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.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

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.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the district will focus its efforts upon 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 (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal): Increase the proficiency indicator for K-PREP and K-PREP End of Course benchmark assessments from 78.38 to 86.22 at the elementary level, from 75.85 to 83.44 at the middle school level, and from 54.2 to 59.62 at the high school level by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the proficiency indicator for K-PREP and K-PREP End of Course benchmark assessments from 78.38 to 86.22 at the elementary level, from 75.85 to 83.44 at the middle school level, and from 54.2 to 59.62 at the high school level by 2024.	Curriculum Assessment and Alignment - Provide support to principals and teachers in delivering rigorous instruction and assessment systems aligned to the common core standards.	Schools will continue to implement common assessments as unit assessments and/or semester exams and as learning checks to formatively assess student progress towards common core standards in math and reading.	K-Prep, EOC benchmarks and additional measures as determined by KDE new accountability model.		District and Grant Funded
		Teachers will be supported through district professional development by periodic math, and reading and writing cadres. Additional required pd through local content networks are also expectations from participating teachers and principals. Schools participate in specific pd to support initiatives in math and reading instruction.	K-Prep, EOC benchmarks and additional measures as determined by KDE new accountability model.		District and Grant Funded
		Schools will analyze student achievement data for all assessments to determine which standards students need additional support through reteaching, intervention, or individualized instruction. Common assessments, K-PREP, quizzes and exit slips as well as other formative assessments types will be utilized in an intentional manner to provide feedback for instruction.	K-Prep, EOC, benchmarks and additional measures as determined by KDE new accountability model.		District and Grant Funded

Objective 2					

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the separate academic indicator at the elementary level from 71.9 to 79.09. Increase the separate academic indicator at the middle school level from 63.4 to 69.74. Increase the separate academic indicator at the high school level from 66.1 to 72.71 by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the separate academic indicator at the elementary level from 71.9 to 79.09. Increase the separate academic indicator at the middle school level from 63.4 to 69.74. Increase the separate academic indicator at the high school level from 66.1 to 72.71 by 2024.	Curriculum Assessment and Alignment - Provide support to principals and teachers in delivering rigorous instruction and assessment systems aligned to the standards for grade level separate academic indicators.	Best practices in assessment, instruction, identification of gap/at-risk students as well as non-instructional supports for students and appropriate interventions provide support to students to accelerate learning in comparison to peers.	K-Prep, EOC and additional measures as determined by KDE new accountability model.		
		Schools will continue to implement common assessments as unit assessments and/or semester exams and as learning checks in separate academic indicator subjects and formatively assess student progress towards increasing achievement overall.	K-Prep, EOC and additional measures as determined by KDE new accountability model.		
Objective 2					

3: Growth

Goal 3 (State your growth goal.): Increase the student growth indicator at the elementary level from 55.12 to 60.63 and increase the student growth indicator at the middle school level from 51.9 to 57.09 by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the student growth indicator at the elementary level from 55.12 to 60.63 and increase the student growth indicator at the middle school level from 51.9 to 57.09 by 2024.	Data Analysis - Schools will analyze student achievement data for all assessments to determine which standards students need additional support through reteaching, intervention, or individualized instruction.	Schools will be directed to utilize the Novice Reduction for Gap Closure tools provided by KDE and to seek out additional opportunities through coops and other partners to implement strategies to reduce novice performance in identified areas.	K-Prep, EOC and additional measures as determined by KDE new accountability model.		District and Grant Funded
	Common assessments, MAP testing, KPREP, quizzes and exit slips as well as other formative assessments types will be utilized in an intentional manner to provide feedback for instruction.	Schools will identify and target students who are close to moving up in any achievement category and those who fell back during the last testing cycle to work with and prepare for the upcoming assessments.	K-Prep, EOC and additional measures as determined by KDE new accountability model.		
Objective 2					

4: Achievement Gap

Goal 4 (State your achievement gap goal.): Reduce all gap group performance gaps in math and reading by 10% as compared to highest performing group within each category by 2024. No significant gaps were reported in the 2018 KDE release of assessment scores for any school in our district.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reduce all gap group performance gaps in math and reading by 10% as compared to highest performing group within each category by 2024.	Best practices in assessment, instruction, identification of gap/at-risk students as well as non-instructional supports for students and appropriate interventions provide support to students to accelerate learning in comparison to peers.	RTI- Academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Strategies are in place to meet the needs of gifted and talented students district wide.	K-Prep, EOC and additional measures as determined by KDE.		District and Grant Funded
		Monitor at the district and school levels performance of all gap students based upon diagnostic performance reports including K-PREP and EOC Benchmark.	K-Prep, EOC and additional measures as determined by KDE.		District and Grant Funded
		Utilize Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups. Cross reference PtGT results with other forms of data (academic and nonacademic) to determine which students are at immediate risk for failure and require intensive intervention and supports. Identify current supports and structures being used for this student group. Determine who will be responsible for implementation of these activities and how and when student progress will be	K-Prep, EOC and additional measures as determined by KDE.		District and Grant Funded

		evaluated. Collaboration among teaching staff to monitor and assign grades and credits at the high school.			
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the student transition readiness indicator from 77.2 to 84.92 by 2024.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the student transition readiness indicator from 77.2 to 84.92 by 2024.	Align Supports and Resources - Aligning supports and resources to support transition readiness for all students.	Develop, promote, and implement Operation Preparation for 8th and 10th grade students for the purpose of college and career advising.	Transition Readiness Measures as Released by KDE During Accountability Updates and Proposed Graduation Requirements.		
		Provide professional development for middle and high school counselors on the 16 National Career Clusters and KY Career Pathways.	Transition Readiness Measures as Released by KDE During Accountability Updates and Proposed Graduation Requirements.		
		Continue use of tracking system to give immediate feedback to overall numbers of students college ready, career ready, college and career ready, which industry certificates have been achieved and which students are on track for KOSSA certificate completion. This resource will be utilized by counselors, students and parents when making course selections to promote transition readiness.	Transition Readiness Measures as Released by KDE During Accountability Updates and Proposed Graduation Requirements.		
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase the graduation rate from 91.4 % to 97.0% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: Increase the graduation rate from 91.4 % to 97.0% by 2024.	Resources and Support - By reviewing critical indicators for dropout prevention district and school leadership will be intentional in providing academic and nonacademic supports for at risk students. Credit Recovery. Attendance Support.	Utilize Persistence to Graduation Tool in Infinite Campus to identify gap/at-risk student groups. Cross reference PtGT results with other forms of data (academic and nonacademic) to determine which students are at immediate risk for failure and require intensive intervention and supports. Identify current supports and structures being used for this student group. Determine who will be responsible for implementation of these activities and how and when student progress will be evaluated.	Overall graduation rates for both 5-year and 4-year cohorts.		District and Grant Funded	
		Students can take advantage of fully on-line or blended on-line and with an instructor credit recovery programs during the day, after and before school and on Saturdays to recover credits lost in order to continue to progress through high school and graduation with their peers.			District and Grant Funded	
		Truancy prevention programs are utilized at middle schools and high school supported by DPP, local courts, court designated worker. Monitor in-school and out-of-school suspension rates and overall behavior resolutions for high school			District and Grant Funded	

		students.			
Objective 2					

7: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 7 (State your separate goal.):					
Objective 1					
Objective 2					

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI 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. Include in your response information regarding the process for local board review and approval. **Response:**