# Comprehensive District Improvement Plan (CDIP)

## Rationale

​District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

## Requirements for Building an Improvement Plan

* There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

## Explanations/Directions

| **Goal**: Districts should determine long-term goals that are three to five year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Districts should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal. | Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon [Kentucky’s six (6) Key Core Work Processes](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students. | Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals. | List the funding source(s) used to support (or needed to support) the improvement initiative. | |

## 1: Proficiency

| **Goal 1 (Reading and Math Proficiency goal.):** By 2026, the district will increase the *combined* reading and math percentage of students reaching proficiency (proficient/distinguished) to 62% (elementary KSA), 62% (middle KSA), and 50% (high school/ KSA). | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1**  Increase the percentage of students demonstrating proficiency in **READING** for the 2021-22 school year:  ES: (from 37.1% to 42%)  MS: (from 47.2% to 51%)  HS: (from 37.2% to 40%)  HS ACT Reading benchmarks: (from 28% to 32%)  **Objective 2**  Increase the percentage of students demonstrating proficiency in **MATH** for the 2021-22 school year:  ES: (from 34.5% to 40%)  MS: (from 20.8% to 30%)  HS: (from 30.2% to 35%)  HS ACT Math benchmarks: (12% to 20%) | **Key Core Work Process 2: Design and Deliver Instruction** | 1. Continue districtwide protocols and expectations to guide the work of professional learning communities (PLC) at each school. PLCs will guide the continuous improvement work. Weekly, PLC content level/department teams will plan instructional units, monitor student progress, and use data to inform instruction, interventions, and enrichment. The district will continue to provide Early Release Fridays to give teachers and school teams to meet in PLCs. | Evidence:   * PLC Agendas * RTI Lists * Aligned Curriculum * Student growth * Students are making progress toward goals. * Teachers demonstrate that collaboration is integral to continuous improvement. | Notes: | $0 | |
| 2. PLC teams will utilize item analysis processes on common unit assessments to evaluate instructional effectiveness and determine when instructional adjustments are needed. | Evidence:   * Data analysis documents * Changes reflected in unit plans * Student mastery of standards | Notes: | Grade Cam | |
| 3. Ongoing and embedded professional learning will be provided in best practices/high yield strategies to deliver rigorous and engaging instruction and to build a tool box of strategies for teachers to use when students fail to meet mastery. School instructional teams will identify 5-7 instructional strategies as the yearly instructional focus. These strategies will be taught, coached, monitored, and supported throughout the year. | Evidence:   * Tool box of strategies on google drive * Unit Plans * Walkthroughs * Training opportunities provided * Increase student mastery of taught standards | Notes: | $1,000 District flex funds | |
| (Tentative) 4. Implement KAGAN Cooperative Learning districtwide to provide teachers with tools to engage all students in the classroom actively in learning– Complete the training of the Kagan leadership coaches (Spring 2022). Bring in Kagan trainers to coach the coaches on using the structures in their classrooms and meetings (Spring 2022). Train ALL teachers in KAGAN cooperative learning structures (5 Days - Summer 2022). | Evidence:   * All teachers have 5 days of training by Jan 2023 * Coaching is occurring at all school levels * Walkthroughs show that Kagan structures are being used with fidelity * Engagement in classroom instruction increases as evidenced by walkthroughs |  | $80,000  ESSER funds | |
|  |
| **Key Core Work Process 5: Design, Align, and Deliver Support** | 5. Formative assessments, common unit assessments, and universal screeners will be used appropriately to determine the tiered intervention needs of students. | Evidence:   * RTI meeting notes * Data collection sheets * Unit plans * Walkthroughs * Students receiving appropriate intervention supports | Notes: | $0 | |
| 6. Job-embedded professional learning will focus on a) formative assessment practices to determine which students are mastering content and b) tier-1 instructional support and practices in the classroom to help support student mastery of content. | Evidence:   * Walkthroughs * Trainings during Early Release Fridays * Teachers collaborating in classrooms and supporting each other in their practices | Notes: |  | |
| 7. Math and Reading teachers will meet regularly in vertical teams alignment meetings to ensure continuity of standards coverage and to calibrate instructional strategies. | Evidence:   * Aligned curriculum * Gaps identified with plan to address * Agendas and next steps from Team Meetings | Notes | $0 | |

