

# 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, Baldrige, 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
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>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.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

## 1: Proficiency Goal

Goal 1: Increase the combined, average proficiency percentage for all students in reading and math assessments to 80% by 2030 as measured by the current Kentucky accountability system. (Due to no spring assessments in 2019 all goals have been moved from 2020 to 2021).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate with schools to increase the percentage of students scoring proficient or higher in reading and math as measured by K-PREP for Grades 3-8 as well as increased ACT scores for High School students.	KCWP 4: Review, Analyze and Apply Data	Work with schools to ensure that a progress monitoring system is in place to track standards mastery for each student.	Increased percentage of students reaching mastery of standards and proficiency on national, state and local measures	5/31/21 – review of schools’ monitoring practices and documents	None
		Work with schools to ensure that data review teams or PLC’s have the knowledge/skill to collect and review data, determine strengths and needs, and make informed decisions for next steps	Increased percentage of proficient students via fully functioning PLC’s informing instruction and intervention	5/31/21 – review of schools’ PLC minutes	None
	KCWP 3: Design and Deliver Assessment Literacy	Work with schools to determine if instructors have the knowledge/skill to create formative and summative assessments that are aligned to the standards and meet required rigor	Increased percentage of proficient students via improved local assessment practices	5/31/21 – formative classroom observations and walk-throughs 5/31/21 – review of schools’ PLC minutes 5/31/21 – teacher planning teams’ revised common assessments	None
		Work with teachers to design effective, aligned common assessments that yield informative feedback for their instruction and provide guidance on creation of teacher-constructed formative and summative assessments	Increased percentage of proficient students via improved local assessment practices	8/1/21 – teacher planning teams’ revised common assessments	Professional Development for New Standards - \$15,000
	KCWP 2: Design and Deliver Instruction	Ensure that schools have adequate skill in identifying students needing intervention and provide assistance in identification and scheduling of interventions to assist students	Increased percentage of proficient students through RTI	5/31/21 – review of Intervention tab entries – success of interventions 5/31/21 – formative classroom observations and walk-throughs	\$60,000 ESS \$1,914,105 Title I
		Work with schools and teachers to ensure that formative assessment information is connected to instructional decisions	Increased percentage of proficient students through informed instruction	5/31/21 – review of PLC minutes and actions	None

## 2: Separate Academic Indicator

Goal 2: Increase the combined, average proficiency percentage for all students Grades 3-11 assessed in Science, Social Studies, and On Demand Writing as measured by the current Kentucky accountability system. (Due to no spring assessments in 2019 all goals have been moved from 2020 to 2021).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate with schools to increase the percentage of students scoring proficient or higher in On-Demand Writing, Science, and Social Studies assessments as measured by K-PREP for Grades 3-11.	KCWP 4: Review, Analyze and Apply Data	Work with schools to ensure that a progress monitoring system is in place to track standards mastery for each student	Increased percentage of students reaching mastery of standards and proficiency on state measures	5/31/21 – review of schools’ monitoring practices and documents	None
		Work with schools to ensure that data review teams or PLC’s have the knowledge/skill to collect and review data, determine strengths and needs, and make informed decisions for next steps	Increased percentage of proficient students via fully functioning PLC’s informing instruction and intervention	5/31/21 – review of schools’ PLC minutes	None
	KCWP 3: Design and Deliver Assessment Literacy	Work with schools to determine if instructors have the knowledge/skill to create formative and summative assessments that are aligned to the standards and meet required rigor	Increased percentage of proficient students via improved local assessment practices	5/31/21 – formative classroom observations and walk-throughs 5/31/21 – review of schools’ PLC minutes 5/31/21 – teacher planning teams’ revised common assessments	None
		Work with teachers to design effective, aligned common assessments that yield informative feedback for their instruction and provide guidance on creation of teacher-constructed formative and summative assessments	Increased percentage of proficient students through RTI	8/1/21 – teacher planning teams’ revised common assessments	Professional Development for New Standards - \$15,000
	KCWP 2: Design and Deliver Instruction	Ensure that schools have adequate skill in identifying students needing intervention and provide assistance in identification and scheduling of interventions to assist students	Increased percentage of proficient students through RTI	5/31/21 – review of Intervention tab entries – success of interventions 5/31/21 – formative classroom observations and walk-throughs	\$60,000 ESS \$1,914,105 Title I
		Work with schools and teachers to ensure that formative assessment information is connected to instructional decisions	Increased percentage of proficient students through informed instruction	5/31/21 – review of PLC minutes and actions	None

