

## 2021-22 FCS 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.

1: Proficiency Goal

Goal 1 (State your proficiency goal):

- 38% of elementary school students scored proficient in Reading. Our goal is to increase Elementary Reading Proficiency to 42% by 2022.
- 37.5% of middle school students scored proficient in Reading. Our goal is to increase Middle School Reading Proficiency to 42% by 2022.
- 46.3% of elementary students scored proficient in math. Our goal is to increase Elementary Math Proficiency to 50% by 2022.
- 19.3% of middle school students scored proficient in math. Our goal is to increase Middle School Math Proficiency to 28% by 2022.
- 34.8% of high school students scored proficient in Reading and our goal is 38%
- 27.5% of high school students scored proficient in Math and our goal is 32%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient and distinguished in reading and math	KCWP 1: Create assurance that the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy).	<ul style="list-style-type: none"> <li>● KCWP 1: Continue meetings of administration and staff to review and revise curriculum maps with a focus on correct standards, congruent targets and grade level assessments.</li> <li>● KCWP 1: Administration monitoring of curriculum maps by curriculum calibration visits, PLC's, discussion, etc. to vet the curriculum work.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to refine curriculum maps posted on the district website</li> <li>● Curriculum maps being implemented with fidelity by all teachers across the district</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Calibration Visits</li> <li>● Monthly CIA meetings</li> <li>● Monthly Admin meetings</li> </ul>	Title II
	KCWP 3: Ensure the creation of a balanced assessment system based on curriculum work completed.	<ul style="list-style-type: none"> <li>● KCWP 3: Create formative and summative assessments that are aligned to the standards.</li> <li>● KCWP 3: We will use Mastery Connect as a system for monitoring student achievement progress.</li> </ul>	Implementation of common assessments and analysis of data in PLC work and district meetings	<ul style="list-style-type: none"> <li>● Monthly CIA meetings</li> <li>● Monthly Admin meetings</li> </ul>	General Fund
	KCWP 2: Ensure learning is monitored before, during and after instruction.	KCWP 2: Learning labs and learning walks will be implemented district wide to ensure ongoing professional learning is provided in the area of best practice/high yield instructional strategies	Implementation of learning labs/walks in every school within the district	Monthly CIA meetings	Title 1,2, and 4 - Sub fees

	KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies.	KCWP 2: Create and implement professional learning opportunities to promote best practice/high yield instructional strategies	Completed/created professional learning opportunities regarding high yield/best practice strategies	<ul style="list-style-type: none"> <li>• Attendance of sessions recorded</li> <li>• Feedback from attendees</li> </ul>	None
	KCWP 1: Create assurance that the literacy curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy).	KCWP 1: Expand the literacy committee to promote a K-12 balanced literacy plan which includes but not limited to, defining balanced literacy, identifying evidence-based practices and developing a professional learning implementation plan.	Completed/created K-12 balanced literacy plan	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• K-12 literacy plan</li> </ul>	Title II ESSR Funding

Goal 2 (State your separate academic indicator goal):

- 2021 scores indicate science proficiency of 19.2% for elementary students and 17.3% for middle school.
- Our goal is to reach 26% for elementary, 24% for middle by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Design and Deploy Standards to ensure the curriculum is aligned to state standards and support instruction, assessment and paced with accuracy.</p>	<p>KCWP 1: Create assurance that the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy).</p>	<p>KCWP 1: Scheduled meetings of administration and staff to review and revise curriculum maps with a focus on correct standards, congruent targets and grade level assessments.</p>	<ul style="list-style-type: none"> <li>• Update curriculum maps posted on the district website (ensure alignment to new elementary curriculum Amplify)</li> <li>• Curriculum maps being implemented with fidelity by all teachers across the district</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Calibration Visits</li> <li>• Monthly CIA meetings</li> <li>• Monthly Admin meetings</li> </ul>	<p>Title II</p>
	<p>KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p>	<p>KCWP 2: Create and implement professional learning opportunities to promote best practice/high yield instructional strategies</p>	<p>Completed/created professional learning opportunities regarding high yield/best practice strategies</p>	<ul style="list-style-type: none"> <li>• Attendance of sessions recorded</li> <li>• Feedback from attendees</li> </ul>	<p>Title II</p>