## 2: Separate Academic Indicator

| **Goal 2 (Separate academic indicator goal.):** By 2026, the district will increase the proficiency percentage rates of students in each separate academic indicator: SCIENCE – 42% (ES), 40% (MS), and 42% (HS); WRITING – 63% (ES), 60% (MS), and 70% (HS) – Baseline scores for Social Studies will be set in the 21-22 KSA Spring testing. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Proficiency rates in each of the separate academic indicators will increase for the 2021-22 school year as follows:  **SCIENCE**  **ES**: (from 24.4% to 30%)  **MS**: (from 28.3% to 32%)  **HS**: (from 29.9% to 34%)  **SOCIAL STUDIES**  **Will be setting baseline scores in the 21-22 school year.**  **ON DEMAND WRITING**  **ES**: (from 33.5% to 39.5%)  **MS**: (from 50% to 53%)  **HS**: (from 62.1% to 65%) | **Key Core Work Process 2: Design and Deliver Instruction** | 1. Science, social studies, and writing teachers will participate in professional learning communities. PLC teams will utilize item analysis processes on common unit assessments to evaluate instructional effectiveness and determine when instructional adjustments are needed. | Evidence:   * Aligned curriculum * Gaps identified with plan to address * Agendas and next steps from Team Meetings |  | $0 | |
| 2. Provide ongoing, embedded professional learning in the area of 3-5 identified best practices/high yield strategies to deliver rigorous and engaging instruction and to build a tool box for teachers to use when students fail to meet mastery. | Evidence:   * Walkthroughs * Trainings during Early Release Fridays * Teachers collaborating in classrooms and supporting each other in their practices |  | Up to $1,500 for PD needs/resources | |
| 3. All science teachers will plan and implement Through Course Task (TCT) and use inquiry-based learning strategies to deepen the students’ learning experience and engage students in critical thinking activities. | Evidence:   * Unit Plans * TCT plans * Student work * Walkthroughs |  | $0 | |
| **Key Core Work Process 5: Design, Align, and Deliver Support** | 4. Establish district writing, science, and social studies teacher cadres that will ensure vertical curriculum mapping is occurring and to identify instructional gap. | Evidence:   * Meeting dates/logs * Identification of gaps and plans to address these gaps |  | Cost of substitutes to provide release time (district flex focus funds) | |
| 5. Job-embedded professional learning will focus on a) formative assessment practices to determine which students are mastering content and b) tier-1 instructional support and practices in the classroom to help support student mastery of content. | Evidence:   * Walkthroughs * Trainings during Early Release Fridays * Teachers collaborating in classrooms and supporting each other in their practices |  |  | |

## 3: Growth

| **Goal 3 (Growth goal.):** Increase the average combined reading and math growth in grades 3-8 from 30% to 60% by Spring of 2026. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  The average combined reading and math growth in grades 3-8 will increase to | **Key Core Work Process 2: Design and Deliver Instruction**  **Key Core Work Process 5: Design, Align, and Deliver Support** | 1. Administer common unit assessments matched to the rigor and intent of the standards and MAP (K-8) to monitor growth over the school year in reading and math. Review the data from each assessment to monitor growth and determine effectiveness of interventions and support. Teachers will use this data to provided targeted instruction and remediation. | Evidence:   * Completion and growth rates * Assessment results being used to guide instruction and interventions |  | $0 | |
| 2. RTI teams will meet regularly to review student progress and recommend next steps in helping students meet their academic goals. | Evidence:   * RTI binders * Student Progress |  | $0 | |
| 3. Fully utilize 21st Century programs (Branch programs K-5) and ESS programs to support the needs of students who are falling behind their peers and not on track to meet proficiency. Elementary schools will use ESS Daytime waiver to provide interventions during the school day. Elementary schools will use 21st Century programs to provide afterschool and summer school support, remediation, and enrichment. The middle and high schools will utilize ESS program to target those students who are not mastering classroom content – at least 2 days of ESS supports provided before and after school as well as Saturday schools and summer school. | Evidence:   * Targeted student participation in ESS and 21st century programs – attendance documentation * Students are showing growth toward proficiency through services provided. |  | ESS funds  21st Century funds | |

