

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.

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, Baldrige, etc.*).

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

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 listed above 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 funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency

<p>Goal 1 (State your proficiency goal.):</p> <p>Due to learning loss with COVID, we are focusing on a one year goal:</p> <ul style="list-style-type: none">● Decrease Novice by 25%● Increase Proficiency by 25% with a minimum of 25% proficiency					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Lee County Elementary:</p> <p><u>Reading:</u></p> <ul style="list-style-type: none">● Decrease novice from 42.2% to 31.65%● Increase proficiency from 30.7% to 38.375% <p><u>Math:</u></p> <ul style="list-style-type: none">● Decrease Novice from 31.8% to 23.85%● Increase Proficiency from 22.9% to 28.625%	<p>KCWP # 2 - Design and Deliver Instruction</p> <ul style="list-style-type: none">● Develop systems that meet the Tier I educational needs of all students.● Develop/implement processes that measure teachers’ instructional effectiveness based on student data.● Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement	<p><u>Math</u></p> <ul style="list-style-type: none">● Use of manipulatives to build understanding and foundations● Incorporate Math Practices through Problem Solving/Thinking Tasks (Number Talks, Steve Wyborney resources, Rigorous Questioning)● Engage NY with fidelity● Symphony Math● Flashbacks of previously covered standards (can do this with Prodigy, bellringers, etc.) <p><u>Reading:</u></p> <ul style="list-style-type: none">● Reading Groups● Implementing the following curriculum with fidelity<ul style="list-style-type: none">○ Heggerty Phonics○ Reading Horizons○ Reading Street○ Pioneer Valley● Collaboration (SPED, ESS, RTA, MAF, and resource teacher.)● Mini-Lessons that are aligned to grade level standards● Lexia	<ul style="list-style-type: none">● Benchmark Assessments● Profile Sheets● STAR Assessment Data● Data Notebooks	<ul style="list-style-type: none">● Assessment Data (STAR and Benchmark)● Student Profile Sheets● Data Notebooks● PLC’s● Walkthroughs	<ul style="list-style-type: none">● ESSER● Section 6● ESS Funds
	<p>KCWP # 3 - Design and Deliver Assessment Literacy</p> <ul style="list-style-type: none">● We will lead the next level of leaders in using data for actionable next steps.● Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards.	<ul style="list-style-type: none">● RTI /ESS Daywaiver and Afterschool● Math intervention w/ Mrs. Begley● Reading intervention w/Mrs. Johnson● Transition Rooms addressing student needs● Collaboration● STAR Math/Reading● Profile Sheets● Benchmark Tests● Striving for 80% at 80%● Assessment Notebooks● Data Analysis PLC’s every other week● Walk-to-Rti	<ul style="list-style-type: none">● Benchmark Assessments● Profile Sheets● STAR Assessment Data● Data Notebooks	<ul style="list-style-type: none">● Assessment Data (STAR and Benchmark)● Student Profile Sheets● Data Notebooks● PLC’s● Walkthroughs	<ul style="list-style-type: none">● ESSER● Section 6● ESS Funds

Updated Nov 2021

[illegible]

Updated Nov 2021

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

Due to learning loss with COVID, we are focusing on a one year goal:

- Decrease Novice by 25%
- Increase Proficiency by 25% with a minimum of 25% proficiency