**Goal 3**

- *For elementary and middle reading, typical growth (winter i-Ready) was 40% in 2020-21 and 52% in 2021-22. Our goal is to reach 65% by winter i-Ready 2022-23.*
- *For elementary and middle math, typical growth (winter i-Ready) was 37% in 2020-21 and 51% in 2021-22. Our goal is to reach 65% by winter i-Ready 2022-23.*

<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1 To increase student achievement - growth - within Reading and Math	KCWP 5: Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.	KCWP 5: Implement and commit to purposeful, scheduled district admin team meetings with school leadership to provide monitoring and support of all schools in accordance with continuous improvement needs.	Schools improve in accountability measures.	Monthly central office curriculum and instruction administration meetings.	None

Goal 4 (State your Gap goal):

- In elementary reading as a district, we ‘all students’ scored at 38% while ‘African-American’ score 27.6% and ‘Hispanic’ at 25.9%. For middle, ‘all students’ scored at 37.5% while ‘Hispanic’ at 25.8%.
- In elementary math, ‘all students’ scored at 30.7% while ‘African-American’ scored 13.4% and ‘Hispanic’ at 21.3%. Students with disabilities continue to have gaps in achievement as well.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To continually monitor gap group populations to prevent significant gaps from occurring.</p>	<p>KCWP 5: Create a system of academic support through academic interventions to meet the needs of all students</p>	<p>KCWP 5:</p> <ul style="list-style-type: none"> <li>● Create a district level accountability team focusing/ monitoring MTSS and all interventions.</li> <li>● Each school develops a ESS protocol/plan for monitoring/ documentation for tiered intervention movement considerations.</li> <li>● All schools will provide academic and social emotional learning support during summer (June/July)</li> </ul>	<p>Student progress is made in the identified area of intervention</p> <p>For summer - iReady pre and post data as well as other school level formative assessments.</p>	<p>Academic data as reported by the schools, universal screener, and state accountability data.</p> <p>Academic data as reported by the schools, universal screener and</p>	<ul style="list-style-type: none"> <li>● General Fund</li> <li>● Special Education Funding - as applicable</li> <li>● ESSR II funds for summer programs</li> </ul>

<p>Objective 2 Increase passing rate of all students in regard to virtual learning. Target areas would be EL, Free and Reduced and Special Education.</p>	<p>KCWP 5: Create a system of academic and social/emotional support through identification and intervention of students who are failing</p>	<p>KCWP 5:</p> <ul style="list-style-type: none"> <li>● Review ESS guidelines with administrators</li> <li>● Use district ESS funds to provide support for students (one-on-one/small group)</li> <li>● Explore assignment of students (from Future Teachers Pathway) to tutor identified students</li> <li>● Continue exploring targeted alternative pathways to graduation - ie. APEX courses/ tutorials, Eschool, Cofield, etc.</li> <li>● Research additional means/routes/ pathways to graduation for possible implementation</li> </ul>	<p>Student progress regarding completion of assignments and/or learning</p>	<p>Students in ESS are to be recorded in the intervention tab in Infinite Campus</p>	<p>District ESS</p>
---	---	---	---	--	---------------------

<p>Objective 3 Increase cultural competency of staff and students</p>	<p>KCWP 6: Instill core ethical and performance values as the foundations of good character among students, teachers, and other shareholders</p>	<ul style="list-style-type: none"> <li>● Research and provide professional learning to increase cultural competency and awareness</li> <li>● Project 2025 and beyond - target, recruit and develop future minority FCS teachers (grades 7-12)</li> <li>● Work to develop and adopt equity policy</li> </ul>	<ul style="list-style-type: none"> <li>● Creation and implementation of professional learning for all staff</li> <li>● Identified and increasing number of future teachers through Project 2025 and beyond</li> <li>● Approved Equity Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance recorded for implemented professional learning experiences</li> <li>● Recorded number of students and documentation of meetings regarding Project 2025</li> <li>● Equity Policy approved and part of all Board Policies available for public view</li> </ul>	<ul style="list-style-type: none"> <li>● Title II</li> <li>● Project 2025 - General Fund</li> </ul>
	<p>KCWP 2: Ensure ongoing professional learning in the area of Equity and Inclusion with all staff</p>	<ul style="list-style-type: none"> <li>● Integration of equitable resources will be infused into the curriculum maps</li> <li>● Create/Provide cultural competence professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● All staff trained with understanding of unintentional bias</li> <li>● Analysis of proficient/distinguished - comparing baseline to end of year results. Also compared behavioral data from previous year to 22-23</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor academic and behavioral data via i-Ready, Benchmark, etc.</li> <li>● Classroom observations</li> <li>● Surveys</li> <li>● Culturally supportive learning resources existing in the curriculum maps</li> </ul>	<ul style="list-style-type: none"> <li>● Title II or ESSR II</li> </ul>



