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 the 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.

1: Proficiency Goal

Goal 1: *Increase the average reading KPREP proficiency scores for elementary students from 57.9% to 67.5; from 60.9% to 69.8% at the middle school; and from 42.9% to 55.9% at the high school by 2024 sy.*

    Increase the average math KPREP proficiency scores for elementary students from 49.8% to 61.2%; from 55% to 65.2% at the middle school; and from 39.4% to 53.2% at the high school by 2024 sy.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *Increase the reading proficiency of all students in elementary from 57.9% to 59.8; in MS from 60.9% to 62.7% in HS from 42.9% to 45.5% by 2020 sy.* **Objective 2** *Increase math proficiency of all students in elementary from 49.8% to 52.1%; in MS from 55% to 57%; in HS from 39.4% to 42.2 by 2020 sy.*	*KCWP1: Design and Deploy Standards* *KCWP2: Design and Deliver Instruction* *KCWP3: Design and Deliver Assessment Literacy* *KCWP5: Design, Align and Deliver Support*	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Increase collaboration in deconstructing standards and developing congruent learning progressions and success criteria at both the school and district level. Based on assessment data and recommendations gathered from classroom teachers, standards will be clarified/deconstructed within the pacing guides to ensure instruction and tasks are rigorous and aligned to standards.*	*Revised documents made available on CSI website and in Team Drives*		*District PD funds*
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. A district-wide elementary focus group will continue to refine the Foundational Reading Block, Comprehension Reading Block, and Math Block to ensure all students are performing on or near grade-level by the end of third grade.	*Revised Foundational Reading Block Plan* *Comprehension Block Plan* *Math Block Plan* *Minutes from planning team meetings* *Fluency Checks & Screen Data*		*No additional funds required*
		Ensure congruency is present between standards, learning targets, and assessment measures. Learning targets that are congruent to standards will be developed and communicated throughout daily instruction to help students monitor their own learning and to guide daily assessments.	*Classroom observation data* *Lesson plans* *PLC minutes*		*No additional funds required*
		Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). Create formative assessments aligned to standards/learning targets to inform instruction.	*Lesson Plans* *Classroom Observations*		*No additional funds required*
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. In order to ensure that curriculum is implemented using instructional best practices, including Explicit Instruction, the district will seek out	*Record of professional learning activities*		*District PD funds* *School Title I funds*

		professional learning opportunities to support this endeavor and when possible fund enrollment of representatives from each school.			

2: Separate Academic Indicator

Goal 2: *Increase the average science KPREP proficiency scores for elementary students from 37.3% to 51.6%; from 25% to 42% at the middle school; and from 26.9% to 43.5% at the high school by 2024 sy.*
Increase the average social studies KPREP proficiency scores for elementary students from 44.8% to 57.3%; and from 70.4% to 77.1% at the middle school by 2024 sy.
Increase the average writing KPREP proficiency scores for elementary students from 56.6% to 66.5%; from 43.6% to 56.4% at the middle school; and from 64.6% to 72.6% at the high school by 2024 sy.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *Increase the science proficiency of all students in elementary from 37.3% to 40.2% ; in MS from 25% to 28.4% ; in HS from 26.9% to 30.2% by 2020 sy.* **Objective 2** *Increase the social studies proficiency of all students in elementary from 44.8% to 47.3% ; in MS from 70.4% to 71.7% by 2020 sy.* **Objective 3** *Increase the writing proficiency of all students in elementary from 56.6% to 58.6% ; in MS from 43.6% to 46.2% ; in HS from 64.6% to 66.2% by 2020 sy.*	*KCWP1: Design and Deploy Standards* *KCWP2: Design and Deliver Instruction* *KCWP3: Design and Deliver Assessment Literacy* *KCWP5: Design, Align and Deliver Support*	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Increase collaboration in deconstructing standards and developing congruent learning progressions and success criteria at both the school and district level. Based on assessment data and recommendations gathered from classroom teachers, standards will be clarified/deconstructed within the pacing guides to ensure instruction and tasks are rigorous and aligned to standards.*	*Revised documents made available on CSI website and in Team Drives*		*District PD funds*
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Design Inquiry based lessons in both Science and Social Studies.	*Classroom observation data Lesson plans PLC minutes*		*No additional funds required*
		Ensure congruency is present between standards, learning targets, and assessment measures. Learning targets that are congruent to standards will be developed and communicated throughout daily instruction to help students monitor their own learning and to guide daily assessments.	*Classroom observation data Lesson plans PLC minutes*		*No additional funds required*
		Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). Create formative assessments aligned to standards/learning targets to inform instruction.	*Classroom observation data Lesson plans PLC minutes*		*No additional funds required*
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. In order to ensure that curriculum is implemented using instructional best practices, including Inquiry Based Learning,	*Record of professional learning activities*		

		the district will seek out professional learning opportunities to support this endeavor and when possible fund enrollment of representatives from each school. 4/5th grade science teachers will participate in BSCS STeLLA grant. PLCs will utilize KYStandards.org Professional Learning Modules and Assignment Review Protocols.			

