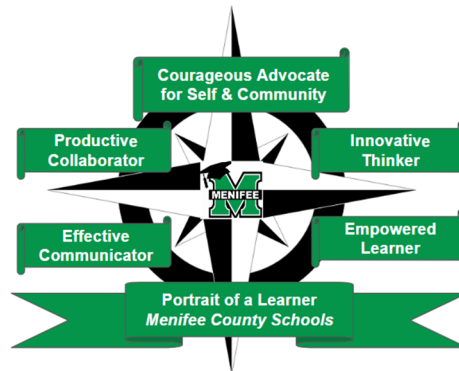


Menifee County Public Schools

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*, *Shiple*y, *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.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

KDE does not require a 3–5 year goal for Gap, only yearly targets.

Objective(s):

By May 2026, students with disabilities (SWD) will increase proficiency by 3 percentage points in reading and 3 percentage points in math, as measured by KSA and aligned HQIR common assessments.

Strategy:

KCWP 5: Design, Align, and Deliver Support

KCWP 2: Design and Deliver Instruction

Strengthen MTSS and Specially Designed Instruction (SDI) to ensure students with disabilities participate fully in daily reading, writing, thinking, problem solving, and discourse aligned to the Kentucky Academic Standards. Co-teaching, SDI lesson design, and intervention supports will be aligned to district expectations for rigor and grade-level access.

Activities:

- Implement SDI coaching cycles focused on scaffolding rigor, explicit instruction, and opportunities for SWD to explain their thinking.
- Conduct student work reviews in COLA and Tier I principal meetings, disaggregated for SWD performance.
- Use the District Instructional Walkthrough Tool to monitor engagement, rigor, student discourse, and independence for SWD.
- Review HQIR assessment data (reading & math) for transition grades **3, 7, and 8** during quarterly Reading and Math Data Reviews.
- Strengthen co-teaching models to ensure students do the reading, writing, problem solving, and reasoning—not receiving overscaffolding.
- Implement student goal-setting and reflection routines for SWD using IEP progress data and classroom evidence.
- Develop and implement processes to ensure students with disabilities have consistent access to instructional and technology accommodations across learning environments, supported through classroom walkthroughs, SDI coaching cycles, and quarterly monitoring.

Progress Monitoring:

- HQIR common assessments (Into Reading, EL, Odell; Eureka²; HMH Into Math)
- iReady Reading/Math Diagnostics
- Unified Walkthrough Tool
- IEP Progress Monitoring
- COLA Quarterly Data reviews (with disaggregation for SWD)
- Monthly Tier I principal meetings

Funding:

IDEA, Title II, General Fund

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Reading: Three- to Five-Year Goal:

By May 2028, Menifee County Schools will meet or exceed the KDE-projected proficiency levels for reading for elementary, middle, and high school as provided on the School Report Card.

Novice reading rates in transition grades 3, 7, and 8 will decrease by at least 20 percentage points by 2028.

Objective(s):

By May 2026, Menifee County Schools will:

- Meet or exceed Year 1 projected reading proficiency at each grade band;
- Reduce Grade 3 novice by 10 percentage points;
- Reduce Grade 7 and Grade 8 novice by 5 percentage points each.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align, and Deliver Support

Strengthen Tier I reading instruction by ensuring daily alignment to the Kentucky Academic Standards and engaging students in reading, writing, thinking, and discourse to build deep comprehension of complex texts. KDE curriculum guidance (unit internalization, lesson rehearsal, and student work analysis) will guide professional learning and instructional design. The district will implement a recognition system to celebrate academic achievement and reinforce motivation and student goal-setting.

Activities:

- Provide Curriculum Based Professional Learning (CBPL) on unpacking KAS for reading using KDE Curriculum Frameworks and instructional guidance documents.
- Implement unit internalization, lesson rehearsal, and student work analysis monthly in PLCs and COLA.
- District Instructional Walkthrough Tool to monitor: (P-12)

- grade-level text use
 - student discourse
 - student writing to show thinking
 - rigor & alignment to standards
 - use of learning targets & success criteria
- Implement student reflection and goal-setting routines, aligned to HQIR assessment data and classroom work.
 - Conduct monthly student work reviews (COLA + Tier I principal meetings) (P-12).
 - Implement structured literacy practices in K–3 and use HQIR assessments (Into Reading K–5, EL 6–8, Odell 9–12) for progress monitoring.
 - Implement districtwide academic achievement celebrations for proficiency and growth, using local accountability data to track progress and communicate successes across schools, families, and the broader community (P-12)

Progress Monitoring:

- Into Reading Module Assessments (K–5)
- EL Language Arts Assessments (6–8)
- Odell Performance Tasks (9–12)
- Teaching Strategies Gold (P)
- iReady Reading Diagnostics
- Walkthrough Data
- Quarterly District Reading Data Review and Analysis (rigor, novice, writing volume, text usage)
- Bi-Weekly Tier I principal meetings
- COLA
- Transition-grade tracking (3, 7, 8)
- Stakeholder Feedback

Funding:

Title I, Title II, General Fund

Math: Three- to Five-Year Goal:

By May 2028, Menifee County Schools will meet or exceed the Kentucky School Report Card projected proficiency levels for mathematics at the elementary, middle, and high school levels. The district will reduce novice mathematics performance in transition grades 3, 7, and 8 by at least 20 percentage points.