<p>Objective 4</p> <p>Provide social emotional learning supports and resources for staff and students</p>	<p>KCWP 1: Create assurance that the district has in place a preK-12 social and emotional core curriculum and resources that support all students.</p>	<ul style="list-style-type: none"> <li>● Explore and create/purchase core preK-12 SEL curriculum</li> <li>● Explore and create/purchase resources to support preK-12 SEL curriculum</li> <li>● Provide staff with professional learning for preK-12 SEL curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Have a core preK-12 SEL curriculum in place for the 22-23 school year</li> <li>● Implementation of core preK-12 SEL Curriculum in all schools</li> <li>● Increase in academic (iReady, classroom level grades, KPREP, etc..) and attendance data (as reported in IC)</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze number of referrals</li> <li>● Number of students being served in individual and small group intervention</li> </ul>	
---	--	---	--	---	--

5: Transition Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><i>Goal 5</i></p> <ul style="list-style-type: none"> <li><i>In 2018-19 we were at 59.8 as compared to our previous score of 54.8 in 2016-17 and 56.7 in 2017-18. Our goal was to increase the transition goal to 62% by 2020. There is no data in this area for 2019-20 and 2020-21.</i></li> <li><i>We will continue to implement the below strategies.</i></li> </ul>					
<p>Objective 1 To increase the percentage of students who meet transition readiness.</p>	<p>KCWP 5: Develop a protocol/plan for identifying and counseling students to pursue dual credit career pathway courses</p>	<ul style="list-style-type: none"> <li>Provide professional learning for counselors to gain a greater understanding to the courses offered potential industry certificates and degree opportunities</li> <li>Ensure the Wonderlic assessment is offered to all interested students (Assessment training will be necessary)</li> <li>Provide counseling and support for students and families regarding understanding of dual credit courses</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students from FCHS and WHHS specifically gap groups enrolled in CTE dual credit courses</li> <li>Students successful acceptance into CTE dual credit opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Progress of students in CTE dual credit courses</li> </ul>	<p>NA</p>

6: Graduation Rate

- *Graduation rate increased from 89.6% in 2018 to 94.8% in 2021 (4-year) Our 5-year increased from 88.4% in 2018 to 94.8% in 2021. Our goal is to reach 96% graduation rate for 4-year and 5-year by 2023.*
- *For the 2021 school year, students with disabilities had an 83.8% 4-year graduation average. The goal is 90 % for 2023.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the graduation rate	KCWP 5: Ensure that processes are in place to provide appropriate academic interventions to meet the needs of all students.	KCWP 5: <ul style="list-style-type: none"> <li>● Expand William Cofield High to provide a personalized learning environment to meet the learning needs of students.</li> <li>● Facilitate KRUSH activities in (K-12) schools</li> <li>● Research additional means/routes/pathways to graduation for possible implementation</li> </ul>	Students successfully completing courses and graduating from high school.	<ul style="list-style-type: none"> <li>● Percentage of students on track to graduate with their respective cohort</li> <li>● Percentage of students graduating from previous year</li> </ul>	General

### 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:**

- KDE is providing support with a focus on academic and behavioral support systems. An example would be PBIS and the opportunity for a consolidated audit.
- The district is providing academic achievement support through curriculum calibration work. The focus is learning targets congruent to the standards based on course codes within a district wide curriculum map.
- The district will monitor progress through bi-weekly meetings. Items for monitoring will include:
  - Student failure rate
  - Graduation rate
  - Achievement Gap
  - Special Education Data
  - EL data

**Process for local board review and approval: (Policy #02.442)**

- The Principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the Superintendent and Board. The comprehensive District Improvement Plan also holds a public meeting (January) for presentation and discussion.
- The school's plan for eliminating gaps among various groups of students shall be presented to the Board for its review and comment. The Board may share its comments, in writing, with the council. The district's plan (CDIP) is also presented to the board.
- In keeping with Board Policy 02.44, each School Council or School Planning Committee shall annually report to the Board regarding the progress toward achieving the goals and desired outcomes and meeting the needs identified in the improvement plan, including those for student groups for whom data indicate an achievement gap exists.