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:

    o   State Assessment Results in reading and mathematics

    o   State Assessment Results in science, social studies and writing

    o   Achievement Gap

    o   English Learner Progress

    o   Quality of School Climate and Safety

    o   Postsecondary Readiness

    o   Graduation Rate

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 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 (State your reading and math goal.): By the end of the 2024-2025 school year, at least 60% of students will score proficient/distinguished in reading and math as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2022-2023 school year, 43% of elementary, 48% of middle, and 47% of high school students will score proficient or distinguished in reading on KSA.	(KCWP 1) Purposeful planning and delivery of standards-based instruction	In order to ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted curriculum (Elementary – Reading Horizons/CKLA, Middle – Amplify ELA, High - myPerspectives	Lesson plans, PLC agendas and minutes, observations of PLCs, classroom visits		$0
	(KCWP 2) Delivery of instruction	Teachers will receive ongoing training and support (PLCs, coaching/mentoring, and other professional learning opportunities) around a set of instructional priorities for reading. These instructional priorities will focus professional learning on effective implementation of the adopted curriculum.	PLC agendas and minutes, observation of PLCs, classroom visit data		$0
		As part of the classroom visit process, each elementary and middle school ELA teacher will receive regular formative feedback (1-2 visits per month) around the instructional priorities.	Classroom visit data		$0
Objective 2: During the 2022-2023 school year, 40% of elementary, 42% of middle, and 38% of high school students will score proficient or distinguished in math on KSA.	(KCWP 1) Purposeful planning and delivery of standards-based instruction	In order to ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted math curriculum (Elementary – NY Engage, Middle – Into Math, High – enVision Math)	Lesson plans, PLC agendas and minutes, observations of PLCs, classroom visit data		$0
		Teachers will receive ongoing training and support (PLCs, coaching/mentoring, and other professional learning opportunities) around a set of instructional priorities for math. These	PLC agendas and minutes, observation of PLCs, classroom visit data		$0

Goal 1 (State your reading and math goal.): By the end of the 2024-2025 school year, at least 60% of students will score proficient/distinguished in reading and math as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional priorities will focus professional learning on effective implementation of the adopted curriculum.			
	(KCWP 2) Delivery of instruction	As part of the classroom visit process, each elementary and middle school math teacher will receive regular formative feedback (1-2 visits per month) around the instructional priorities.	Classroom visit data		$0

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

Goal 2 (State your science, social studies, and writing goal.): By the end of the 2024-2025 school year, at least 40% of students will score proficient/distinguished in science, and at least 60% of students will score proficient/distinguished in social studies and writing as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2022-2023 school year, 27% of elementary, 28% of middle school, and 25% of high school students will score proficient or distinguished in science on KSA.	(KCWP 1) Purposeful planning and delivery of standards-based instruction	In order to ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted curricula (Elementary and middle – Amplify Science, High – Inspire Science.	Lesson plans, PLC agendas and minutes, observations of PLCs, classroom visit data		$0
	(KCWP 2) Delivery of instruction	Teachers will receive ongoing training and support (PLCs, coaching/mentoring, and other professional learning opportunities) around a set of instructional priorities for science. These instructional priorities will focus professional learning on effective implementation of the adopted curriculum.	PLC agendas and minutes, observation of PLCs, classroom visit data		$0
		As part of the classroom visit process, each science teacher will receive regular formative feedback (1-2 visits per month) regarding the effective science teaching practices.	Classroom visit data		$0
Objective 2: During the 2022-2023 school year, 42% of elementary, 38% of middle school, and 42% of high school students will score proficient or distinguished in social studies on KSA.	(KCWP 1) Purposeful planning and delivery of standards-based instruction	In order to ensure standards-based instruction, all teachers will plan and deliver instruction consistent with the adopted curricula (Elementary – Studies Weekly, Middle – Savvas My World High – Savvas	Lesson plans, PLC agendas and minutes, observations of PLCs, classroom visit data		$0
	(KCWP 2) Delivery of instruction	Teachers will receive ongoing training and support (PLCs, coaching/mentoring, and other professional learning opportunities) around a set of instructional	PLC agendas and minutes, observation of PLCs, classroom visit data		$0

Goal 2 (State your science, social studies, and writing goal.): By the end of the 2024-2025 school year, at least 40% of students will score proficient/distinguished in science, and at least 60% of students will score proficient/distinguished in social studies and writing as measured by the Kentucky Summative Assessment (KSA).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		priorities for social studies. These instructional priorities will focus professional learning on effective implementation of the adopted curriculum.			
		As part of the classroom visit process, each SS teacher will receive regular formative feedback (1-2 visits per month) regarding the instructional priorities for social studies	Classroom visit data		$0
Objective 3: During the 2022-2023 school year, 34% of elementary, 42% of middle school, and 42% of high school students will score proficient or distinguished in writing on KSA.	(KCWP 2) Delivery of instruction	All teachers (K-12) will receive training in *The Writing Revolution*, Teachers will receive ongoing support in PLCs in designing and evaluating TWR tasks.	PLC agendas and minutes, observation of PLCs, classroom visit data		$125,000 provided by the KyCL grant

