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

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Explanations/Directions

Goal: Increase the percentage of students scoring proficient by in reading a					
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 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 specific federal, state, or local funding source(s) used to support each improvement initiative.

1: State Assessment Results in reading and mathematics

Goal 1: Increase the percentage of students scoring proficient/distinguished by 30% in the areas of reading and math on the Kentucky Summative Assessment by 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the overall number of students scoring proficient and distinguished by 10% in reading and math for Jenkins Independent School by the 2023 school year.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Reading and Mathematics.	Develop a framework to ensure an aligned instructional system.	Coherent View of Learning, Instructional Expectations and Lesson Design has been established.	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	ESSER -$3800
		Establish a district-wide process to ensure a guaranteed and viable curriculum for reading and math aligned to Kentucky Academic Standards including learning intentions and success criteria and paced with accuracy (including aligned assessments) by instructional staff.	Curriculum documents for reading and math in all grade levels (Mapping, pacing guides, units of study including assessments). Professional Learning Plan includes targeted, job-embedded learning opportunities for KAS modules, high yield strategies, Clarity for Learning and curriculum implementation for all instructional staff.		
		Develop and communicate expectations for curriculum meetings to review the alignment between standards, learning targets and assessment measures.	Implementation of collaborative curriculum/instruction meetings.		
		Establish a district-wide process for PLC using DuFour's model and introducing Plan, Do, Study, Act (PDSA) as a model. The process will consist of the following components: 1. Congruence between standards, learning intentions, success criteria, activities, and assessment 2. Collaborative planning for high fidelity instructional delivery of the standards 3. Item analysis to evaluate instructional effectiveness 4. Collaborative learning/planning to ensure curricular alignment reviews are an ongoing action based on assessment data.	PLC protocols developed to ensure systemic analysis of student mastery of standards and readjustment of curriculum, using assessment data.		ESSER-$400

2: **State Assessment Results in science, social studies and writing**

Goal 2: Increase the percentage of students scoring proficient/distinguished by 30% in the areas of science, social studies and writing on the Kentucky Summative Assessment by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the overall number of students scoring proficient and distinguished by 10% in science, social studies, and writing for Jenkins Independent School by the 2023 school year.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in science, social studies, and writing.	Develop a framework to ensure an aligned instructional system.

Establish a district-wide process to ensure a guaranteed and viable curriculum for reading and math aligned to Kentucky Academic Standards including learning intentions and success criteria and paced with accuracy (including aligned assessments) by instructional staff.

Develop and communicate expectations for curriculum meetings to review the alignment between standards, learning targets and assessment measures.

Establish a district-wide process for PLC using DuFour's model and introducing Plan, Do, Study, Act (PDSA) as a model.
The process will consist of the following components:
1. Congruence between standards, learning intentions, success criteria, activities, and assessment
2. Collaborative planning for high fidelity instructional delivery of the standards
3. Item analysis to evaluate instructional effectiveness
4. Collaborative learning/planning to ensure curricular alignment reviews are an ongoing action based on assessment data.

Create a district literacy plan. | Coherent View of Learning, Instructional Expectations and Lesson Design has been established.

Curriculum documents for reading and math in all grade levels. (Mapping, pacing guides, units of study including assessments)

Implementation of curriculum/instruction meetings.

PLC protocols developed to ensure systemic analysis of student mastery of standards and readjustment of curriculum, using assessment data.

Professional Learning Plan includes targeted, job-embedded learning opportunities for KAS modules, high yield strategies, Clarity for Learning and curriculum implementation for all instructional staff.

Deploy the district literacy plan. | 30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings. | ESSER-$3800 (Included in goal 1)

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Updated May 2022

3: 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 At the elementary level, we will increase the percentage of students in the gap group scoring proficient and distinguished in reading and math by 11.5%. At the middle school level, we will increase the percentage of students in the gap group scoring proficient and distinguished in reading and math by 12%. At the elementary level, we will increase the percentage of students in the gap group scoring proficient and distinguished in reading and math by 17%.	Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in Reading and Mathematics instruction, based on Kentucky Academic Standards.	Adopt a systems approach to continuous school improvement. Ensure the development and implementation of a lesson design that is inclusive of the five areas of Clarity for Learning. Develop a system for district-wide instructional monitoring to ensure all students receive high quality core instruction. Provide professional learning to support differentiation of instruction and to use data to make instructional decisions. Develop a protocol to monitor and document tiered movement and instructional next steps.	District leadership participates in School Improvement for Performance Excellence training. A lesson design process has been developed and implemented. District walkthrough schedule has been created and implemented. Walkthrough tool designed and developed to align with Clarity for Learning. Deploy and monitor impact of PD. Implement the protocol for tiered intervention. Implement Envision Math district-wide and provide regular feedback on implementation. Identify and adopt a high quality instructional resource for ELA.	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	Title I $2,000

4: English Learner Progress

Goal 4: The district does not have EL students at this time.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 The district does not have EL students at this time.					

5: **Quality of School Climate and Safety**

Goal 5: Increase the performance rating at each level (elementary, middle, and high) by 10 index points.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the performance rating of each elementary, middle, and high school by 3.3 index points.	Develop a systematic approach for the design and deployment of standards in order to ensure the creation of an environment in which students learn and the support they are offered meets their individual needs.	Collectively review and revise the vision and mission statements that reflect core values of the school and support academic achievement for all students. Ensure the implementation of Lion's Quest social emotional learning program. Ensure the expectations of students are clearly defined, and that group norms have been established within the school.	Vision and mission statements reviewed with revisions as necessary. Schedule for implementation of Lion's Quest SEL program. Positive Behavior Intervention and Supports (PBIS) expectations are defined. Display signage in both buildings with key concepts of PBIS.	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	

6: Postsecondary Readiness

Goal 6 : Increase the percentage of students identified as postsecondary ready by 30%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the overall number of students identified as postsecondary ready by 10% for Jenkins Independent School by the 2023 school year.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards and/or pathway program standards at appropriate levels of rigor.	Develop a protocol to support student success with post-secondary readiness. Align the roles and responsibilities of staff (i.e., district, school, Gear-Up, OneGoal) to increase student opportunities to achieve post-secondary readiness.	CTE protocol Post-secondary readiness tracking spreadsheet Roles and responsibilities established.	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	

Goal 7: Increase the percent of graduation from 90% to 97 % cohort by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of graduation from 90% to 93% for Jenkins Independent School by the 2023 school year.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards and/or pathway program standards at appropriate levels of rigor.	Establish a protocol to utilize the Student Performance Monitoring Report (SPMR) to identify students who are at-risk of dropping out. Maintain a "watch list" for tracking 1. academic readiness to meet graduation requirements using PtG toolkit; 2. transition readiness for success at the next level including EOPs and Industry Certifications in Career and Technical Education. Develop a process to include Check and Connect to reduce barriers for students who are at-risk of dropping out.	Protocol for SPMR analysis Tracking spreadsheet Check and Connect process	30-60-90 day plans will be monitored and updated monthly by district leadership teams during regularly scheduled district leadership meetings.	

8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

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
Consider: 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.   **Response:**