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, 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):

Elementary level: collaborate to increase the percentage of economically disadvantaged students scoring P/D on the KSA reading assessment from 38% to 48%

Elementary level: collaborate to increase the percentage of economically disadvantaged students scoring P/D on the KSA math assessment from 34% to 44%.

Middle/High School level: proficient/distinguished percentages will grow from 20% to 35% on the KSA Science assessment and from 16% to 35% on the KSA Social Studies assessment for Economically Disadvantaged 7th and 8th grade students.

Strategy:

Design and Deliver Assessment Literacy

Review, Analyze, and Apply Data

Design and Deliver Instruction

Design, Align and Deliver Support Processes

Activities:

Benchmark Assessments/Next Step Assessments - every LES student is administered various benchmark assessments (STAR/MAP) three times a year. For those struggling students, additional assessments will be administered to pinpoint specific deficiencies in their learning.

Reading Intervention Team - Using multiple sources of student data, the intervention team determines the students that need additional support and interventions. Parents are notified if their child is participating in interventions.

Tiered Attendance System – Lincoln Elementary has implemented a Tiered attendance intervention system. All students are in Tier I and receive daily phone calls home if they are absent. Students that miss more frequently are placed in Tier II and students that have been chronically absent in the past are placed in Tier III.

Transiency Intervention – Students that enroll at LES before the school year will be assessed using the AIMSweb fluency assessment, the QPS assessment, and PAST assessment. Students falling below the required

benchmarks will be placed in tiered intervention groups when school starts and before LES WIN groups starts. Students will continue working in a WIN group and will continue their instruction throughout the year when WIN is not taking place.

UFLI - Using UFLI lessons, special education teachers will design and implement explicit phonics and phonological awareness lessons to students during their resource time.

ESS Tutoring – Students in grades 3 -6 will be offered opportunities for weekly after school tutoring in the subjects of math and reading.

FRC/Homeless Coordinator/Community Engagement Coordinator: Dayton High School's family resource coordinator and Dayton's District homeless coordinator and community engagement coordinator will work in conjunction with each other to ensure that economically disadvantaged students have what they need to make it to school and to be successful at school once they are here.

Claim, Evidence, Reasoning: Science and Social Studies are implementing an instructional strategy focused on claim, evidence, and reasoning. Students will be tasked with identifying and articulating each of the three.

OpenSciEd: Dayton High School has adopted the OpenSciEd curriculum for science instruction in the middle school. This is in line with the overall district adoption of the curriculum through the high school. OpenSciEd is a high-quality instructional resource that utilizes labs and inquiry-based scientific discovery.

Progress Monitoring:
Progress monitoring will occur throughout the school year by utilizing the STAR and MAP benchmark assessments. This will occur three times annually. Additionally, data from the Kentucky Summative Assessment will be utilized.

Funding:
A combination of federal title funds as well as general funds will be utilized.

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:
Elementary Level: By the end of the 2028-2029 school year, Lincoln Elementary will increase the percentage of students meeting proficient/distinguished in Reading from 41% to 70% and proficient/distinguished in Math from 37% to 70%.

Middle Level: By the end of the 2028 school year, Dayton High School will increase the percentage of 7th and 8th grade students scoring proficient/distinguished on the reading Kentucky Summative Assessment to 65%.

High Level: By the end of the 2028 school year, Dayton High School will increase the percentage of high school students scoring proficient/distinguished on the mathematics Kentucky Summative Assessment to 65%.

Objective(s):
Elementary: Collaborate to increase the Reading P/D percentage from 41% to 50% and the Math P/D percentage from 37% to 50% by the end of the 2025-26 school year.

Middle/High: Utilizing research based best practices, Dayton High school will increase their middle school reading and high school math scores annually. By the end of the 2026 school year, middle grades reading will increase from 36% P/D to 46% P/D and high school mathematics will increase from 32% P/D to 42% P/D.

Strategy:
-Design, Align, and Deliver Support Processes

-Design and Deliver Instruction

-Establishing Learning Culture and Environment

Activities:
The Science of Reading: LES will continue their partnership with The Reading League to provide intentional professional learning on the Science of Reading, Writing, and Learning. New teachers will participate in professional learning, all staff will participate in 10 hours of professional learning, and 4 teachers/admin will participate in The Reading League Conference. All of these professional learning hours will focus on the Science of Reading, Writing, and Learning.

On-Going Learning Opportunities: Using our professional learning funds, teachers and staff will have the opportunity to engage in new learning with their colleagues.

Individual and Team Coaching: The Reading League has partnered with LES and they have provided a Reading Instructional Coach who meets with individual teachers and grade level teams. These coaches: meet in

intentional and ongoing individualized sessions with all reading teachers on a bi-weekly basis; model lessons in person and virtually for teachers; and provide feedback and coaching after viewing teachers' lessons.

Curriculum Evaluation: LES continuously updates reading curriculum documents to include current reading resources being used.

WIN Time- A school-wide WIN (What I Need) schedule was devised and implemented in grades K-6. This schedule allows for an uninterrupted intervention time of 35 minutes four times a week for each grade level. LES also ensured that no students are pulled for extra services (IEP, speech, mental health) during their core reading instruction time.

Envisions Math Program - this school year all grade levels (K - 6) will continue to fully implement the Envisions Math Program focusing on problem-based learning and visual learning

Successmaker - all students in grades K - 6 participate in 60 minutes per week in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Student Tracking and Goal Setting – Intermediate students will self-monitor their mathematics progress within the various math programs, assessments, and flashbacks ensuring their knowledge of learning targets through goal setting.

