

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):

Improve trend line of Students with Disabilities (IEP) group in grades 3-5 in mathematics on the Kentucky Summative Assessment (KSA) to 15% proficient/distinguished.

Improve trend line of Students with Disabilities (IEP) group in grades 3-5 in reading on the Kentucky Summative Assessment (KSA) to 15% proficient/distinguished.

Strategy:

Both Objectives: Continue to train and employ certified SPED and other teachers to provide co-teaching in the general education setting utilize station and/or parallel grouping (KCWP 4: Review, Analyze, and Apply Data Results). School leadership ensures that all students have academic needs met through analyzing frequent formative assessment data in both random and purposeful student groupings within the general education classroom. The co-teaching model provides opportunities for all students to remain in the general education classroom to receive core instruction support through remediation and extension from both teachers working in collaboration.

Activities:

- Partnering with the KDE Division of Early Literacy to provide an embedded regional literacy specialist to guide all reading teachers in the Curriculum Implementation Framework (CIF) using our HQIR,
- Reassignment of a district-provided instructional coach to provide the same CIF training and support to all mathematics teachers.
- Partnering with the Green River Regional Educational Cooperative (GRREC) and Closing the Gap KY (facilitated by Meade County Schools) to train and equip our school administrators, general education teachers, and special education teachers with professional learning, coaching, observation, and tools to ensure that specially designed instruction (SDI), station teaching, parallel teaching, and collaborative lesson planning by co-teacher teams are aligned to Kentucky Academic Standards and IEP performance goals.
- Frequent instructional coaching, guided planning, SPED-specific PLC group meetings, and IEP goal analysis by SPED Consultant provided by the district to the school under the oversight of the Director of Special Programs.

Progress Monitoring:

- Weekly classroom walkthroughs by the Superintendent, District Instructional Facilitator, Director of Special Programs, and/or School Principal to specifically observe and provide critical feedback to classrooms practicing co-teaching in reading and mathematics.
- Monthly meetings with the district's school administrative team representatives to reflect, evaluate progress, and enact refinement actions on school goals aligned to the district strategic plan and their comprehensive school improvement plan goals. These goals include short- and long-term activities to enhance core instruction outcomes, student-centered learning and agency, and positive behavior intervention supports.

Funding:

Local funds for all grades 3-8 staffing and activities with Title 1 federal funds supplementing elementary school staffing and activities.

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:

Improve trend line of All Students group in grades 3-5 in reading on the Kentucky Summative Assessment (KSA) to 41% proficient/distinguished.

Improve trend line of All Students group in grades 6-8 in mathematics on the Kentucky Summative Assessment (KSA) to 34% proficient/distinguished.

Objective(s):

Stabilize consistent growth of All Students group in grades 3-5 in reading on the Kentucky Summative Assessment to average 4% growth in proficient/distinguished from the 2024-25 baseline of 29% proficient/distinguished over the next three school years.

Reverse trend of regression of All Students group in grades 6-8 in mathematics on the Kentucky Summative Assessment to average 4% growth in proficient/distinguished from the 2024-25 baseline of 22% proficient/distinguished over the next three school years.

Strategy:

Continue direct instructional coaching to all K-5 reading teachers in Curriculum Implementation Framework to ensure consistent, high-quality, and responsive Tier 1 mathematics instruction for all students in all general education settings (KCWP 2: Design and Deliver Instruction). This approach in the 2024-25 school year garnered a 6% proficient/distinguished increase from 23% in the 2023-24 school year to 29% in the 2024-25 school year.

Recruit and retain at least one (1) additional highly-qualified, fully certified middle grades mathematics teacher to provide equitable access and opportunity for all mathematics students throughout grades 6-8 (KCWP 5: Design, Align, Deliver Support). The trend line of grades 6-8 mathematics KSA results since the 2021-22 school year have show 24%, 25%, 23%, and 22% proficient/distinguished. The consistent trend throughout those years is an inconsistency in mathematics teachers staffing of fully certified teachers who remain in the same role for multiple years. This teacher will then receive direct instructional coaching along with all grades 6-8 mathematics teachers in Curriculum Implementation Framework to ensure consistent, high-quality, and responsive Tier 1 mathematics instruction for all students in all general education settings (KCWP 2: Design and Deliver Instruction).

Activities:

Both Goals and Objectives:

- Continued fidelity to HQIR implementation in all general education reading and mathematics classrooms.

- Curriculum Implementation Framework coaching, guided planning, and observation feedback from instructional coaches and building instructional leaders.

Grades 3-5 Reading Only: Continued professional learning in the science of reading through Kentucky Reading Academy (LETRS) training in explicit instruction of structured literacy.

Grades 6-8 Mathematics Only: Enrollment of grades 6-8 administrator and teachers in Mathematics Leadership Cooperative for professional learning in building strong systems and structures for high-quality mathematics instruction. Activate district and building leaders to search and recruit the region and state to fully staff grades 6-8 with fully certified mathematics teachers.

Progress Monitoring:

- Weekly classroom walkthroughs by the Superintendent, District Instructional Facilitator, Director of Special Programs, District Instructional Coaches, and/or School Principal to specifically observe and provide critical feedback to classrooms utilizing the KDE Instructional Practices Guide.
- Monthly MTSS-Academic meetings at all schools to monitor progress of students in all tiers of instruction and intervention to track grade-level skill and knowledge progress.
- Monthly meetings with the district’s school administrative team representatives to reflect, evaluate progress, and enact refinement actions on school goals aligned to the district strategic plan and their comprehensive school improvement plan goals. These goals include short- and long-term activities to enhance core instruction outcomes, student-centered learning and agency, and positive behavior intervention supports.

Funding:

Local funds for all grades 3-8 staffing and activities with Title 1 federal funds supplementing elementary school staffing and activities.

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	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No