Objective(s):

By May 2026, Menifee County Schools will:

By May 2026:

- The district will meet or exceed the Year 1 projected math proficiency targets.
- Novice performance in Grades 3, 7, and 8 will decrease by 5 percentage points each.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align, and Deliver Support

Strengthen Tier I math instruction by ensuring tasks, discussions, and assessments reflect the rigor of the Kentucky Academic Standards, including mathematical progressions and the **Standards for Mathematical Practices**. Instruction will emphasize students' daily engagement in reasoning, problem solving, writing to explain thinking, and mathematical discourse. A district celebration system and student goal-setting will reinforce a culture of academic achievement.

Activities:

- Provide Curriculum Based Professional Learning on the KAS for Mathematics, mathematical progressions, and the Standards for Mathematical Practices.
- Implement KDE unit internalization, task analysis, lesson rehearsal, and monthly student work reviews
- Use the District Instructional Walkthrough Tool to monitor (P-12):
 - student reasoning and problem solving
 - math discourse
 - written mathematical explanations
 - cognitive rigor & alignment
- Implement student reflection and goal setting based on Eureka² and Into Math assessment data.
- Use HQIR assessments: Eureka² Modules (K–7) and HMH Into Math Units (8–12) as common district assessments.
- Monitor transition grades 3, 7, and 8 for novice reduction efforts.
- Implement districtwide academic achievement celebrations for proficiency and growth, using local accountability data to track progress and communicate successes across schools, families, and the broader community (P-12).

Progress Monitoring:

- Eureka² Module Assessments
- HMH Into Math Unit Assessments
- Teaching Strategies Gold
- iReady Math Diagnostics
- District Walkthrough Data
- COLA data reviews
- Monthly Tier I principal meetings
- Quarterly District Math Data Conferences
- Transition-grade tracking (3, 7, 8)
- Stakeholder Feedback

Funding:

Title I, Title II, General Fund, MAF Grant

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	No
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Quality of School Climate and Safety

Three- to Five-Year Goal:

By May 2028, Menifee County Schools will strengthen the district’s learning culture by increasing student efficacy, motivation, and ownership of learning. Student survey responses related to belonging, motivation, and academic expectations will increase by 10 percentage points, supported by districtwide implementation of Exhibitions of Learning, the continued expansion of Defenses of Learning, and Leader in Me routines at the K–7 level.

Objective(s):

By May 2026, Menifee County Schools will:

- Increase student motivation and efficacy indicators on the KDE Perception Survey by **3 percentage points**.
- Implement goal-setting and student reflection routines across all classrooms.
- Launch Exhibitions of Learning districtwide and expand Defenses of Learning in selected grades and courses.
- Increase student voice opportunities through panels, surveys, and classroom routines aligned to local accountability priorities.

Strategy:**KCWP 6: Establish Learning Environment and Culture**

Strengthen learning culture and student ownership by implementing systems that provide students with meaningful opportunities to reflect on their progress, showcase their learning to authentic audiences, engage in leadership routines, and receive recognition for academic growth and achievement. Instructional routines—including success criteria, student goal-setting, and discourse—will reinforce high expectations and positive beliefs about learning.

Activities:

- Implement student goal-setting and reflection cycles (every 4–6 weeks) aligned to classroom assessments, HQIR data, and success criteria.
- Launch districtwide Exhibitions of Learning to allow students to present their work, reflect on growth, and demonstrate KAS-aligned competencies.
- Continue to expand Defenses of Learning in selected grades and Honors/advanced courses as part of local accountability and readiness for advanced learning pathways.
- Integrate Leader in Me structures at K–7 to strengthen student leadership, ownership, and engagement in classroom culture.
- Expand student voice opportunities, including student panels, feedback surveys, and classroom routines that encourage students to articulate their thinking and experiences.
- Establish districtwide academic celebrations tied to local accountability indicators to recognize proficiency, growth, effort, and persistence (P-12).
- Use the District Walkthrough Tool to monitor classroom culture, engagement, use of success criteria, and student ownership behaviors (discourse, independence, persistence) (P-12).

Progress Monitoring:

- KDE Student Voice & Perception Survey indicators
- District Walkthrough Tool (success criteria, engagement, discourse, student ownership)
- Participation data for Exhibitions of Learning and Defenses of Learning
- COLA reviews of motivation, efficacy, and celebration system indicators

- Documentation of classroom goal-setting and student reflection artifacts
- Attendance and engagement trends
- Stakeholder Feedback

Funding:

Title II, Title IV, General Fund