### 3: Growth

Goal 3: Increase the percentage of students demonstrating growth in Reading (EL-80.9, MS-79.3, HS-75.5) and Math (EL-76.6, MS-73.0, HS-71.0) on K-PREP assessments by 2030 as measured by the current Kentucky accountability system. (Due to no spring assessments in 2019 all goals have been moved from 2020 to 2021).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate with schools to increase the percentage of students demonstrating growth in Reading (EL-63.4, MS-55.2, HS-53.2) and Math (EL-55.3, MS-48.4, HS-44.5) as measured by K-PREP by 5/31/21.	KCWP 4: Review, Analyze and Apply Data	Work with schools to ensure that a progress monitoring system is in place to track standards mastery for each student – Interim benchmarking assessment	Increased percentage of students improving towards proficiency on state and local measures	5/31/21 – review of schools’ monitoring practices and documents	None
		Work with schools to ensure that data review teams or PLC’s have the knowledge/skill to collect and review data, determine strengths and needs, and make informed decisions for next steps	Increased percentage of students improving towards proficiency via fully functioning PLC’s informing instruction and intervention	5/31/21 – review of schools’ PLC minutes	None
	KCWP 2: Design and Deliver Instruction	Ensure that schools have adequate skill in identifying students needing intervention and provide assistance in identification and scheduling of interventions to assist students	Increased percentage of students improving to proficiency through RTI	5/31/21 – review of Intervention tab entries – success of interventions	\$60,000 ESS \$1,914,105 Title I
		Work with schools and teachers to ensure that formative assessment information is connected to instructional decisions	Increased percentage of students improving to proficiency through informed instruction	5/31/21 – review of PLC minutes and actions	None

#### 4: Achievement Gap

Goal 4: Increase the combined, average proficiency percentage for all students in the non-duplicated gap in Science (EL-66.5, MS-61.6, HS-67.0), Social Studies (EL-73.7, MS-77.1, HS-N/A), and Writing (EL-76.6, MS-66.5, HS-71.0) on K-PREP assessments by 2030 as measured by the current Kentucky accountability system. (Due to no spring assessments in 2019 all goals have been moved from 2020 to 2021).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate with schools to increase the percentage of students in the non-duplicated gap scoring proficient or higher Science (EL-36.0, MS-26.7, HS-37.0), Social Studies (EL-49.7, MS-56.2, HS-N/A) and Writing (EL-55.2, MS-36.0, HS-44.5) by 5/31/21 as measured by K-PREP and high school end-of-course exams.	KCWP 2: Design and Deliver Instruction	Ensure that schools have adequate skill in identifying students needing intervention and provide assistance in identification and scheduling of interventions to assist students	Increased percentage of proficient students in non-duplicated gap through RTI	5/31/21 – review of Intervention tab entries – success of interventions	\$60,000 ESS \$1,914,105 Title I
		Work with schools and teachers to ensure that formative assessment information is connected to instructional decisions	Increased percentage of proficient students in non-duplicated gap through informed instruction	5/31/21 – review of PLC minutes and actions	None
	KCWP 4: Review, Analyze and Apply Data	Work with schools to ensure that a progress monitoring system is in place to track standards mastery for each student, with special attention directed towards students in the non-duplicated gap – Interim benchmarking assessment	Increased percentage of ‘gap’ students reaching mastery of standards and proficiency on state and local measures	5/31/21 – review of schools’ monitoring practices and documents	None
		Work with schools to ensure that data review teams or PLC’s have the knowledge/skill to collect and review data, determine strengths and needs, and make informed decisions for next steps	Increased percentage of proficient ‘gap’ students via fully functioning PLC’s informing instruction and intervention	5/31/21 – review of schools’ PLC minutes	None

