

# 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 (State your proficiency goal.): Increase the percentage of elementary students scoring Proficient/Distinguished in Reading from 71.0 to 80.8 and in Math from 64.0 to 73.6 by the year 2022 as measured by state assessment data. In addition by 2022, increase the percentage of middle school students scoring Proficient/Distinguished in Reading from 73.0 to 85.2 and in Math from 52.0 to 79.1 as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2021, Increase the percentage of <b>elementary students</b> scoring Proficient/Distinguished in Reading from 71.0 to 76.9 & in Math from 64.0 to 68.3, as measured by state assessment data.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students at Science Hill are being taught the standards at appropriate levels of rigor.	Teachers from each grade level will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. Teachers will meet monthly to discuss outcomes, provide feedback, and plan next steps. (District-Wide curriculum work will occur in the summer of 2021.)	Students will show an increase in their overall I-Ready scores on the spring 2021 Assessment, which is a predictor of the 2020-21 KPREP Test.	Teachers will set individual goals with students based on their Winter I-Ready scores. Students will be rewarded for meeting goals in both reading & math. Students not meeting goals will receive intervention from math/reading teachers weekly.	I-Ready Program replaced MAP Testing last year at a cost of <b>\$20,000</b> . Federal Grants and District funding was used to purchase the program.
Objective 1: By 2021, increase the percentage of <b>middle school students</b> scoring Proficient/Distinguished in Reading from 73.0 to 82.2 & in Math from 52.0 to 65.5, as measured by state assessment data.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students at Science Hill are being taught the standards at appropriate levels of rigor.	Teachers from each grade level will collaborate to establish a process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. Teachers will meet monthly to discuss outcomes, provide feedback, and plan next steps. (District-Wide curriculum work will occur in the summer of 2021.)	Students will show an increase in their overall I-Ready scores on the spring 2021 Assessment, which is a predictor of the 2020-21 KPREP Test.	Teachers will set individual goals with students based on their Winter I-Ready scores. Students will be rewarded for meeting goals in both reading & math. Students not meeting goals will receive intervention from math/reading teachers weekly.	I-Ready Program replaced MAP Testing last year at a cost of <b>\$20,000</b> . Federal Grants and District funding was used to purchase the program

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the separate academic index rating in the elementary school from 67.6 to 75.6 (4.0 annually), and the separate academic index in the middle school from 73.6 to 81.8 (4.1 annually) by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the separate academic index rating in the elementary school from 67.6/125 to 73.6/125 by the year 2021.	Develop a systematic approach for the design and delivery of instruction in order to ensure that the districts instructional program is intentional and of the highest quality.	I Will Statements will reflect an Evidence Based Curriculum has been implemented at Science Hill in Science, Social Studies, and Writing.	Students will have an understanding of learning expectations based on the criteria communicated by the classroom teacher.	Student success will be monitored weekly by classroom teacher and feedback will be given during data chats scheduled by the teacher.	\$0
Objective 2: Increase the separate academic index rating in the middle school from 73.6/125 to 78.5/125 by the year 2021.	Develop a systematic approach for the design and delivery of instruction in order to ensure that the districts instructional program is intentional and of the highest quality.	I Will Statements will reflect an Evidence Based Curriculum has been implemented at Science Hill in Science, Social Studies, and Writing.	Students will have an understanding of learning expectations based on the criteria communicated by the classroom teacher.	Student success will be monitored weekly by classroom teacher and feedback will be given during data chats scheduled by the teacher.	\$0

### 3: Growth

Goal 3 (State your growth goal.): Increase the Overall Growth Score as indicated on the State School Report Card in Elementary & Middle School to 75/300 By the year 2022					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Elementary Growth Score from 54.1/300 to 61.0/300 by the year 2021	Improve and sustain a system of designing and delivering instruction, ensuring that the District will support teachers with the implementation of High Impact Strategies.	#1: Teachers will implement Explicit Instruction, hands-on lessons, class discussion, role play, and research based strategies with fidelity to ensure student engagement	Data will be collected using walkthroughs and results will be shared with grade level teams.	Teachers will set goals with students & monitor progress. I-Ready data will be used throughout the year to predict 2021 KPREP scores.	\$0
Objective 2: Increase the Middle School Growth Score from 61.9/300 to 65/300 by the year 2021	Monitor our system of reviewing, analyzing, and applying data. District will be engaged in data-based decision making.	#2: Goal setting & Predictions; Teachers will analyze data on a regular basis to initiate goal setting structures with all students and identify students who are at risk of scoring novice.	Data will be collected using walkthroughs and results will be shared with grade level teams.	Students begin to take ownership by setting personal goals & are motivated to improve with each new I-Ready Assessment.	\$0

#### 4: Achievement Gap

Goal 4 (State your achievement gap goal.): Increase the Proficient/Distinguished scoring percentage of Elementary students qualifying for Free/Reduced Lunch in Reading from 60.3 to 85.3 and in Math from 48.1 to 78.1 by the year 2022. Additionally by 2022, increase the Proficient/Distinguished scoring percentage of Middle School students qualifying for Free/Reduced Lunch in Reading from 52.3 to 75.3 and in Math from 24.7 to 64.7 as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficient/Distinguished scoring percentage of elementary students qualifying for Free/Reduced Lunch in Reading from 60.7 to 65.3 and in Math from 53.9 to 57.1 by 2021 as measured by state assessment data.	Improve and sustain the learning culture and environmental systems of the school in order to ensure an optimal and safe learning environment and reduce adverse barriers to learning	Response to Intervention: students scoring below grade level or benchmark in math or reading will be placed in RTI class (Jacket Time). Tier II or III based on the level of deficiency. Additional minutes will be spent on I-Ready Instructional Program	Classroom teachers will collect data from Formative, Summative, and I-Ready Assessments and determine which students need additional support in reading & math. Results will be shared with grade level teams monthly.	<ol style="list-style-type: none"> <li>1. Teachers will review data in PLC's &amp; discuss next steps for Continuous Improvement.</li> <li>2. Students, with help from teacher, will set individual goals for success &amp; improvement.</li> </ol>	\$0
Objective 2: : Increase the Proficient/Distinguished scoring percentage of middle school students qualifying for Free/Reduced Lunch in Reading from 55.9 to 58.3 and in Math from 33.8 to 37.5 by 2021 as measured by state assessment	Improve and sustain the learning culture and environmental systems of the school in order to ensure an optimal and safe learning environment and reduce adverse barriers to learning	Response to Intervention: students scoring below grade level or benchmark in math or reading will be placed in RTI class (Jacket Time). Tier II or III based on the level of deficiency. Additional minutes will be spent on I-Ready Instructional Program.	Classroom teachers will collect data from Formative, Summative, and I-Ready Assessments and determine which students need additional support in reading & math. Results will be shared with grade level teams monthly.	<ol style="list-style-type: none"> <li>1. Teachers will review data in PLC's &amp; discuss next steps for Continuous Improvement.</li> <li>2. Students, with help from teacher, will set individual goals for success &amp; improvement.</li> </ol>	\$0

5: Transition Readiness

Goal 5 (State your transition readiness goal.): N/A : WE are an elementary & middle school only district.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.): N/A : We do not have a high school in our district					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					



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:**