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Lee County Elementary: <u>Science:</u> <ul style="list-style-type: none"> Decrease novice from 21.1% to 15.823% Increase proficiency from 25.4% to 31.75% <u>Social Studies</u> <ul style="list-style-type: none"> Decrease Novice from 10.53% to 10% Increase Proficiency from 50.88% to 55.7% <u>On-Demand Writing:</u> <ul style="list-style-type: none"> Decrease Novice from 22.2% to 16.65% Increase Proficiency from 19.3% to 25% 	KCWP # 2 - Design and Deliver Instruction <ul style="list-style-type: none"> Develop systems that meet the Tier I educational needs of all students. Develop/implement processes that measure teachers' instructional effectiveness based on student data. Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement 	<u>Writing:</u> <ul style="list-style-type: none"> Implement Grade Level Graphic Organizers Writing Rubrics Teach the writing process modeling Incorporating writing into all other content areas. Use the MAPS strategy to break down a writing prompt. <u>Social Studies:</u> <ul style="list-style-type: none"> Implement new social studies book with fidelity Use Study Island Implement 180 days of Social Studies Bellringers and Flashbacks Inquiry-Based lessons <u>Science</u> <ul style="list-style-type: none"> Implement new science curriculum with fidelity 180 days of Science Bellringers and Flashbacks Inquiry-Based lessons TCT as summative assessments. 	<ul style="list-style-type: none"> Benchmark Assessments Profile Sheets Data Notebooks 	<ul style="list-style-type: none"> Assessment Data (Benchmark) Student Profile Sheets Data Notebooks PLC's Walkthroughs 	<ul style="list-style-type: none"> ESSER Section 6 ESS Funds
	KCWP # 3 - Design and Deliver Assessment Literacy <ul style="list-style-type: none"> We will lead the next level of leaders in using data for actionable next steps. Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards. 	<ul style="list-style-type: none"> RTI /ESS Daywaiver and Afterschool Transition Rooms addressing student needs Collaboration Profile Sheets Benchmark Tests Striving for 80% at 80% Assessment Notebooks Data Analysis PLC's every other week Walk-to-Rti ESS Daywaiver 	<ul style="list-style-type: none"> Benchmark Assessments Profile Sheets Data Notebooks 	<ul style="list-style-type: none"> Assessment Data (Benchmark) Student Profile Sheets Data Notebooks PLC's Walkthroughs 	<ul style="list-style-type: none"> ESSER Section 6 ESS Funds
Lee County Middle High Grades 6-8: <u>Science:</u> <ul style="list-style-type: none"> Decrease novice from 41.5% to 31.125% Increase proficiency from 13.2% to 25% <u>Social Studies</u>	KCWP # 2 - Design and Deliver Instruction <ul style="list-style-type: none"> Develop systems that meet the Tier I educational needs of all students. Develop/implement processes that measure teachers' instructional effectiveness based on student data. 	High Yield Strategies <ul style="list-style-type: none"> Cooperative Groups Kagan Strategies Hands on/Inquiry based lessons Productive Struggle Strong Tier 1 Instruction <ul style="list-style-type: none"> Reading Strategies across all content areas 	<ul style="list-style-type: none"> Backward Design Units Walkthrough Observations CEP 	<ul style="list-style-type: none"> Backward Design Unit Review Analysis and feedback of Walkthrough Data CEP 	<ul style="list-style-type: none"> ESSER Gear-UP

Updated Nov 2021

<ul style="list-style-type: none">Decrease Novice from 11.9% to 10%Increase Proficiency from 40.48% to 47.4% <u>On-Demand Writing:</u> <ul style="list-style-type: none">Decrease Novice from 11.8% to 8.85%Increase Proficiency from 66.2% to 82.75% Lee County Middle High Grades 9-12: <u>Science:</u> <ul style="list-style-type: none">Decrease novice from 27.3% to 20.475%Increase proficiency from 16.4% to 25% <u>Social Studies</u> <ul style="list-style-type: none">20% or below novice45% proficiency <u>On-Demand Writing:</u> <ul style="list-style-type: none">Decrease Novice from 9.1% to 6.825%Increase Proficiency from 49.1% to 61.35%	<ul style="list-style-type: none">Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement	<ul style="list-style-type: none">Normal classroom instruction - Lesson Structure, Get back to strategies that were working before COVIDBell ringers that support contentSpiral ReviewClass ProfilesClassroom Management Strategies Differentiation/RTI <ul style="list-style-type: none">Utilize support staff (Gear Up, ESS Day Waiver)Push in RTICoach Digital to identify weakest skill setMake data based instructional decisions, such as: Daily formative assessment, summative assessment, benchmark assessment, Star to Identify, CERT, IXL, BenchmarksStudent self-assessment - celebrate success and make goals for areas of improvementProvide Dual Credit opportunities to increase rigor for advanced students	<ul style="list-style-type: none">MTSS Curriculum PlanCoach Digital/CERT/TCA Templates, Data Analysis with next stepsData NotebooksProficiency Rate	<ul style="list-style-type: none">Counselors will report on plan implementation during weekly admin meetingsData Analysis Days (PLCs, After School PD)Student Tracking Sheets, Class Profile SheetsMath Courses (Before and After Benchmarks)Data Analysis Days (PLCs, After School PD)	<ul style="list-style-type: none">Perkins and Title Funds
	KCWP # 3 - Design and Deliver Assessment Literacy <ul style="list-style-type: none">We will lead the next level of leaders in using data for actionable next steps.Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards.	<ul style="list-style-type: none">Benchmark Templates and Student Tracking Sheet AnalysisNeeds Assessment, Action Plan, Data Days, and CSIPMTSS Curriculum PlanData NotebooksBenchmark assessments	<ul style="list-style-type: none">Benchmark Templates and Student Tracking Sheet AnalysisCompletion and progress monitoring of CSIPWalkthroughs and EvaluationsAnalyze in Math Courses (Before and After Benchmarks)	<ul style="list-style-type: none">Benchmark Templates and Student Tracking Sheet AnalysisCompletion and progress monitoring of CSIPWalkthroughs and Evaluations	

