

## 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 seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

<b>Goal:</b> 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	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 specific federal, state, or local funding source(s) used to support each improvement initiative.

Type	Goal	Objective
State Assessment Results in reading and mathematics	<p>By the end of the 2024-2025 school year, Muhlenberg County Schools will reach the goals for percentage of students scoring Proficient/Distinguished in Reading and Math to the following: Reading Elementary: 53.0% to 58.3% Middle: 53.0% to 58.3% High: 55.0% to 60.5% Math Elementary: 39.0% to 42.9% Middle: 45.0% to 49.5% High: 41.0% to 50.1% (10% increase)</p> <p>To be measured by state assessment results.</p>	<p>By the end of the 2022-2023 school year, Muhlenberg County Schools will reach the goals for percentage of students scoring Proficient [Distinguished in Reading and Math to the following: Reading Elementary: 53.0% to 54.6% Middle: 53.0% to 54.6% High: 55.0% to 56.7% Math Elementary: 39.0% to 40.2% Middle: 45.0% to 46.4% High: 41.0% to 42.0%</p> <p>To be measured by state assessment results</p>
State Assessment Results in science, social studies and writing	<p>By the end of the 2024-2025 school year, Muhlenberg Schools will reach the goals for increase in the percentage of students scoring Proficient/Distinguished in Science, Social Studies and Writing to the following: Science: Elementary school from 29.0% to 32.0% Middle school from 20.0% to 22.0% Social Studies: Elementary school from 50.0% to 55.0% Middle school from 53.0% to 58.3% High school from 40.0% to 44.0% Writing: Elementary school from 37.0% to 41.0% Middle school from 29.0 % to 32.0% High school from 28.0% to 31.0% (10% increase)</p>	<p>By the end of the 2022-2023 school year, Muhlenberg Schools will reach the goals for increase in the percentage of students scoring Proficient/Distinguished in Science, Social Studies and Writing to the following: Science: Science: Elementary school from 29.0% to 30.0% Middle school from 20.0% to 20.5% Social Studies: Elementary school from 50.0% to 52.0% Middle school from 53.0% to 54.3% High school from 40.0% to 41.0% Writing: Elementary school from 37.0% to 38.0% Middle school from 29.0 % to 30.0% High school from 28.0% to 29.0%</p>

Type	Goal	Objective
Achievement Gap	<p>By the end of the 2024-2025 school year, Muhlenberg County Schools will reach the goals for increasing the reading KAS proficiency rate in reading for students with disabilities:</p> <p>elementary will increase from 36.0 % to 52.1% middle school will increase from 18.0% to 41.9% high school will increase from 22.5% to 33.6%.</p> <p>and students who are economically disadvantaged: elementary will increase from 33.0 % to 61.4% middle school will increase from 32.0% to 61.5% high school will increase from 33.3% to 42.8%.</p> <p>By the end of the 2024-2025 school year, Muhlenberg County Schools will reach the goals for increasing the reading KAS proficiency rate in math for students with disabilities: elementary will increase from 26.0 % to 53.2% middle school will increase from 28.0% to 31.1% high school will increase from 30.3% to 33.3%. and students who are economically disadvantaged: elementary will increase from 27.8 % to 30.6% middle school will increase from 28.0% to 48.1% high school will increase from 28.0% to 32.1%.</p> <p>KDE Goals from School Report Card</p>	<p>By the end of the 2022-2023 school year, Muhlenberg County Schools will reach the goals for increasing the reading KAS proficiency rate in reading for students with disabilities:</p> <p>elementary will increase from 36.0 % to 41.1% middle school will increase from 18.0% to 26.9% high school will increase from 22.5% to 36.6%.</p> <p>and students who are economically disadvantaged: elementary will increase from 33.0 % to 43.1% middle school will increase from 32.0% to 41.0% high school will increase from 33.3% to 36.8%.</p> <p>By the end of the 2024-2025 school year, Muhlenberg County Schools will reach the goals for increasing the reading KAS proficiency rate in math for students with disabilities: elementary will increase from 26.0 % to 37.4% middle school will increase from 28.0% to 29.1% high school will increase from 30.3% to 31.3%. and students who are economically disadvantaged: elementary will increase from 27.8 % to 28.6% middle school will increase from 28.0% to 35.1% high school will increase from 28.0% to 29.1%.</p>