## 4: Achievement Gap

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

| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| **Objective 1**  READING TARGET:  Economically disadvantaged students will increase their combined READING proficiency at each level for the 2021-22 school year.  Grades 3-5: Increase from 27.1% to 35%  Grades 6-8: Increase from 41.7%to 46%  Grade 10: Increase from 25.8% to 30%  Data from 20-21 KAS testing and data trends from past 5 years.  **Objective 2**  MATH TARGET:  Economically disadvantaged students will increase their combined MATH proficiency at each level for the 2021-22 school year.  Grades 3-5: Increase from 24.4% to 32%  Grades 6-8: Increase from 15% to 25%  Grade 10: Increase from 20.2% to 25%  Data from 20-21 KSA testing and data trends from past 5 years. | **Key Core Work Process 2: Design and Deliver Instruction** | 1. Determine baseline data for all subgroup demographic populations to determine how each subpopulations performs compared to other demographic groups. Develop a protocol for monitoring the progress of each subgroup with a districtwide focus on the economically disadvantaged subgroup (which is our largest subgroup). | Evidence:   * Student progress * Monitoring tool for subgroups developed * Monitoring tool used with fidelity | Notes: | $0 |
| 2. Provide professional learning to all teachers on engaging and high yield instructional strategies - KAGAN | Evidence:   * Training agenda * Walkthroughs * Unit Plans * Teachers collaborating in classrooms and supporting each other in their | Notes: | Funding addressed in goal 1 |
| 3. Provide training in scaffolding, tier 1-2-3 supports, and small group instruction. Train the trainer model - send teams from each school to training (include interventionist, reg ed teacher, special ed teacher, instructional coach) and have them come back and train grade levels teams and other support teachers. | Evidence:   * Training agendas * Observations in intervention classes * Unit plans where scaffolding and small group planning is included * Growth in student achievement | Notes: | $1000 (district) |
| 4. Utilize a variety of RTI resources to meet the individual needs of students (LLI, Learning A-Z, Moby Max, Study Island, Aimsweb, Reading Recovery, Bridges, PathBlazers by Edgenuity, IXL, Exact Path, NewsLEA) | Evidence:   * Utilization rates of programs | Notes: | Resources covered by a variety of funding:  Title I funds  ESS funds  SBDM funds |
| **Key Core Work Process 5: Design, Align, and Deliver Support** | 5. RTI Teams at each school will meet regularly to review student progress and recommend next steps in helping students meet their academic goals. The RTI teams will also meet regularly with school/district instructional teams to determine the effective of intervention programs. | Evidence:   * RTI binders * Student Progress * Usage reports * Students showing growth * Increase in the number of students exiting Tier 2-3 supports. | Notes: | Cover costs substitutes to give teachers release time to participate in RTI meetings |
| 6. Fully utilize 21st Century programs (Branch programs K-5) and ESS programs to support the needs of students who are falling behind their peers and not on track to meet proficiency. Elementary schools will use ESS Daytime waiver to provide interventions during the school day. Elementary schools will use 21st Century programs to provide afterschool and summer school support, remediation, and enrichment. The middle and high schools will utilize ESS program to target those students who are not mastering classroom content – at least 2 days of ESS supports provided before and after school as well as Saturday schools and summer school. | Evidence:   * Targeted student participation in ESS and 21st century programs – attendance documentation * Students are showing growth toward proficiency through services provided. | Notes: | ESS funds  21st Century funds |
|  |  | 7. Utilize **digital learning coaches** to support technology tools in the classroom and **instructional coaches** to support teachers’ curricular and instructional needs. The district instructional team will meet monthly to assess needs across the district and plan professional learning and support for teachers. | Evidence:   * Agendas and notes from District Instructional Leadership meetings * Strong collaborations evident between teachers and coaches * Walkthroughs * Digital learning tools used in a variety of ways to support learning * Engaging high yield Instructional strategies are being used across all classrooms. | Notes: | Stipends for digital learning coaches  Salaries for a minimum of 2 instructional coaches |