Progress Monitoring:
Progress monitoring will occur throughout the school year by utilizing the STAR benchmark assessment. This will occur three times annually. Additionally, data from the Kentucky Summative Assessment will be utilized as we attempt to meet our three-year goal.

Funding:
A combination of federal title funds as well as general funds will be utilized.

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)	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 the end of the 2028 school year, Lincoln Elementary will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment to 50%, KSA social studies assessment to 50%, and the KSA writing assessment to 70%.

Objective(s):

Collaborate to increase the percentage of students scoring proficient/distinguished for the 2025-26 school year from 22% to 33% in Science, 25% to 35% in Social Studies, and 50% to 60% in Writing.

Strategy:

-Design and Deliver Instruction

-Design, Align, and Deliver Support Processes

Activities:

1) OpenSciEd: Beginning with the 2025-26 school year, Lincoln Elementary has adopted the OpenSciEd curriculum for science instruction in the Intermediate grades. This is in line with the overall district adoption of the curriculum through the high school. OpenSciEd is a high-quality instructional resource that utilizes labs and inquiry based scientific discovery.
2) Explicit Instruction Strategies: Lincoln Elementary teachers have participated in professional learning opportunities through "The Reading League" to learn and enhance their use of explicit instruction strategies. Example strategies include but are not limited to:
   a. I Do, You Do, We Do
   b. Think-Alouds
   c. Choral Responses

      d. Partner/Team Responses

3) Flashbacks: Teachers implement the use of Flashbacks to continuously review past presented curriculum.

4) The Writing Revolution Strategies: Intermediate grades teachers have participated in early-release discussions revolving around the strategies in the book *The Writing Revolution*. Teachers are implementing these strategies from our learning:

      a. Because, But, So
      b. Sentence Combing
      c. Sentence Elaboration
      d. Kernal Sentences

5) Bell Ringers: Teachers are implementing bell ringers in which students are writing five sentence paragraphs. Teachers are then anonymously sharing a few paragraphs that the students score using the KDE On-Demand rubric.

6) Exit Slips: Teachers utilize Exit Slips as a way to measure student understanding of content taught/reviewed during the class period.

Progress Monitoring:

-KSA style assessments, scored on an NAPD scale, given throughout the school year.

-Teacher created and OpenSciEd created unit assessments.

-Annual KSA data building towards the three-year goal.

Funding:

District and school funds have been utilized for professional learning opportunities and materials related to the OpenSciEd program.

Priority Indicator #2: Postsecondary Readiness

Three- to Five-Year Goal:

By the end of the 2027-2028 school year, Dayton High School will hit 100% postsecondary status with all graduating seniors.

Objective(s):

Based on data from the 2024-25 Kentucky Summative Assessment, Dayton High School is at a 90.3 Index on the Postsecondary Readiness measure. Dayton High School will work to increase their postsecondary readiness rate annually, hitting either career or academic readiness for every graduating senior by the 2027-2028 school year. By the end of the 2025-2026 school year, 92% of DHS students will meet the postsecondary readiness standard.

Strategy:

-Design, Align, and Deliver Support Processes

-Design and Deliver Instruction

-Design and Deliver Assessment Literacy

-Review, Analyze, and Apply Data

Activities:

-Senior Mentorship Program: Dayton High School, in conjunction with NaviGo, will create a mentorship program where every senior student is mentored by both a Dayton Schools staff member and a community/work force member. The mentorship will help students monitor their current academic status, prepare for the transition post-high school, and prepare for students' defense of learning at the end of her or his senior year.

-Portrait of a Greendevil: Dayton Independent Schools, in conjunction with the Dayton community and input from workforce and community leaders from throughout Northern Kentucky, has developed their "Portrait of a Greendevil" as a guide for the competencies expected for all Dayton Independent Schools students and graduates. The competencies are: Character, Leadership, Inclusion, Communication, Learning, and Wellness. It is our belief that students exemplifying these traits will be well-rounded and prepared for postsecondary life.

-SAT Prep: Junior students not participating in the Young Scholar Academy will participate in a Flex period titled "SAT Prep". This class will familiarize students with the SAT and go over effective strategies for taking the Reading and Mathematics sections of the SAT.

-College Readiness Assessments: The District SAT will be offered free of charge to sophomore students in the Fall and Spring as well as junior students during the Fall. The State SAT will occur in the spring for all junior students. KYOTE will be given four times a year for students to meet benchmarks. The ASK exam will be given twice a year to students in the Administrative Support Pathway.

-Transition Readiness Monitoring: The district and school will monitor the various transition readiness opportunities and will update and present numbers quarterly. The school counselor and assistant principal do

regular grade checks with dual credit students to monitor grades and make academic plans for struggling students.

-College and Career Readiness Coordinator: A college and career readiness coordinator will work with individual students to review current academic standing, specifically towards postsecondary readiness.

-Pathway Offerings: Numerous pathways will be offered both on and off campus. On campus, students may complete the Administrative Support pathway. The Campbell County Area Technical Center will offer pathways including (but not limited to): welding, carpentry, auto body, fire science. The Enzweiller Building Institute will prepare students through skilled trades certifications. Gateway Community and Technical College offer students a variety of career-technical pathways including nursing and information technology.

Progress Monitoring:

Annual review of Kentucky Summative Assessment data on Postsecondary Readiness. The College and Career Readiness Coordinator will lead progress monitoring throughout the school year.

Funding:

District funds will be utilized for the CCR Coordinator. Costs associated with the senior mentoring program will be paid through a grant funded by Educate NKY.