

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, Shapley, Baldridge, 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:

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets.

Objective(s):

Students with Disabilities reading: Reduce the % of students with disabilities scoring novice in reading and math by 10% and increase the % of students with disabilities scoring P&D by 10% at all three grade bands by May, 2026.

Strategy:

KCWP1: Design and Deploy Standards

KCWP2: Design and Deliver Instruction

KCWP3: Design and Deliver Assessment Literacy

KCWP4: Review, Analyze and Apply Data

KCWP6: Establishing Learning Culture and Environment

Activities:

Ensure all schools have appropriate and rigorous goals and strategies for reducing reading and math gaps for students with disabilities in each school.

Special education teachers work closely with interventionists, teachers and leadership teams to provide evidence-based strategies in reducing reading and math gaps for students with disabilities.

Ensure all schools have active, high-quality structures to support special education, including the direct involvement of special education consultants/team leads to provide appropriate information to teachers about accommodations and resources.

Progress Monitoring:

Analyze and monitor student achievement data, including classroom data, state testing data, MAP data, Mastery Connect data, and discipline data.

Funding: IDEA and General

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:

K-5: Increase students scoring Proficient and Distinguished on KSA in reading from 47% to 59.5% and in math from 40% to 61.8% by May 2028.

6-8: Increase students scoring Proficient and Distinguished on KSA in reading from 40% to 66.9% and in math from 28% to 59.4% by May 2028.

High School: Increase students scoring Proficient and Distinguished on KSA in reading from 39% to 56.6% and in math from 30% to 46% by May 2028.

Objective(s):

Elementary: Reduce students scoring novice in reading and math by 6% and increase students scoring P/D by 4.7%.

Middle: Reduce students scoring novice in reading and math by 6.4% and increase students scoring P/D by 1.6%.

High: Reduce students scoring novice in reading and math by 8.4%. Increase students scoring P/D by 4.2% in reading, and 3.4% in math.

Strategy:

KCWP 2-Design and Deliver Instruction

KCWP 4- Review, Analyze and Apply Data

Activities:

Provide continued training and support for implementation of high-quality instructional resources in reading and math classrooms at all grade levels.

Support academic intervention in reading and math with identification of resources, scheduling of time and monitoring of student progress.

Progress Monitoring:

Learning walks will be conducted with building level leadership to monitor implementation look fors and identification of next steps.

Instructional rounds will be conducted in fall and spring with data gathered on HQIR evidence.

Data from benchmark assessments and MAP will be used to track student achievement.

BILT meetings will monitor progress of intervention data and provide support to building level leadership monitoring intervention.

Monthly ILT meetings will provide support to building level leadership teams for monitoring academic achievement toward goals.

Funding:

General and Title I

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	Yes
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 Goals:

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

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

High School Social Studies:

High School: Increase students scoring Proficient and Distinguished on KSA in social studies from 30% to 46.9% by May 2028.

Objective(s):

Reduce novice scoring by 9.3% in social studies.

Strategy:

KCWP 2-Design and Deliver Instruction

KCWP 4- Review, Analyze and Apply Data

Activities:

Implementation of the intellectual preparation cycle for units of study.

Teachers will analyze student work to determine strengths and weaknesses and identify next steps for instruction.

Classroom learning walks will take place to monitor instructional practices.

Progress Monitoring:

Mastery Connect Data

Trends from classroom learning walks

Funding:

General

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

By May, 2028, the percentage of EL students meeting growth will increase from 45% to 55% as measured by ACCESS.

Objective(s):

By May, 2026, the percentage of EL students meeting growth will increase from 45% to 48% as measured by ACCESS.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

Activities:

Students will receive differentiated instruction based on level of need.

Thinking Pro will be used with high school EL students

Newcomers will continue to meet daily

Progress Monitoring:

ELLevation reporting for each student

MAP and Mastery Connect data

Thinking Pro data

Classroom monitoring

Funding:

General

Title I

Title III

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

Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.

Response:

1. Review of Data and Needs

The district special education team works with the school to review achievement, growth, discipline, attendance, and IEP implementation data. Together, they identify the main causes of low performance for students with disabilities.

2. Support in Creating the Improvement Plan

The district helps the school strengthen its School Improvement Plan by setting clear goals for students with disabilities and selecting evidence-based strategies, professional development, and behavior or instructional supports.

3. Ongoing Monitoring

District specialists regularly visit the school, observe classrooms, and meet monthly with the school team to review progress and adjust supports. Coaching, training, and modeling of effective practices are provided as needed.

4. Communication and Collaboration

The district keeps open communication with school leaders and special education staff to ensure services are delivered correctly and the improvement strategies are implemented as planned.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response:

ATSI Schools:

Pembroke

Freedom

Hopkinsville Middle School

Christian County Middle School

Christian County High School

Rigorous Actions the District Will Take:

- Mandatory district-led walkthroughs and observations with written feedback.
- Required staff participation in district-provided professional development focused on inclusive practices, progress monitoring, and behavior supports.
- Increased monitoring of IEP implementation and student data.
- More direct district oversight, including district approval of intervention schedules, staffing assignments, and resource allocation.

Who Will Be Responsible:

- Special Education Director
- School Principal and Leadership Team

Special Considerations for Districts with Comprehensive Support and Improvement (CSI) Schools

KRS 160.346(7)(a)(6) requires an evaluation of a principal's capacity to lead the turnaround efforts during the audit process. This assessment supports identifying effective strategies and actions needed to improve school performance. It also helps determine whether the principal has the skills to implement and sustain turnaround efforts. When making this determination, the audit team considers evidence aligned with the Professional Standards for Education Leaders (PSEL) Standard 10: School Improvement. The outcome of this assessment becomes a formal part of the school's audit.

Based on the findings from the audit, please respond to the following question. If you answer "yes", additional information will be required.

1. Did the assessment of any principal's capacity during the audit result in a determination of *intensive support* needed for the principal to successfully lead the turnaround process in a school identified for CSI?

Yes (If yes, please complete the [Training and Support Plan for Principals Requiring Intensive Support form.](#))

No (If no, no further action is needed.)