Align and Deliver Support](#)
  - [KCWP 6: Establish Learning Environment and Culture](#)
- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

## **Required Goals**

### **Achievement Gap:**

By May 2026, increase the percentage of elementary special education students scoring proficient on the KSA Reading and Math Assessment from 21% to 30%.

### **Objective(s):**

By May 2026, the district will strengthen implementation of a Multi-Tiered System of Supports (MTSS) to improve special education/at risk students achievement for students by:

1. Conducting progress monitoring for all Tier I–III students at least every six weeks to inform instructional decisions;
2. Implementing consistent intervention and instructional schedules aligned to student needs across all tiers; and
3. Providing schoolwide and individualized behavior supports to increase student engagement and reduce learning barriers

### **Strategy:**

**KCWP 4:** Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs.

**KCWP 5:** Design, Align and Deliver Support Processes to ensure appropriate academic interventions/enrichment opportunities are taking place to meet the needs of all students.

### **Activities:**

- Progressing Monitoring
  - Progress monitoring meetings will be held throughout the year to monitor students' progress toward benchmark goals. Franklin Elementary will be using Star CBM and common formative assessments for foundational phonics. Simpson Elementary will be using Star CBM and Star Phonics, Lincoln Elementary will be using IReady, STAR CBM programs and Star Phonics, and Franklin Simpson Middle School will be using IReady. For grades 1st through 8th, teachers will progress monitor tier 3 writing students with CBM (Curriculum Based Measurement). Alternative assessment students will be monitored using the program Teach Town.
- Intervention Instructional Structure
  - **Reading:** Students who are performing below 40% based on universal screeners will receive additional support by general education teachers and interventionists. At FES, these students receive intervention using evidence-based resources such as UFLI, Heggerty, and Amplify Boost during WIN (What I Need) time. At SES, these students receive the same type of support, but also the most intensive students receive intervention from a LETRS trained, highly qualified reading interventionist. At LES, these students receive support from classroom ELA teachers during WIN time using UFLI and Amplify Remediation Guides based on STAR Phonics results, as well as Amplify Boost. FSMS has structured alliance reading classes that provide intervention

based on iReady diagnostics and next steps iReady lessons, and a reading interventionist who also uses iReady diagnostics and iReady lessons in small targeted groups. For writing, teachers use Amplify’s embedded writing instruction and interventions, as well as intervention central writing strategies and for grades 6-8, iReady writing toolbox is used for writing intervention.

- **Math:** Students who are performing below the 40th percentile based on universal screeners will receive additional support by general education teachers and interventionists. At FES and SES, these students receive intervention using evidence-based resources such as Happy Numbers and Eureka Math Squared intervention strategies during WIN (What I Need) time. At LES, these students receive support from classroom math teachers during math WIN time using Eureka Math Squared interventions and strategies from the Kentucky Center for Mathematics. Tier 3 students receive additional support from a math interventionist trained by the KCM Numeracy Project based on iReady math diagnostic results and suggested iReady intervention lessons. FSMS has structured alliance math classes that provide intervention based on iReady diagnostics and next steps iReady lessons, as well as classroom core assessments.
- **Behavior:** Students who are rated at risk or some risk according to SAEBRS or Early Warning in Infinite campus, receive additional support from general education teachers and from guidance counselors. All students rated some risk receive tier 2 PBIS support using resources such as Rooms, and PBIS intervention resources. At FES, the guidance counselor and the assistant principal provide Character Strong lessons to those who need additional SEL support. At SES, the guidance counselor, social worker, and family resource coordinator provide small group SEL support using Character Strong curriculum resources. At FSMS, the guidance counselors and the social worker provide small group SEL support using Character Strong.

#### **Progress Monitoring:**

Progress toward this objective will be measured by improved progress-monitoring trends, increased fidelity of intervention and instructional schedules, and behavior data indicating increased time on task—ultimately supporting growth toward the goal of increasing the percentage of students scoring Proficient or Distinguished on the KSA Assessment. District administrators, school administrative staff, parents, students, and teachers will be regularly informed of student progress through multiple communication methods, including report cards, Rooms messages, conferences, meetings, and other appropriate updates.

#### **Funding:**

UFLI: \$2,000.00

iReady: \$29,672.00

Total: \$31,672.00

## State Assessment Results in Reading and Mathematics

### Three- to Five-Year Goal:

- By 2030, the status score in reading and math for elementary school students should increase from 66.5 to 70 based on the Kentucky Summative Assessment.
- By 2030, the status score in reading and math for middle school students should increase from 62.6 to 70 based on the Kentucky Summative Assessment.
- By 2030, the status score in reading and math for high school students should increase from 55.2 to 60 based on the Kentucky Summative Assessment.