## 5: Transition Readiness

| **Goal 5 (Transition readiness goal.):** Increase the percentage of graduating seniors who are college and/or career ready from 68.3% (Class of 2019 data) to 90% for the Class of 2026. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  For the 2021-22 school, increase the transition readiness percentage of graduating to 75%.  Objective 2  ACT BENCHMARKS:  Increase the number of economically disadvantaged students meeting ACT Kentucky benchmarks in Reading and Math for the 2021-22 school year to the following:  READING: Increase from 26.4% to 30%  MATH: Increase from 12.1% to 18% | **Key Core Work Process 2: Design and Deliver Instruction** | 1. PLC teams will review data from MAP, CASE-21, ACT and common assessments to determine which students are on track to meet college readiness benchmarks before graduation. Students who are not on track to be college or career ready are identified and plans are made to support these students set and reach their postsecondary goals. | Evidence:   * Transition Readiness tracking sheets * Increases in the number of students meeting transition readiness goals | Notes: | $0 | |
| 2. Ensure that all students, parents, and teachers are knowledgeable in college and career readiness measures. Clearly communicate transition readiness expectations and opportunities for all students and parents. Provide information on websites, hold parent/student meetings, create pamphlets, share information on Remind, use social media to create awareness, meet one on one and in small groups with students. | Evidence:   * Stakeholders demonstrate clear understand of transition readiness measures and how to reach their goals. | Notes: | $600 to cover printing costs any print materials (TCHS SBDM) | |
| 3. In grades 6-12, students will use Naviance regularly to maintain their Individual Learning Plan (ILP), set short and long-term goals for school, college, and future career goals. Plans will be set to ensure students have time to discuss these goals with teachers, counselors, and mentors. | Evidence:   * Naviance used with fidelity at all grade levels * Goals and plans documented in Naviance * Students have opportunities to discuss these goals and future plans with mentors | Notes: | Cost of Naviance covered by ESSER funds for next 4 years | |
| 4. Revise the current college and career readiness (CCR) tracking system to ensure it is in align with state CCR requirements. Create a systematic approach of tracking students for each piece of college and transition readiness (college and career pathways). | Evidence:   * The revised tracking system * This system used with fidelity to monitor progress toward transition readiness. | Notes: | $0 | |
| **Key Core Work Process 5: Design, Align, and Deliver Support** | 5. CTE teachers will meet on a regular basis with the Transition Readiness Counselor to ensure that all students are in a career pathway and are progressing toward proficiency on the industry cert for that area or the End of Program assessment. | Evidence:   * Meeting notes and agendas * CCR tracking system * Student schedules * Participation in End of Program assessments * Participation in Industry Certification opportunities | Notes: | $0 | |
| 6. Implement a system of supports and monitoring to ensure all students achieve transition readiness. The Transition Readiness counselor and the Career Coach will meet regularly with students to determine career interests and help them set and meet school, college, and career-related goals. | Evidence:   * Documentation of meetings * Transition readiness rates of our students | Notes: | Salaries for Transition Readiness Counselor and Career Coach (District general funds and ESSER funds) | |

## 6: Graduation Rate

| **Goal 6 (Graduation rate goal.):** Maintain a graduation rate above 96%, as measured by the combined 4-5 yr cohorts, through the 2025-26 school year. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1**  Increase the graduation rate from 94.5% to 96% for the 2021-22 school year. | **Key Core Work Process 5: Design, Align, and Deliver Support** | 1. The At–Risk team will develop an Early Warning Tool to identify students who are at risk for credit recovery, failing required courses, and/or are not on track to graduate with their peers. The At-Risk team will meet monthly to discuss students that are potentially at risk and monitor those that are identified as at-risk. | Evidence:   * Early Warning Tool * Notes and tracking from monthly At-Risk team meetings * Graduation rates of at-risk students | Notes: | $0 | |
| 2. Assign adult mentors for each at-risk student to provide assistance for academic deficiencies, flexible scheduling, support in setting and reaching goals. | Evidence:   * Mentor and student meetings * Intervention plans * Students meeting graduation goals | Notes: | $0 | |
| 3. The district Career Counselor and the Transition Readiness Counselor will work directly high school students to explore career and college interests, set goals, determine a graduation plan, and arrange for internship and job opportunities. Both will serve on the At-Risk team to help identity those students who need extra support. | Evidence:   * Mentor and student meetings * Intervention plans * Students meeting graduation goals | Notes | $0 | |