

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.

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: Reading

Objective(s):

Elementary students with an IEP: decrease the percentage of students scoring Novice on KSA from 38% to 33%

Middle School students with an IEP: decrease the percentage of students scoring Novice on KSA from 68% to 58%.

High School students with an IEP: decrease the percentage of students scoring Novice on KSA by 10%.

Strategy:

KCWP 5: Design, Align, and Deliver Support

Provide targeted professional development, supported by the Director of Special Education (DoSE) and district support staff, focused on high-quality instructional practices and specially designed instruction (SDI) that align with IEP goals and services.

KCWP 1: Design and Deploy Standards Ensure access to appropriate curriculum, instructional materials, and evidence-based interventions supported by the DoSE and district support staff to strengthen implementation of IEP goals and delivery of services.

Activities:

- Provide ongoing professional development on SDI, direct instructional strategies, and accommodations/modifications aligned to student IEPs.
- Conduct school-based coaching sessions with teachers to model SDI practices and provide feedback.
- Collaborate with building administration and teachers to ensure alignment of instructional practices with IEP goals and service minutes.
- Facilitate PLC discussions focused on student progress toward IEP goals and effective strategies for meeting student needs.
- Offer training for new teachers and special education staff on compliance, SDI expectations, and evidence-based practices.

Progress Monitoring:

Building Administrative walkthroughs
District Administrative walkthroughs

Data collected from walkthroughs
Student performance on NWEA MAP/Exact Path
Formative/Summative Assessment data
Progress Monitoring Tools
Monthly PLC work

Funding:
SPED

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Elementary students with an IEP: decrease the percentage of students scoring Novice on KSA from 38% to 33%

Middle School students with an IEP: decrease the percentage of students scoring Novice on KSA from 68% to 58%.

High School students with an IEP: decrease the percentage of students scoring Novice on KSA by 10%.

Strategy:

KCWP 4: Review, Analyze and Apply Data Results

- KSA (Kentucky Summative Assessment) test scores from previous school year analyzed for areas of growth.
- NWEA MAP assessment data will be analyzed following each administration and students will be identified who need additional support in the tested area.
- Exact Path assessment at high school level will be analyzed following each administration to identify students who need additional support and create a plan to move them forward.
- Formative/Summative Assessment data examined to meet student needs in real time.

Activities:

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Progress Monitoring:

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Formative/Summative Assessment data
Progress Monitoring Tools
Monthly PLC work

Funding:

General Fund, SPED

Achievement Gap: Math

Objective(s):

Elementary students with an IEP: decrease the percentage of students scoring Novice from 53% to 48%.

Middle School students with an IEP: decrease the percentage of students scoring Novice on KSA from 54% to 44%.

High School students with an IEP: decrease the percentage of students scoring Novice on KSA by 10%.

Strategy:

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Progress Monitoring:

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 District Administrative walkthroughs
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 Formative/Summative Assessment data
 Progress Monitoring Tools
 Monthly PLC work

Funding:

SPED

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 Progress Monitoring Tools
 Monthly PLC work

Funding:

General Fund, SPED

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.

Three- to Five-Year Goal: Reading

By 2028, Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Reading for Elementary from 33% (2025) to 42%, Middle School from 27% (2025) to 36%, and High School from 27% (2025) to 40%.

Objective(s):

Elementary: Increase the percentage of students scoring Proficient/Distinguished on KSA from 33% to 36%.

Middle: Increase the percentage of students scoring Proficient/Distinguished on KSA from 27% to 30%.

High: Increase the percentage of students scoring Proficient/Distinguished on KSA from 27% to 30%.

Strategy:

KCWP 1: Design and Deploy Standards

- Curriculum Specialists continue to support reading teachers in implementation of the new High Quality Instructional Resource.
- Training provided from Houghton Mifflin, Savvas and curriculum specialist for teachers based on the new curriculum.
- Collaboration with CKEC to support standards alignment with instructional resources.

Activities:

- Professional Learning provided for reading series (HQIR).
- Continued implementation of reading series (HQIR).
- Continued support from district curriculum specialists in aligning curriculum with Kentucky Academic Standards.

Progress Monitoring:

- Building Administrative walkthroughs
- District Administrative walkthroughs
- Data collected from walkthrough document
- NWEA MAP data
- Formative Assessment data
- Summative Assessment data
- HQIR growth measures
- Exact Path data (high school)

Funding:

Title 1 and Title 2 part A

Strategy:**KCWP 2: Design & Deliver Instruction**

- District and building leadership will use Elements of Effective Lesson walkthrough document district wide to evaluate and monitor instruction.
- Teachers will participate in professional learning based around reading series provided by District Curriculum Specialists.

Activities:

- Continued Administrative Professional Learning centered around the foundations of effective classrooms.
- Curriculum specialists will provide grade level professional learning to aid teachers in understanding and implementing new reading series.
- Examination of assessment data through PLC structure
- Additional training and support provided by HMMH(Houghton Mifflin Harcourt).

