

**WOODFORD COUNTY BOARD OF EDUCATION
AGENDA ITEM**

ITEM #: VIII F DATE: January 26, 2026

TOPIC/TITLE: Approve CDIP (Comprehensive District Improvement Plan)

PRESENTER:

ORIGIN:

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
- ☐ ACTION REQUESTED AT FUTURE MEETING: (DATE)
- ☐ BOARD REVIEW REQUIRED BY

- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☐ BOARD OF EDUCATION POLICY
- ☐ OTHER:

PREVIOUS REVIEW, DISCUSSION OR ACTION:

- ☐ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

BACKGROUND INFORMATION:

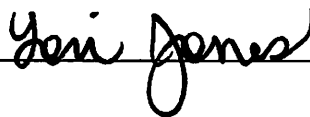
SUMMARY OF MAJOR ELEMENTS:

Approve CDIP (Comprehensive District Improvement Plan).

IMPACT ON RESOURCES:

TIMETABLE FOR FURTHER REVIEW OR ACTION:

SUPERINTENDENT'S RECOMMENDATION: ☒ Recommended ☐ Not Recommended



Woodford 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*, *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:

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

Objective(s):

By May of 2026, reduce the percentage of novice students with a disability-IEP by 5% in both reading and math in elementary; 10% in both reading and math in middle school; and 2% in both reading and math in high school.

By May of 2026, increase the percentage of proficient/ distinguished for economically disadvantaged students by 5% in both reading and math in elementary; 10% in both reading and math in middle school; and 2% in both reading and math in high school.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 5: Design, Align and Deliver Support

Activities:

- Continue to implement structures/processes to intentionally analyze demographic data for academic and behavioral trends of all subgroups. Include systematic problem solving to develop intentional actions to address inequities found in data such as the following:
 - Complete an Instructional Resource Inventory to determine resources being used at each grade level for each content area in Tiers 1, 2, and 3. Address alignment issues and gaps based on this inventory.
 - Utilize iReady MyPath as a Tier 2 support, specifically in middle school.
- Develop systems and protocols of collaboration in order to meet the Tier I and accommodation needs of students with specific learning plans (IEP, PSP, 504).

Progress Monitoring:

- Completed Instructional Resource Inventories for each school
- Universal Screening Data (iReady and STAR)
- iReady MyPath Time-on-Task and Lesson Passed data

Funding:

N/A

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:

By May of 2028, 70% of students in grades 3-10 will reach the Proficient or Distinguished level in reading as measured by the Kentucky Summative Assessment.

By May of 2028, 70% of students in grades 3-10 will reach the Proficient or Distinguished level in math as measured by the Kentucky Summative Assessment.

Objective(s):

Elementary: By Spring 2026, as measured by the iReady Spring Diagnostic Testing, 62% of students in grades 3-5 will meet projected proficiency in READING and 60% of students in grades 3-5 will meet projected proficiency in MATH.

Middle: By Spring 2026, as measured by iReady Spring Testing, 60% of middle school students are at Proficiency in READING and 55% of middle school students are at Proficiency in MATH.

High: By Spring 2026, as measured by STAR Spring Testing, 62% of high school students are at Proficiency in READING and 60% of high school students are at Proficiency in MATH.

Strategy:

KCWP 2: Design and Deliver Instruction

Activities:

- Implement common High-Quality Instructional Resources for ELA/Math that are determined to be reliable, valid, and aligned to KAS for grades K-8 and core courses in 9-12.
- Provide Curriculum-Based Professional Learning (CBPL) to support ELA/Math instruction and implementation of HQIRs K-12.
- Continue to deconstruct K-12 essential standards down to the target level for clarity and align to HQIR.
- Support the implementation of the WC Instructional Cycle through professional development, professional learning, and new teacher training.
- Implement Best Practice Academy and ongoing Learning Cohorts focused on deeper learning strategies.

Progress Monitoring:

- Essential Standards Spreadsheets for each school/PLC Team.
- ELA and Math Curriculum Maps K-12
- High Quality Instructional Resources (HQIR) Process
- School-level Walkthroughs
- District-level Learning Walks
- Universal Screening Data (iReady and STAR)

Funding:

- General Fund - approx. \$40,00
- KYCL25 Grant - approx. \$120,000

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	Yes
Quality of School Climate and Safety	No
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: English Learner Progress

Three- to Five-Year Goal:

By May of 2028, the elementary English Learners Progress Indicator will reach an index score of 80.0 as measured by the ACCESS English Language Proficiency Assessment.

By May of 2028, the middle school and high school English Learners Progress Indicator will reach an index score of 65.0 as measured by the ACCESS English Language Proficiency Assessment.

Objective(s):

By May of 2026, the 70% of elementary EL students will score a rate of 60 or above on the English Learners Progress Proficiency Rate as measured by ACCESS.

By May of 2026, the 35% of secondary EL students will score a rate of 60 or above on the English Learners Progress Proficiency Rate as measured by ACCESS.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Activities:

Develop systems and protocols of collaboration in order to meet the Tier I and accommodation needs of EL students.

Progress Monitoring:

EL Progress Monitoring based on ACCESS Domains

Funding:

Title III

Priority Indicator #2: Postsecondary Readiness

Three- to Five-Year Goal:

By May of 2028, Woodford County will increase its postsecondary readiness to 98%.

Objective(s):

By May of 2026, the postsecondary readiness percentage will increase to 92%.

Strategy:

- KCWP 4: Review, Analyze and Apply Data Results
- KCWP 5: Design, Align and Deliver Support

Activities:

- With the support of OneGoal, develop a district-wide vision that codifies student postsecondary success as critical to the district's mission, aligned to its core values, and aligned with state initiatives.
- Ensure all postsecondary success priorities and strategies fully address equity-gaps.
- Review and revise existing graduation policies and procedures that support Post-Secondary Readiness for all students as well as a Work Ethics Seal.

Progress Monitoring:

- OneGoal Plan and Monitoring

Funding:

N/A