3: Growth

Goal 3 (State your growth goal.): 10 point improvement in NAPD scores in reading and math from spring 2021 to spring 2022					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Lee County Elementary: <u>Reading:</u> <ul style="list-style-type: none">Increase from 46 to 56 <u>Math:</u> <ul style="list-style-type: none">Increase from 47 to 57	KCWP # 2 - Design and Deliver Instruction <ul style="list-style-type: none">Develop systems that meet the Tier I educational needs of all students.Develop/implement processes that measure teachers’ instructional effectiveness based on student data.	<u>Math</u> <ul style="list-style-type: none">Use of manipulatives to build understanding and foundationsIncorporate Math Practices through Problem Solving/Thinking Tasks(Number Talks, Steve Wyborney resources, Rigorous Questioning)Engage NY with fidelitySymphony Math	<ul style="list-style-type: none">Benchmark AssessmentsProfile SheetsSTAR Assessment DataData Notebooks	<ul style="list-style-type: none">Assessment Data (STAR and Benchmark)Student Profile SheetsData NotebooksPLC’sWalkthroughs	<ul style="list-style-type: none">ESSERSection 6ESS Funds

Updated Nov 2021

[illegible]

Updated Nov 2021

		<div>summative assessment, benchmark assessment, Star to Identify, CERT, IXL, Benchmarks</div> <ul style="list-style-type: none">● Student self-assessment - celebrate success and make goals for areas of improvement● Provide Dual Credit opportunities to increase rigor for advanced students	<ul style="list-style-type: none">● Coach Digital/CERT/TCA Templates, Data Analysis with next steps● Data Notebooks● Proficiency Rate	<ul style="list-style-type: none">● Math Courses (Before and After Benchmarks)● Data Analysis Days (PLCs, After School PD)	<ul style="list-style-type: none">● Perkins and Title Funds
	<div>KCWP # 3 - Design and Deliver Assessment Literacy</div> <ul style="list-style-type: none">● We will lead the next level of leaders in using data for actionable next steps.● Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement as related to the learning targets and standards.	<ul style="list-style-type: none">● Benchmark Templates and Student Tracking Sheet Analysis● Needs Assessment, Action Plan, Data Days, and CSIP● MTSS Curriculum Plan● Data Notebooks● Benchmark assessments	<ul style="list-style-type: none">● Benchmark Templates and Student Tracking Sheet Analysis● Completion and progress monitoring of CSIP● Walkthroughs and Evaluations● Analyze in Math Courses (Before and After Benchmarks)	<ul style="list-style-type: none">● Benchmark Templates and Student Tracking Sheet Analysis● Completion and progress monitoring of CSIP● Walkthroughs and Evaluations	

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 (Based on Long Term Goals) Lee County Elementary <u>Reading</u> <ul style="list-style-type: none">Increase proficiency of free and reduced group from 30.3 to 37.875Increase proficiency of disability students from 24.1 to 31Increase proficiency of females from 30.3 to 37.875 <u>Math</u> <ul style="list-style-type: none">Increase proficiency of free and reduced group from 21.2 to 26.5Increase proficiency of disability students from 24.1 to 31Increase proficiency of females from 20.8 to 26	<ul style="list-style-type: none">KKCWP # 2 - Design and Deliver InstructionDevelop systems that meet the Tier I educational needs of all students.Develop/implement processes that measure teachers’ instructional effectiveness based on student data.Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement	<u>Math</u> <ul style="list-style-type: none">Use of manipulatives to build understanding and foundationsIncorporate Math Practices through Problem Solving/Thinking Tasks (Number Talks, Steve Wyborney resources, Rigorous Questioning)Engage NY with fidelitySymphony MathFlashbacks of previously covered standards (can do this with Prodigy, bellringers, etc.) <u>Reading:</u> <ul style="list-style-type: none">Reading GroupsImplementing the following curriculum with fidelity<ul style="list-style-type: none">HeggertyReading HorizonsReading StreetPioneer ValleyCollaboration (SPED, ESS, RTA, MAF, and resource teacher.)Mini-Lessons that are aligned to grade level standardsLexia	<ul style="list-style-type: none">Benchmark AssessmentsProfile SheetsSTAR Assessment DataData Notebooks	<ul style="list-style-type: none">Assessment Data (STAR and Benchmark)Student Profile SheetsData NotebooksPLC’sWalkthroughs	<ul style="list-style-type: none">ESSERSection 6ESS Funds	
Lee County Middle High Grade 6-8 <u>Reading</u> <ul style="list-style-type: none">Increase proficiency of free and reduced group from 38.1 to 47.625Increase proficiency of disability students from 5.9 to 18.7Increase proficiency of males from 30.2 to 37.75 <u>Math</u> <ul style="list-style-type: none">Increase proficiency of free and reduced group from 15 to 25Increase proficiency of disability students from 5.9 to 18.7Increase proficiency of males from 11.5 to 25 Lee County Middle High Grade 9-12	KCWP # 2 - Design and Deliver Instruction <ul style="list-style-type: none">Develop systems that meet the Tier I educational needs of all students.Develop/implement processes that measure teachers’ instructional effectiveness based on student data.Identify strategies that are implemented in the classrooms/schools and measure their effectiveness on student achievement	High Yield Strategies <ul style="list-style-type: none">Cooperative GroupsKagan StrategiesHands on/Inquiry based lessonsProductive Struggle Strong Tier 1 Instruction <ul style="list-style-type: none">Reading Strategies across all content areasNormal classroom instruction - Lesson Structure, Get back to strategies that were working before COVIDBell ringers that support contentSpiral ReviewClass ProfilesClassroom Management Strategies Differentiation/RTI <ul style="list-style-type: none">Utilize support staff (Gear Up, ESS Day Waiver)Push in RTI	<ul style="list-style-type: none">Backward Design UnitsWalkthrough ObservationsCEP <ul style="list-style-type: none">MTSS Curriculum Plan	<ul style="list-style-type: none">Backward Design Unit ReviewAnalysis and feedback of Walkthrough DataCEP	<ul style="list-style-type: none">ESSERGear-UP	