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: During the 2022-2023 school year, the percentage of students with disabilities scoring proficient or distinguished in reading will increase to the following levels: Elementary – 35% Middle – 25% High – 25%	(KCWP 2) Delivery of reading instruction	In order to ensure that all SPED students receive instruction consistent with the science of reading, all SPED teachers will be trained in SOR-based instructional strategies.	PD agendas and associated learning materials, PD sign-ins/logs, percentage of students with disabilities scoring proficient or distinguished in reading on KSA.		
	(KCWP 4) Use of available assessment data to develop goals for students with IEPs.	In order to ensure that SPED students receive instruction consistent with the reading continuum, the district will establish and communicate the following practices: - Explicitly reference the child's progress on the reading continuum as part of the present levels of performance (PLOP) in the IEP. - When appropriate, include IEP goals directly related to the child's progress on the reading continuum and monitor those goals using the appropriate district-required reading assessment. - When a child fails to show progress toward reading goals in the IEP, the case manager will consult with the school psychologist regarding options	IEP record reviews, percentage of students with disabilities scoring proficient or distinguished in reading on KSA.		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for additional diagnostic testing. - Provide for regular collaboration between the regular education teacher, special education teacher and related services providers regarding each child's progress toward IEP goals.			
Objective 2: During the 2022-2023 school year, the percentage of ELs (including monitored) scoring proficient or distinguished in reading will increase to the following levels: Elementary – 35% Middle – 25% High - 25%	(KCWP 2) Delivery of reading instruction	In order to ensure that all EL students receive instruction consistent with the science of reading, all EL teachers will be trained in SOR-based instructional strategies.	PD agendas and associated learning materials, PD sign-ins/logs, percentage of EL students scoring proficient or distinguished in reading on KSA.		

4: English Learner Progress

Goal 4 (State your English learner goal.): By the end of the 2024-2025 school year, the average performance level on the ACCESS for ELLs test will increase to 3.5.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: During the 2022-2023 school year, the average performance level on the ACCESS for ELLs will increase to 3.0.	(KCWP 2) Delivery of reading instruction	In order to ensure that all EL students receive instruction consistent with the science of reading, all EL teachers will be trained in SOR-based instructional strategies.	PD agendas and associated learning materials, PD sign-ins/logs, percentage of EL students scoring proficient or distinguished in reading on KSA.		
		All ELL instructors will be trained in and will implement either Reading Horizons Discovery (K-3) or Reading Horizons Elevate (4-12).	PD agendas and associated learning materials, PD sign-ins/logs, percentage of EL students scoring proficient or distinguished in reading on KSA.		

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of the 2024-2025 school year, the question index for items related to bullying (QSCS #23 and #25) will increase to 70.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2022-2023 school year, the question index for items 23 and 25 will increase to the following levels: Elementary – 50 Middle – 55 High – 52	(KCWP 4) Review, Analyze and Apply Data	Administration will review data from IC on incidents of bullying and look for trends/patterns, etc. that would inform decisions on tweaking supervision and/or revising policies related to bullying.	IC behavior data, policy revision		
	(KCWP 6) Establish learning culture and environment	All schools will address bullying through social and emotional learning programs.	IC behavior data		

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): At least 90% of Wayne County graduates will be transition ready (as defined by KDE), by the end of the 2024 – 2025 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 75% of students in the Class of 2023 will be meet at least one measure of postsecondary readiness (as defined by KDE).	(KCWP 2) Assessment prep	(KCWP 2) Senior English and math classes will utilize the EdReady Diagnostic to increase student performance on college placement exams.	Transition readiness percentage		$3,000 ESSER
	(KCWP4) CCR/ Transition Readiness Data Tracking	KCWP4) Beginning in 9th grade, student trajectory toward successful transition readiness will be monitored in order to plan interventions specific to student needs.	Transition readiness percentage, evidence of individual interventions		

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By the end of the 2024-2025 school year, the graduation rate will increase to 98%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 2022- 2023 school year, the graduation rate will increase to 96%	(KCWP6) Removing Barriers	(KCWP6) The Wayne County Learning Academy provides a non-traditional setting for students with academic or behavioral challenges that prohibit them from being successful in the traditional environment.	Dropout data Cohort graduation rate		$0
		(KCWP6) Multiple Virtual Learning opportunities provide a non-traditional setting for students with academic or behavioral challenges that prohibit them from being successful in the traditional environment.	Dropout data Cohort graduation rate		$0
	(KCWP6) Personalized Pathways	KCWP6) Instructional Relevance: High school students have the opportunity to customize their learning experience through various credit acceleration strategies that provide time for college coursework and work-based learning experiences through the "Pathways to Readiness."	Dropout data Cohort graduation rate		$0

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:** The chief academic officer has worked with the principals at WCMS and WCHS to ensure that all required components of the TSI school plan are included in CSIPs. CSIPs for Wayne County Middle School and Wayne County High School will be presented to the board of education for approval on December 15, 2022. The chief academic officer will meet regularly with the principals to progress monitor the implementation of the plan and specifically the evidence-based interventions for the TSI groups.