3: Growth

Goal 3 Increase the average percentage of students who grow one or more levels on the reading KPREP in elementary from 24.5 in 2019 to 43.5 in 2024 and in middle school from 69.6% in 2019 to 74.8% in 2024.
Increase the average percentage of students who grow one or more levels on the math KPREP in elementary from 23.8 in 2019 to 42.8 in 2024 and in middle school from 75.3% in 2019 to 80.5% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the average percentage of students who grow one or more levels on the reading KPREP in elementary from 24.5% in 2019 to 28.3% in 2020 and in middle school from 69.6 % in 2019 to 70.9% in 2020. **Objective 2** Increase the average percentage of students who grow one or more levels on the math KPREP in elementary from 23.8% in 2019 to 27.6% in 2020 and in middle school from 75.3% in 2019 to 76.6% in 2020.	KCWP2: Design and Deliver Instruction KCWP4: Review, Analyze and Apply Data	Implement data teaming methodologies… Intentional PLC time will be devoted to analyzing common formative assessments as well as benchmark assessment data following the Data Team 5-step process. Teams will analyze their data to determine next steps in instruction and monitor students' progress towards mastery of standards.	District staff will visit data teams and consult with principal in order to monitor gains made from pre- to post-assessment data. Frequency of data team meetings will be monitored by school leadership.		No additional funds required
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Continue to "fine tune" the RTI/KSI block to ensure all students are growing and receiving personalized instruction.	RTI PLC minutes RTI schedule		No additional funds required

4: Achievement Gap

Goal 4 *Increase the average reading proficiency scores of students with disabilities in elementary school from 29.9% to 45.8%; in Middle School from 26% to 42.8% ; in High School from 3.4% to 25.4% by 2024.*
Increase the average math proficiency scores of students with disabilities in elementary school from 19.4% to 37.7%; in Middle School from 18.3% to 36.9%; in High School from 4.5 to 26.2% by 2024.
Increase the average reading proficiency scores of economically disadvantaged students in elementary school from 53.0% to 63.7%; in Middle School from 54% to 64.5%; in High School from 35.1% to 49.9% by 2024.
Increase the average math proficiency scores of economically disadvantaged students in elementary school from 42.8% to 55.8%; in Middle School from 47% to 59%; in High School from 32.1% to 47.5% by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *Increase the average reading proficiency scores of students with disabilities in elementary school from 29.9% to 45.8%; in Middle School from 26% to 29.4% ; in High School from 3.4% to 7.8% by 2020.* *Increase the average math proficiency scores of students with disabilities in elementary school from 19.4% to 23.1%; in Middle School from 18.3% to 22%; in High School from 4.5% to 8.8% by 2020.*	*KCWP1: Design and Deploy Standards* *KCWP2: Design and Deliver Instruction* *KCWP3: Design and Deliver Assessment Literacy* *KCWP4: Review, Analyze, Apply Data Results* *KCWP5: Design, Align and Deliver Support*	*Ensure that all users of assessments data use information to benefit student learning. in order to make sure that content is reaching all students, assessment data should be reviewed with stakeholders to determine not only content success, but what research based strategies have been implemented and were successful.*	*PLC Minutes* *Lesson plans*		*No additional funds required*
		Ensure that communication guides instructional planning Using data of students with disabilities, determine what instructional strategies work for specific students and how to further implement these strategies for success.	*PLC Minutes*		*No additional funds required*
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Training will be provided for regular education and special education teachers in high yield strategies and best practices to allow them to make changes in instruction. A leadership group will meet at the district level to determine what strategies are most beneficial. (see below) Training will be focused on a variety of topics including how to modify assignments and assessments without changing the content and a variety of previously unused ways to accommodate students per their IEPs.	*Record of Professional Learning activities* *Lesson plans with evidence of new strategies* *Data from Data Teams showing improvement and growth*		*>$5,000 for training materials, books, etc.*
		Ensure item analysis methods are occuring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. In order to determine if efforts to make a more inclusive environment for all students are successful, individual special education student data will be reviewed to determine if a change in instructional strategies are needed.	*PLC minutes* *Data Team minutes/logs* *Classroom observation data*		*No additional funds required*
		Plan strategically in the selection of high yield instructional strategy usage within lessons. Once the Leadership group determines the needed high yield strategies for their schools, teachers will be trained and	*Lesson plans* *Record of professional learning activities*		

		will show proof of implementation of specific high yield through PLCs and lesson plans. These lesson plans will be shared by both the regular education and special education teachers.			
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Teachers and students alike will know the success criteria and students will be able to evaluate where they are in their learning. Special education teachers will work with the students to find the best instructional strategy to understand the content they have not mastered.	*Data from data teams Collaborative Lesson plans with Regular education and Special education teachers. Specific strategies used.*		*No additional funds required*
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Implementing this will prompt and ensure that both regular and special education teachers communicate and work together in a multitude of ways to provide that ALL students are given a variety of researched based opportunities allowing success.	*Lesson plans Data from data teams Communication concerning lessons and specific teaching practices.*		*No additional funds required*
		Assure consideration and addressment of non-academic barriers to learning. When disabled students are not successful based on criteria determined by the leadership group, a teacher with a relationship with the student will determine if there are non-academic barriers for the student and assist them in getting help from the appropriate personnel (ie: FRYSC)	*PLC meeting minutes FRYSC reporting*		*No additional funds required*

		Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying of the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline (30-60-90 day planning) and defining timelines for communication updates AND Ensure a 30-60-90 day plan and monitoring tool are developed and implemented for determination of program and initiative effectiveness, incorporating data measures such as a faculty/staff surveys, leadership observations and evaluations, Quality Tool data and other formal and informal data sources. As previously mentioned- A district level leadership team will meet to work on a continuous improvement plan with a focus on improving the gap closure creating a 30-60-90 day plan along with a plan for monitoring. These plans will include a plan for determining teacher needs, teacher training, research of research based high-yield strategies. The team will evaluate the current state and determine a plan for the desired state, which is closing the gap.	*30-60-90 day plan completed with monthly follow up with the leadership team for the first 3 months, then determined how often meetings will be needed.*		*>$1,000 for materials and training*
Objective 2 *Increase the average reading proficiency scores of economically disadvantaged students in elementary school from 53.0% to 55.1% ; in Middle School from 54% to 56.1%; in High School from 35.1% to 38.1% by 2020.* *Increase the average math proficiency scores of economically disadvantaged students in elementary school from 42.8% to 45.4%; in Middle School from 47% to 49.4%; in High School from 32.1 to 35.2% by 2020.*	*KCWP1: Design and Deploy Standards* *KCWP2: Design and Deliver Instruction* *KCWP3: Design and Deliver Assessment Literacy* *KCWP5: Design, Align and Deliver Support*	*Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Increase collaboration in deconstructing standards and developing congruent learning progressions and success criteria at both the school and district level. Based on assessment data and recommendations gathered from classroom teachers, standards will be clarified/deconstructed within the pacing guides to ensure instruction and tasks are rigorous and aligned to standards.*	*Revised documents made available on CSI website and in Team Drives*		*District PD funds*
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Design Inquiry based lessons in both Science and Social Studies.	*Classroom observation data* *Lesson plans* *PLC minutes*		*No additional funds required*
		Ensure congruency is present between standards, learning targets, and assessment measures. Learning targets that are congruent to standards will be developed and communicated throughout daily instruction to help students monitor their own learning and to guide daily assessments.	*Classroom observation data* *Lesson plans* *PLC minutes*		*No additional funds required*
		Ensure formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During, and After). Create formative assessments	*Classroom observation data* *Lesson plans*		*No additional funds required*

		aligned to standards/learning targets to inform instruction.	*PLC minutes*		
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. In order to ensure that curriculum is implemented using instructional best practices, including Inquiry Based Learning, the district will seek out professional learning opportunities to support this endeavor and when possible fund enrollment of representatives from each school. 4/5th grade science teachers will participate in BSCS STeLLA grant. PLCs will utilize KYStandards.org Professional Learning Modules and Assignment Review Protocols.	*Record of professional learning activities*		

5: Transition Readiness

Goal 5: *Increase the transition rate of students from 62.3 to 70 by 2024*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *Increase the transition rate of students from 62.3 to 63.8 by 2020.*	*KCWP 5: Design, Align and Deliver Support*	*Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.* *GCHS will increase flexible scheduling to allow students to take more CCR classes.* *Utilize CAT time to go over pathways and advise students on which pathway to enter.* *Increase the TRACK pathway options to increase opportunity and flexibility for students.* *Continue and increase the participation of students in GCHS shadowing program.*	*Each trimester administrators, CTE departments, advisory teachers, and counselors will review schedules and advise students toward career pathway classes.*		*No additional funds required*
	KCWP 4: Review, Analyze, and Apply Data	*Develop a tracking system to monitor student achievement for transition readiness.*	*Utilize the spreadsheet for early graduates, scheduling, and curriculum decisions. Monitored by school and district administration.*		*No additional funds required*
Objective 2					

Goal 6: *Increase the average 4 and 5 year graduation rate from 91.7% to 92.5% by 2024.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the 4 year graduation rate from 89.6% to 89.8% by 2020.	KCWP 5: Design, Align and Deliver Support	*Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.*	*Run the report and share with the entire administration so students who are on the list are identified and known. Find solutions for barriers in relation to each students meeting their intended graduation target.*		*No additional funds required*
Objective 2: *Increase our 5 year graduation rate from 93.7% to 93.8% by 2020.*	KCWP 5: Design, Align and Deliver Support	*Utilization of credit recovery rooms at GCHS and AEC for students behind in meeting their targeted graduation date.*	*Monitor/analyze Edgenuity for progress monitoring on students and find solutions that meet the individual needs of the identified students.*		*No additional funds required*