Updated Nov 2021

<div>Reading</div> <ul style="list-style-type: none">Increase proficiency of free and reduced group from 31.1 to 38.875 <div>Math</div> <ul style="list-style-type: none">Increase proficiency of free and reduced group from 25 to 35		<ul style="list-style-type: none">Coach Digital to identify weakest skill setMake data based instructional decisions, such as: Daily formative assessment, summative assessment, benchmark assessment, Star to Identify, CERT, IXL, BenchmarksStudent self-assessment - celebrate success and make goals for areas of improvementProvide Dual Credit opportunities to increase rigor for advanced students	<ul style="list-style-type: none">Coach Digital/CERT/TCA Templates, Data Analysis with next stepsData NotebooksProficiency Rate	<ul style="list-style-type: none">Counselors will report on plan implementation during weekly admin meetingsData Analysis Days (PLCs, After School PD)Student Tracking Sheets, Class Profile SheetsMath Courses (Before and After Benchmarks)Data Analysis Days (PLCs, After School PD)	<ul style="list-style-type: none">Perkins and Title Funds
--	--	---	---	---	---

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Transition Index for all students of 97.48.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Lee County Middle High 9-12 <ul style="list-style-type: none">• Increase in transition index for all students from 97.1 to 97.48• Increase in transition index for economically disadvantaged students from 95.3 to 96.04	KCWP # 3 - Design and Deliver Assessment Literacy <ul style="list-style-type: none">• We will lead the next level of leaders in using data for actionable next steps.	<ul style="list-style-type: none">• Transition Readiness Committee analyze transition readiness document • Lion Apparel Partnership	<ul style="list-style-type: none">• Monthly analysis of Student completing CTE Assessment, ACT Benchmarks, and EOP Assessments • Lion Apparel Partnership Success Rate	<ul style="list-style-type: none">• Transition Readiness Committee and PLC Team analysis of Transition Readiness Spreadsheet • Invite Lion Apparel administrators to a monthly admin meeting to report on student attendance and performance.	<ul style="list-style-type: none">• Perkins

6: Graduation Rate

Goal 6 (State your graduation rate goal.): 95% Graduation Rate					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1</u> Increase graduation rates for all students from 89.2 to 95% Increase graduation rates for disability group from 80% to 85%	<ul style="list-style-type: none">KCWP # 3 - Design and Deliver Assessment LiteracyWe will lead the next level of leaders in using data for actionable next steps.Implement the first phases of our Multi-Tiered System of supports to monitor and evaluate achievement	<ul style="list-style-type: none">Grades 6-12 Special Ed PLC discuss the progress of students with disabilities monthly and identify needed supports9-12 Guidance time in some classes.	<ul style="list-style-type: none">>80% graduation rate among students with disabilities.95% Graduation Rate	<ul style="list-style-type: none">Grades 6-12 Special Ed PLC discuss the progress of students with disabilities monthly and identify needed supportsGuidance Counselor will report on guadanice time during weekly administrator meeting.	<ul style="list-style-type: none">FRYSC Grant pays for CharacterStrong SEL program.

7: Other (Optional)

Goal 7 (State your separate 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(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
<p>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.</p> <p>Response:</p>