Progress Monitoring:

- Building Administrative walkthroughs
- District Administrative walkthroughs
- Data collected from walkthrough document
- NWEA MAP data
- Formative Assessment data
- Summative Assessment data
- HQIR growth measures
- Exact Path data (high school)

Funding:

Title 1 and Title 2 part A

Strategy:**KWP 5: Design, Align and Deliver Support**

- District and building administration will work to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.
- Training provided from Houghton Mifflin, Savvas and curriculum specialist for teachers based on the new curriculum.
- Collaboration with CKEC to support standards alignment with instructional Resources.

Activities:

- Analyzation of Tiered Intervention Process to refine and retune structures to meet individual student needs
- Use of PBIS (Positive Behavioral Interventions & Supports)
- MTSS Handbook
- MTSS district website

Progress Monitoring:

- MTSS meeting minutes

- Building administrative meetings
- Principal meetings
- Updated MTSS handbook
- MTSS district website

Funding:

Title 1 and Title 2 part A

Three- to Five-Year Goal:Math

By 2028, Powell County Schools will increase the percentage of students scoring Proficient/Distinguished in Math for Elementary from 33% (2025) to 42%, Middle School from 21% (2025) to 31%, and High School from 22% (2025) to 31%.

Objective(s):

Elementary: Increase the percentage of students scoring Proficient/Distinguished on KSA 33% to 36%.

Middle: Increase the percentage of students scoring Proficient/Distinguished on KSA 21% to 24%.

High: Increase the percentage of students scoring Proficient/Distinguished on KSA 22% to 26%.

Strategy:

KCWP 1: Design and Deploy Standards

- Curriculum Specialists to work with math teachers to continue implementing the High Quality Instructional Resource.
- Training provided from McGraw Hill and curriculum specialist for teachers based on the new curriculum.

Activities:

- Professional Learning by McGraw Hill for continued support of the new math curriculum.
- Continued implementation of new math series.
- Examination of assessment data through PLC structure.

Progress Monitoring:

- Building Administrative walkthroughs
- District Administrative walkthroughs
- Data collected from walkthrough document
- NWEA MAP data
- Formative Assessment data
- Summative Assessment data
- HQIR growth measures
- Exact Path data (high school)

Funding:

Title 1 and Title 2 part A

Strategy:

KCWP 2: Design & Deliver Instruction

- District and building leadership will use Elements of Effective Lesson walkthrough document district wide to evaluate and monitor instruction.
- Teachers will participate in professional learning based around new math series.

Activities:

- Administrative Professional Learning centered around the foundations of effective classrooms.
- Curriculum specialists will provide grade level professional learning to aid teachers in understanding and implementing new math series.
- Additional training and support provided by McGraw Hill.

Progress Monitoring:

- Building Administrative walkthroughs
- District Administrative walkthroughs
- Data collected from walkthrough document
- NWEA MAP data
- Formative Assessment data
- Summative Assessment data
- HQIR growth measures
- Exact Path data (high school)

Funding:

Title 1 and Title 2 part A

Strategy:

KCWP 5: Design, Align and Deliver Support

- District and building administration will work to align processes for MTSS (Multi-Tiered Systems of Support) at both the district and building level.

Activities:

- Use of PBIS (Positive Behavioral Interventions & Supports)
- MTSS meeting structures and teams realigned with support from CKEC.
- MTSS Handbook
- MTSS District Committee

Progress Monitoring:

- MTSS meeting minutes
- District
- Principal meetings
- Updated MTSS handbook
- MTSS district website

Funding:

Title 1 and Title 2 part A

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	Yes
Postsecondary Readiness (high schools and districts only)	Yes
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: State Assessment Results in science, social studies and writing

Three- to Five-Year Goal:

- By 2028, PCS will increase the percentage of students scoring Proficient/Distinguished in Science for Elementary from 25% (2025) to 34%, MS from 15% (2025) to 25%, and HS from 14%(2025) to 24%.
- By 2028, PCS will increase the percentage of students scoring proficient/distinguished in Social Studies for Elementary from 30% (2025) to 39%, MS from 19% (2025) to 30%, and HS from 36% (2025) to 45%.
- By 2028, PCS will increase the percentage of students scoring proficient/distinguished in Combined Writing/Editing and Mechanics for Elementary from 23% (2024) to 33%, MS from 20% (2025) to 30%, and HS from 38% (2025) to 47%.

Objective(s):

Science

- **Elementary:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 30% to 33%.
- **Middle:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 15% to 20%.
- **High:** Increase the percentage of students scoring Proficient/Distinguished on KSA 14% to 17%.

Social Studies

- **Elementary:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 19% to 23%.
- **Middle:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 19% to 25%.

- **High:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 36% to 39%.

Combined Writing

- **Elementary:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 23% to 28%.
- **Middle:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 20% to 35%.
- **High:** Increase the percentage of students scoring Proficient/Distinguished on KSA from 38% to 41%.