## 5: Transition Readiness

Goal 5: Increase the average percentage of students that are transition ready to 75% by 2030 as measured by the current Kentucky accountability system. (Due to no spring assessments in 2019 all goals have been moved from 2020 to 2021).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: Increase the average percentage of students that are transition ready to 60% by 5/31/21 as measured by K-PREP and high school readiness measures	KCWP 4: Review, Analyze and Apply Data	Work with schools to ensure that a progress monitoring system is in place to track standards mastery for each student – Interim benchmarking assessment	Increased percentage of students reaching mastery of standards and proficiency on state and local measures, thus increasing transition readiness	5/31/21 – review of schools’ monitoring practices and documents	None	
		Work with schools to ensure that data review teams or PLC’s have the knowledge/skill to collect and review data, determine strengths and needs, and make informed decisions for next steps	Increased percentage of proficient students via fully functioning PLC’s informing instruction and intervention, increasing readiness	5/31/21 – review of schools’ PLC minutes	None	
	KCWP 3: Design and Deliver Assessment Literacy	Work with schools to determine if instructors have the knowledge/skill to create formative and summative assessments that are aligned to the standards and meet required rigor	Increased percentage of proficient students via improved local assessment practices, increasing readiness	5/31/21 – review of school-based assessments	None	
		Work with schools to determine if instructors have the knowledge/skill to create formative and summative assessments that are aligned to the standards and meet required rigor	Increased percentage of proficient students via improved local assessment practices, increasing readiness	7/31/21 – teacher planning teams’ revised common assessments	None – PD for 21-22	
	KCWP 2: Design and Deliver Instruction	Ensure that schools have adequate skill in identifying students needing intervention and provide assistance in identification and scheduling of interventions to assist students	Increased percentage of proficient students through RTI, increasing readiness	5/31/21 – review of Intervention tab entries – success of interventions	\$60,000 ESS \$1,914,105 Title I	
		Work with schools and teachers to ensure that formative assessment information is connected to instructional decisions	Increased percentage of proficient students through informed instruction, increasing readiness	5/31/21 – review of PLC minutes and actions	None	
	Objective 2	KCWP 5: Design, Align and Deliver Support	Work with high school to review career offerings and plan for future programs in the high school	Increased percentage of transition ready students through enrollment in career programs	5/1/21 – plans for next school year	None

Goal 5: Increase the average percentage of students that are transition ready to 75% by 2030 as measured by the current Kentucky accountability system. (Due to no spring assessments in 2019 all goals have been moved from 2020 to 2021).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Work with elementary and middle schools to review STEM programs and instruction with eye towards feeding into high school career offerings.	Increased percentage of transition ready students through enrollment in STEM programs and interest in continuing in high school career offerings	5/31/21 – review of programs	None



## 6: Graduation Rate

Goal 6: Increase the average graduation indicator to 94.8% by 2030 as measured by the current Kentucky accountability system.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate with high school to increase the averaged freshman graduation Indicator to 94.6% by 5/31/21.	KCWP 5: Design, Align and Deliver Support	Utilize the Persistence to Graduation Tool/Early Warning System to assist in identifying students at risk for remediation, failure and/or untimely graduation.	Increased graduation rate through identification of students needing intervention	1/31/21, 3/31/21, 5/31/21 – interim checks and end of year	None
		Develop RTI protocol to assist students in danger of failing or untimely graduation through credit recovery program	Increased graduation rate through instructional intervention	5/31/21 – success rate of students	\$20,000 – Gen'l Fund, IDEA
		Provide school social worker to address school adjustment issues and partner with mental health agencies to provide school-based mental health services	Increased graduation rate through instructional intervention	5/31/21 – graduation rate, retention rate, discipline logs	\$47,150 IDEA

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) 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:**