### Objective(s):

By June 2026, schools will implement targeted instructional and intervention practices designed to increase student proficiency in reading and math, as measured by progress-monitoring tools and common classroom assessments. Progress toward this objective will be demonstrated by improved benchmark performance, increased fidelity of intervention schedules, and documenting growth trends.

### Strategy:

**KCWP 1:** Design and Deploy Standards to put monitoring systems in place to ensure the KAS and curriculum(s) are taught at a high level of fidelity and systems are in place to readjust the curriculum to meet the student's needs based on assessments.

**KCWP 2:** Design and Deliver Instruction to implement processes to monitor learning before, during, and after instruction.

**KCWP 3:** Design and Deliver Assessment Literacy to ensure appropriate assessment design is used that will best evaluate the level of student learning and will ensure teachers utilize formative and summative information to increase student achievement

**KCWP 4:** Review, Analyze, and Apply Data to ensure that student data is collected, analyzed, and used to drive classroom instruction and used to determine students' learning needs.

**KCWP 5:** Design, Align and Deliver Support to ensure high levels of teacher effectiveness and student learning.

### Activities:

- **Literacy Initiative**
  - Grades K-8 are aligned to ELA standards with our HQIR, Amplify. Grades 9-12 use Savvas as their HQIR. District leadership staff will monitor the literacy program in each school through evidence from writing program documentation, KSA scores, common formative assessments, iReady My Path coursework (6th - 8th grades), SAVVAS reading assessments, SAT and early warning indicators (9th-12th), IReady (K-8), STAR assessments (K-5). Gaps in literacy performance will determine professional development needs within each school. The following programs are utilized to support student progress. UFLI, Character Strong, Language Studios (K-3) and LTRS Training.

- **Math Initiative**

- District and school leadership will support staff members in analyzing math assessments such as KSA, common formative assessment data, iReady My Path coursework (6th -8th), STAR assessments (K-5), SAT results and early warning indicators (FSHS) and common, formative, and summative assessments to determine gaps and inform instructional improvements. We now have KSA Math standards alignment through our HQIR, Eureka Math Squared, for Grades K-5, and SAVVAS Math grades 6-8. FSHS is using All Things Algebra and Math Nation for standards alignment in Algebra and Geometry.
- Teachers in grades K-5 are in the initial implementation phase of the Eureka Squared adoption. As they prepare for instruction, they are using internalization protocols provided by the vendor to familiarize themselves with the progressions and the depth and strategies included.
- Teachers in grades K-8 and administrators are participating in the Numeracy Counts Academies to strengthen their understanding of the best practices to teach mathematics. Eleven teachers in grades 3-8 are in year 2 of EPIC's Numeracy Alliance program. Eighteen teachers are in year 1 of KCM's Numeracy Academy program. Three principals and one district administrator are participating in PIMSER's KCM Administrator Academy.

- **Professional Learning and Collaboration**

- The district will continue to provide instructional support and professional development which includes content-specific PD, formative assessment, engagement, and high-yield instructional strategies such as Thoughtful Ed, Trauma-Informed Care, Total Participation Techniques, Mental Health Strategies, Writing Strategies, Antonetti Engagement Cube, Amplify, Josten's Renaissance, PBIS, Character Strong, LETRS, KY Center for Mathematics KY Numeracy Project, and partnerships with GRREC ED and EPIC.

- **Instructional Walkthroughs**

- District and school staff members will conduct walkthroughs with an instructional focus at each school to continue to develop instructional quality within all classrooms and ensure progress in meeting our goals. We are in the process of revising and improving our walkthroughs with influence from "Evidenced Driven Walkthroughs" professional development. Administrators are utilizing the Just Baeder Walkthrough Strategy Approach of Now We Are Talking. The walkthroughs are based on evidence-driven classroom observations.
- Math Implementation Checks are being conducted by the district math consultant in grades K-5 to determine next steps in implementation and professional learning for individual schools.

## **Progress Monitoring:**

### **Student Performance Data**

- KSA Reading/Math Scores (3–12): Annual summative performance and growth trends will be analyzed to determine progress toward proficiency and status goals. Common Formative Assessments (K–12): PLCs will review CFA results at least every 4–6 weeks to identify standards-based gaps and adjust instruction. iReady Reading/Math Diagnostics (K–8): Three benchmark administrations (Fall, Winter, Spring) analyzed for proficiency, typical growth, and stretch growth. iReady MyPath Progress (6–8): Weekly usage and lesson pass rates monitored to ensure students are meeting personalized learning goals. STAR Reading/Math (K–5): Benchmark data and progress-monitoring probes used to track

foundational literacy skill progress. Savvas Reading Assessments (9–12): Unit assessments and progress checks reviewed by teachers and administrators to determine mastery of HS literacy standards. SAT & Early Warning Indicators (9–12): Reading subscores, course failures, attendance, and behavior indicators monitored each term to identify at-risk students.