Strategy:

KCWP 1: Design and Deploy Standards:

- PLC work to examine congruency between lessons and standards.
- Focus on using formative assessment data to drive instruction.

KCWP 2: Design & Deliver Instruction

- District and building leadership will use Elements of Effective Lesson walkthrough document district wide to evaluate and monitor instruction.
- Teachers will participate in professional learning based around content areas..

Activities:

- Support schools with curriculum and standard work.
- Focus on congruency between formative assessments and KAS
- Professional learning opportunities utilized through CKEC and KEDC.

Progress Monitoring:

- Walkthroughs
- District Administrative walkthroughs
- Data collected from walkthrough document
- Formative Assessment data
- Summative Assessment data

Funding:

Title II-Part A

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

By 2028, Powell County Schools will increase the Climate Index for Elementary from 78.7(2025) to 85.8, Middle School from 66.0 (2025) to 74.2, and HS from 60.9(2025) to 65.4.

By 2028, PCS will increase the Safety Index for Elementary from 73.4(2025) to 78.6, Middle School from 56.0 (2025) to 62.8, and High School from 56.3(2025) to 59.8.

Objective(s):

Objective 1

Climate Index

Elementary : Increase the index from 78.7 to 81.7

Middle School: Increase the index from 66.0 to 69.3.

High School: Increase the index from 60.9 to 63.4.

Strategy:

KCWP 5: Design, Align, and Deliver Support

District and building leadership will collaboratively refine and implement a coherent MTSS framework academic, behavior, and attendance that promotes consistency

across schools, improves student belonging and engagement, and provides timely, data-driven support. The district will ensure that processes, tools, and expectations are aligned, clearly communicated, monitored, and supported through ongoing professional learning and coaching.

Activities:

Building MTSS teams will implement a consistent process for identifying students needing additional academic, behavior, or attendance support using universal screeners, classroom data, and teacher input.

Schools will deliver targeted, evidence-based interventions matched to student needs, monitor the impact of supports, and adjust plans based on data.

District and building leaders will conduct walkthroughs with a focus on student engagement, instructional clarity, and classroom climate, using data trends to provide feedback and drive support.

All schools will implement PBIS/Positive Behavior Frameworks with fidelity, ensuring consistent expectations, proactive behavior supports, and practices that strengthen student belonging and connection.

Progress Monitoring:

Building-Level MTSS Teams will review academic, behavior, and attendance data at least every 4–6 weeks to monitor student progress, adjust interventions, and evaluate the effectiveness of Tier 1 and Tier 2 supports.

District MTSS Team will meet regularly to review building MTSS data, identify districtwide trends, monitor consistency across schools, and provide coaching or resources as needed.

Funding:

\$0

Priority Indicator #3: Postsecondary Readiness (high schools and districts only)

Three- to Five-Year Goal:

By 2028, Powell County Schools will increase the postsecondary readiness status from 84.8 (2025) to 87.8.

Objective(s):

Increase the PSR rate from 84.8 to 85.8 by the year 2026.

Strategy:

KCWP 6: Establishing Learning Culture and Environment

Increase student enrollment in internship and co-op courses.

Increase student enrollment in career and technical education pathways.

Increase student enrollment in dual credit courses

Increase writing opportunities for students in CTE classes

One Goal Program implementation

Activities:

Expand partnerships with local businesses to increase communication, collaboration, and the number of available internship and co-op placements for students.

Review, add, or remove CTE pathways based on student interest, workforce needs, and enrollment data to ensure pathways are responsive and relevant.

Collaborate with MCTC, MSU, Murray State, and ECU to review/add/remove dual credit offerings based on student need, interest, and long-term post-secondary goals.

Increase authentic writing opportunities in CTE courses by identifying lessons, units, or tasks where students can demonstrate learning through technical, workplace, or reflective writing.

Partner with OneGoal and the PCHS Leadership Team to provide coaching and targeted support that helps students enroll in, persist through, and complete post-secondary pathways, including college, military, and career training programs.

Progress Monitoring:

CTE Pathway Enrollment & Review

Monitored by: Cole Wills (PCHS CTE Coordinator) and Tiffany Anderson (District CTE Contact)

Focus: Enrollment trends, pathway additions/removals, and concentrator progress.

Dual Credit Offerings & Student Success

Monitored by: Cole Wills and Tiffany Anderson

Focus: Dual credit enrollment, course alignment with student needs, and pass rate data.

Writing Opportunities in CTE

Monitored by: PCHS Administration and CTE Teachers

Focus: Implementation of identified writing tasks in CTE courses and review of student work samples.

PSR-Aligned Instructional Monitoring

Monitored by: Building Administrators through walkthroughs and PLC discussions

Focus: Student engagement, alignment to CTE and pathway expectations, and evidence of instructional practices that support readiness.

OneGoal Program Implementation

Monitored by: Building Administration, Counselors, and District Leadership

Focus: Student coaching, college enrollment milestones, and persistence planning

Funding:

CTE