Type	Goal	Objective
English Learner Progress	<p>By the end of the 2024-2025 school year, Muhlenberg County Schools will reach the goals for increasing the English Language Proficiency rate:</p> <p>For all English Language Learner Accountable Students from 10.0% to 24.4%.</p>	<p>By the end of the 2022-2023 school year, Muhlenberg County Schools will reach the goals for increasing the English Language Proficiency rate:</p> <p>For all English Language Learner Accountable Students from 10.0% to 14.7%.</p>
Quality of School Climate and Safety	<p>By the end of the 2024-2025 school year, Muhlenberg County Schools will increase the overall results at the elementary level from High to Very High at the middle school level from high to very high and at the high school level from medium to very high as measured by the Kentucky Assessment System for School Accountability.</p>	<p>By the end of the 2022-2023 school year, Muhlenberg County Schools will increase the overall results at the elementary level from High to Very High at the middle school level from high to very high and at the high school level from medium to high as measured by the Kentucky Assessment System for School Accountability.</p>

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Type	Goal	Objective
Postsecondary Readiness	By the end of the 2024-2025 school year, Muhlenberg County Schools will increase the percentage of students who are Postsecondary Ready from Medium to Very High as measured by the Kentucky Assessment System for School Accountability.	By the end of the 2022-2023 school year, Muhlenberg County Schools will increase the percentage of students who are Postsecondary Ready from Medium to High as measured by the Kentucky Assessment System for School Accountability.
Graduation Rate	<p>By the end of the 2024-2025 school year, Muhlenberg County Schools will increase the cohort graduation rate from 87.0% to 90.2%.</p> <p>To be measured by state accountability measures.</p>	<p>By the end of the 2022-2023 school year, Muhlenberg County Schools will increase the cohort graduation rate from 87.0% to 88.1%.</p> <p>To be measured by state accountability measures.</p>



KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Proficiency Separate Academic Indicator Growth Gap Transition Graduation Rate	Continue to grow and develop highly effective Muhlenberg County educators	<p>Professional development opportunities will be provided that focus on instructional strategies to meet the needs of economically disadvantaged, students with special needs, and intervention students.</p> <p>School visits will be scheduled for two additional schools to see evidence of project based learning and passion projects in the classroom.</p> <p>School and district walkthroughs will be completed to monitor the use of effective instructional strategies and project based learning activities tied to the state standards.</p>	<p>PD sign in sheets</p> <p>PLC agenda/minutes</p> <p>completed school/district visits</p> <p>walkthrough reports</p>		<p>\$50,000.00</p> <p>Title 1</p> <p>Title 11</p> <p>Title V</p> <p>District GF</p>



KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		<p>The district curriculum team will facilitate a new teacher group that will meet 4 times during the school year to provide support in the areas of instructional strategies, intervention process and strategies, and other areas of need identified by the new teachers to ensure effective teaching for all students.</p> <p>School and district PLC meetings will be used to discuss math common assessment results, instructional and intervention strategies connected to the priority standards.</p> <p>District grade level/content level teams will share examples of effective ways to implement student self-assessment and goal setting around</p>	<p>Meeting Agendas completed survey to determine effectiveness of program for new teachers</p> <p>completed district plc meeting minutes</p> <p>PLC minutes noting shared examples of student self-assessment and goal setting documents</p>		

KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		priority reading standards.			
Proficiency Separate Academic Indicator Growth Gap	Prepare all Muhlenberg County learners for successful transition focusing on kindergarten	School and district PLC meetings will focus on training and resources provided on the kystandards.org website	PLC agenda and minutes		\$50,000.00 Title 1 Title 11 Title V District GF

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Transition Graduation Rate	readiness and transitions to middle grades, high school and postsecondary.	to ensure effective alignment of instructional strategies and assessments to the intent of the Kentucky Academic Standards in all areas.			
		Training and support on project based learning opportunities will continue to be provided to all teachers.	PLC minutes		
		Teachers at all grade levels will create and implement a PBL learning activity that will focus on grade level science standards as well as real world issues. PBL/Science learning activity and student work will be shared during district PLC meetings.	PBL Plans		
		Teachers at all grade levels will connect writing prompts with real world	Student writing samples		

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		<p>interests/situations during PBL learning activities at least once each nine weeks.</p> <p>Above writing prompts/PBL learning activities and student writing samples will be shared at district grade level/content area PLC meeting at least once each semester.</p> <p>The District RTI team will review/revise the current RTI plan.</p> <p>District personnel will train all schools on the new RTI Plan to understand how teachers/schools will use the plan to provide interventions for struggling students.</p> <p>District will provide professional development focused on meeting the needs of economically</p>	<p>PLC minutes</p> <p>PLC minutes</p> <p>Writing common assessments</p> <p>sign in sheets</p> <p>training sign in sheets</p> <p>PD sign in sheets</p>		

KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		disadvantaged, special education and intervention students.  School level PBIS teams will analyze Tier I survey results to determine areas for improvement in the school implementation of PBIS School level PBIS teams will create a plan of action for those areas of improvement.  School level and district level PBIS teams will continue to meet regularly throughout the school year to review progress of implementation and next steps.  District representatives will attend all school PBIS team meetings.  District staff will evaluate the Tier I Supports and introduce	Training sign in sheets PBIS Team minutes      PBIS team plan of action      PBIS Team minutes      Team meeting sign in sheets   Screener results		

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		<p>the universal behavior screener (Student Risk Screening Scale – Internalizing &amp; Externalizing SRSS-IE). Screener will be completed each time STAR is administered during district assessment windows.</p> <p>Special education staff will participate in an online pd book study/discussion forum focused on the book, High-Leverage Practices in Special Education. Special education staff will use the practices learned from the above book study in resource and/or collaborative settings when working with students with disabilities.</p> <p>Special education teachers will participate in a training focused on the co-teaching method.</p>	<p>PD sign in sheets Discussion forum participation</p> <p>Classroom observations</p> <p>Lesson Plan notations</p> <p>PD sign in sheets</p> <p>PD sign in sheets</p>		

KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		<p>General education teachers and special education teachers who work together in a collaborative setting will participate in a co-teaching training provided by WKEC.</p> <p>The district learner-centered design team will work to create the Muhlenberg County graduate profile and share this with all stakeholders.</p> <p>Continued training will be provided to all teachers regarding project based learning, passion projects and performance based assessments.</p> <p>Grade level/content level teams will identify age/grade level competencies tied to each of the Graduate Profile Characteristics.</p>	<p>team meeting notes sign in sheets</p> <p>PLC minutes</p> <p>Competencies lists</p>		

KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		<p>Grade level/content level teams will create age/grade level rubrics for each of the Graduate Profile Characteristics.</p> <p>Grade level teams at each school will identify project based learning activities, passion projects and/or performance based assessments that will be used to determine student achievement of graduate profile expectations. Graduate Profile Characteristics will be added to report cards to communicate student’s progress toward mastery of these characteristics.</p> <p>Presentation of Learning/Defense of Learning Nights will be held at all schools at least twice during the school year to allow students to share their</p>	<p>Grade level rubrics listing of activities, projects and assessments connected to graduate profile expectations</p> <p>Presentation of Learning nights – dates, pictures</p>		



KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
Transition Graduation Rate	Prepare all Muhlenberg County learners for successful transition to post secondary and career opportunities.	Mastery of learning, PBL or passion project work to parents and community.			
		All high school students, in collaboration with a teacher, counselor or administrator will create a plan of action for choosing a career pathway and being college and/or career ready by the end of their senior year.	Student plan of action for all high school students		
		District and school administrators will work to build a group of community partners who will provide internship opportunities to high school students in order to allow them to practice skills needed for college/career success.	Increased number of intern opportunities  PLC meeting minutes		

KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		<p>High school administrators and guidance counselors will review the Early Warning Report and/or Persistence to Graduation Report with teachers to help them identify students who are at risk to not graduate.</p> <p>District Personnel, teachers and administrators, as a committee, will create a plan of action for graduation of those students identified on the Early Warning Report.</p> <p>A committee consisting of district personnel, administrators and counselors will meet 4 times during the year (before school starts, after Fall Break, after Winter Break and after Spring Break) to monitor</p>	<p>completed plans for at risk students</p> <p>Meeting dates</p> <p>Meeting notes</p>		

KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		<p>success or revision of plans for students who are at risk to not graduate.</p> <p>Grade level and graduate profile characteristics will be published to the parents and community and parent/community training will be provided around these characteristics.</p> <p>District and school administrators will work to build a group of community partners who will provide internship opportunities to high school seniors in order to allow students to practice skills needed for college/career success. District and school administrators will work to broaden the use of internships for high school juniors as well as seniors.</p>	<p>published characteristics training dates and sign in sheets</p> <p>Internship lists showing businesses and students</p>		

KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		District and school administrators, as well as community representatives will review the programs provided at the Muhlenberg Career and Technical Center to determine areas of strength and areas of need.	Meeting minutes noting next steps		
		All high school students in collaboration with a teacher, counselor or administrator will create a plan of action for choosing a career pathway and being college and/or career ready by their senior year.	A completed plan of action for each student		
		Assigned teachers, counselors or administrators will check in with each high school student regarding their progress on their action plan/career pathway at	Meeting notes with students		

KDE Goal	District Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring	Funding
		least twice during the school year.			

**Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools**

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b> Working with the Meade County Close the Gap Initiative our TSI school leadership, district Special Education and Instructional Supervision team and with support by district leadership plans are developing to address priority scheduling of special education students and train teachers in highly effective collaborative teaching. Ongoing support, site visits, school visits, follow up zoom planning and implementation are occurring to help meet the needs of all of our students and those in the targeted areas for improvement.</p>