### **Program/Implementation Monitoring**

- Writing Program Documentation: Monthly reviews of writing plans, samples, and portfolios to ensure alignment with district expectations. Instructional Materials Implementation: Evidence of HQIR usage—Amplify (K–8) and Savvas (9–12)—monitored through classroom walkthroughs, lesson plans, and PLC discussions. Intervention Fidelity Checks: Monitoring of UFLI, Character Strong, Language Studios (K–3), and LETRS strategies through coaching logs and observation tools. HQIR Implementation Checks: Eureka Math Squared (K–5) – monitored through walkthroughs, lesson plan checks, and implementation rubrics. Savvas Math (6–8) – monitored through unit assessments and PLC lesson analysis. All Things Algebra & Math Nation (HS) – monitored through unit test analysis and observation of standards-aligned instruction. Math Implementation Checks (K–5): Conducted regularly by the district math consultant to assess fidelity, identify misconceptions, and guide school-specific next steps. Data gathered from the instructional walkthroughs will be used to identify professional learning needs, drive coaching and support plans, monitor consistency and quality of instruction, and document progress toward CSIP improvement goals.

### **Funding:**

Amplify: \$86,823.00

Eureka: \$114,779.00

Savvas: \$27,000.00

STAR: \$30,000.00

Total: \$ \$258,602.00

### Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

| Indicator                                                       | Priority Indicator? |
|-----------------------------------------------------------------|---------------------|
| State Assessment Results in science, social studies and writing | Yes                 |
| English Learner Progress                                        | No                  |
| Quality of School Climate and Safety                            | No                  |
| Postsecondary Readiness (high schools and districts only)       | No                  |
| Graduation Rate (high schools and districts only)               | No                  |

### Priority Indicator #1: State Assessment Results in Science, Social Studies, and Writing

#### Three- to Five-Year Goal:

By the end of the 2029–2030 school year, the percentage of students scoring Proficient or Distinguished will increase by a minimum of 15 percentage points in each content area, with consistent annual growth and reduction of achievement gaps among student groups. This improvement will be supported by strong standards-aligned curriculum, high-quality instruction, effective intervention systems, and ongoing progress monitoring.

#### Objective(s):

Increase student proficiency in Science, Social Studies, and Writing as measured by the Kentucky Summative Assessment (KSA). By May 2026, the percentage of students scoring Proficient or Distinguished will increase by 5% in each content area, closing achievement gaps among student groups and ensuring alignment to Kentucky Academic Standards.

#### Strategy:

By May 2026, the percentage of students scoring Proficient or Distinguished in Science will increase by 5% through strengthened standards-aligned instruction, common formative assessments, and targeted interventions.

#### Activities:

- **Standards Aligned Instruction**
  - HQIR Open Sci Ed is being used in grades 4-12. Science teachers engage in yearly PD with Science Consultants from GRREC to better prepare them for teaching the program. SES is utilizing Amplify CKLA Knowledge Domains aligned with Teacher Created Materials. FSMS utilizes the DBQ curriculum and DBQ related arts classes. In addition to their Social Studies Savvas curriculum is being used by teachers in grades 4th-6th grade. 4th-11th Grade teachers are participating in Professional Development training provided by GRREC.

- **Common Formative Assessments**

- Science and Social Studies teachers are administering two common formative assessments during the school year to monitor progress. These assessments will provide timely data on student mastery of standards, allowing teachers to adjust instruction and intervention as needed. PLC teams will analyze the results to identify trends, address learning gaps, and plan targeted reteaching opportunities. This consistent monitoring ensures all students receive the support necessary to demonstrate growth and improved performance on end-of-year assessments.

- **Targeted Interventions**

- Interventions in science, social studies, and writing are implemented to provide targeted support that addresses identified skill gaps and strengthens overall academic performance. Teachers use data from formative assessments, classroom observations, and student work samples to determine specific needs and design interventions that may include small-group instruction, differentiated tasks, guided practice, or individualized support. These interventions are aligned to core standards and are delivered consistently to ensure students have multiple opportunities to reinforce key concepts and skills. By monitoring progress and adjusting strategies as needed, teachers ensure that each student receives the appropriate level of support to achieve proficiency and demonstrate growth across all three content areas.

**Funding:**

Open Sci Ed: \$14,195.00

Savvas: \$1,000.00

Total: \$15,195.00