

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:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Districts

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

Elementary -

- Students with a disability (IEP) combined Novice and Apprentice scores in Reading (N-36% + A-35% = 71%), Math (N-46% + A- 32% = 78%), Science (N-26% + A-54=82%), Social Studies (N-51% + A-27% = 78%), & Writing (N-18% + A-69% = 77%) all exceeded 70%.

Middle School -

- AMS’s Disability Indicator (2023 - 22.9; 2022 - 27.5) falls below the lowest 5%, and thus, AMS is identified as a TSI school for Disability

High School -

- Blazer’s Science Assessment were 92% Novice (48%) & Apprentice (44%); 8% were proficient with 0 Distinguished scores.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 5: Design, Align and Deliver Support – The District has made a tremendous commitment of resources to RTI (Response to Intervention) to work individually with students in need of assistance in Reading and Math to get to grade level. Our schools work with our District Instructional Supervisor and her staff to continually evaluate student data and needs to ensure they are assisting those students who are behind with the goal of getting those students back to grade level. Much time, effort, and financial resources have gone into this instructional commitment.

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Indicator	Status	Change
State Assessment Results in reading and mathematics	EL-Med; MS-Med; HS-High	EL-Inc.; MS-Inc.; HS-Inc.
State Assessment Results in science, social studies and writing	EL-Med; MS-Med; HS-Med	EL-Inc.; MS-Inc.; HS-Maintain
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	EL-High MS-Low HS-Med	EL-Maintained MS-Declined Significantly HS-Maintained
Postsecondary Readiness (high schools and districts only)	HS-High	HS-Increased Significantly

Graduation Rate (high schools and districts only)	HS-Medium	HS-Maintained
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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
<p>Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase the combined, average proficiency percentage for all students as measured by the current Kentucky accountability system in reading and math by 2024 Elementary: Reading - 66.9%; Math - 59.6% Middle: Reading - 64.2%; Math - 53.3% High: Reading - 57.7%; Math - 49.8%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Our objective is to Collaborate with schools to increase the percentage of students scoring proficient or higher in reading and math as measured by KSA.	KCWP 2: Classroom Design and Deliver Instruction	Provide Professional Development for teachers for the Kentucky Academic Standards	Ensure all teachers and principals have knowledge of all standards within the curriculum at each grade level.	Classroom visits by our District Curriculum and Instruction Specialists along with our Principals and outside consultants to review lessons, rigor, expectations, and standards along with student work.	\$20,000
	KCWP 4: Classroom Review, Analyze and Apply Data	RTI	Students needing more individual or group help will receive that based on teacher recommendation and assessment results.	RTI students will be routinely assessed on how well they are progressing in reading and math with the goal of them reaching or exceeding grade level.	\$250,000/school (will vary depending on the need and salary of each RTI teacher).
	KCWP 5: Classroom Design, Align and Deliver Support Processes	PLC's	PLC's will meet monthly to review assessment data for all students.	Monthly grade level PLC's will be a time for teachers and administrators to share and review assessment data.	N/A
Objective 2: Our objective is to Collaborate with schools to decrease the percentage of students scoring Novice in reading and math as measured by KSA.	KCWP 2: Classroom Design and Deliver Instruction	Provide Professional Development for teachers for the Kentucky Academic Standards	Ensure all teachers and principals have knowledge of all standards within the curriculum at each grade level.	Classroom visits by our District Curriculum and Instruction Specialists along with our Principals and outside consultants to review lessons, rigor, expectations, and standards along with student work.	\$20,000
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Goal 1: Increase the combined, average proficiency percentage for all students as measured by the current Kentucky accountability system in reading and math by 2024 Elementary: Reading - 66.9%; Math - 59.6% Middle: Reading - 64.2%; Math - 53.3% High: Reading - 57.7%; Math - 49.8%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Classroom Design, Align and Deliver Support Processes	PLC's	PLC's will meet monthly to review assessment data for all students.	Monthly grade level PLC's will be a time for teachers and administrators to share and review assessment data.	N/A

2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Increase the combined, average proficiency percentage for all students Grades 3-11 assessed in Science, Social Studies, and On Demand Writing in 2024 as measured by the current Kentucky accountability system. High: Science – 43.0%, Social Studies – 40.9%, Writing – 49.8% Middle: Science – 33.7%, Social Studies – 60.4%, Writing – 42.1% Elementary: Science – 42.1%, Social Studies – 54.5%, Writing – 59.5%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Our objective is to 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 KSA.	KCWP 2: Classroom Design and Deliver Instruction	Provide Professional Development for teachers for the Kentucky Academic Standards (PIMSER Training for Science, Kim Sergent at KVEC for Social Studies, Angela Hildebrandt training in Writing for all schools).	Ensure all teachers and principals have knowledge of all standards within the curriculum at each grade level.	Classroom visits by our District Curriculum and Instruction Specialists along with our Principals and outside consultants to review lessons, rigor, expectations, and standards along with student work.	\$20,000
	KCWP 5: Classroom Design, Align and Deliver Support Processes	PLC's	PLC's will meet monthly to review assessment data for all students.	Monthly grade level PLC's will be a time for teachers and administrators to share and review assessment data.	N/A
Objective 2: Our objective is to Collaborate with schools to decrease the percentage of students scoring Novice in On-Demand Writing, Science, and Social Studies assessments as measured by KSA.	KCWP 2: Classroom Design and Deliver Instruction	Provide Professional Development for teachers for the Kentucky Academic Standards (PIMSER Training for Science, Kim Sergent at KVEC for Social Studies, Angela Hildebrandt training in Writing for all schools).	Ensure all teachers and principals have knowledge of all standards within the curriculum at each grade level.	Classroom visits by our District Curriculum and Instruction Specialists along with our Principals and outside consultants to review lessons, rigor, expectations, and standards along with student work.	\$20,000
	KCWP 5: Classroom Design, Align and Deliver Support Processes	PLC's	PLC's will meet monthly to review assessment data for all students.	Monthly grade level PLC's will be a time for teachers and administrators to share and review assessment data.	N/A

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 – To meet our 2024 District Elementary Goal of Proficiency for Students w/disabilities (IEP) in Reading of 45.9% (2023 was 28.0%) & Math of 36.5% (2023 was 22.0%)	KCWP 2: Classroom Design and Deliver Instruction	Provide Professional Development for teachers for the Kentucky Academic Standards	Ensure all teachers and principals have knowledge of all standards within the curriculum at each grade level leading to greater student success and better results on local and state assessments.	Classroom visits by our District Curriculum and Instruction Specialists, Principals and District-level Special Education personnel to review lessons, rigor, expectations, and standards along with student work.	\$20,000
	KCWP 4: Classroom Review, Analyze and Apply Data	RTI	Providing financial support to ensure Students needing more individual or group help will receive that based on teacher recommendation and assessment results.	Assisting our schools in ensuring all RTI students are routinely assessed on how well they are progressing in reading and math with the goal of them reaching or exceeding grade level.	\$250,000/school (may vary depending on the need and salary of each RTI teacher).
	KCWP 5: Classroom Design, Align and Deliver Support Processes	PLC's	District support of school-based PLC's which will meet monthly to review assessment data for all students.	Monthly grade level PLC's will be a time for teachers and administrators to share and review assessment data. District administrators will participate in school level PLC's as needed.	N/A
Objective 2 - To meet our 2024 District Middle School Goal of Proficiency for Students w/disabilities (IEP) in Reading of 36.0% (2023 was 16.0%) & Math of 26.4% (2023 was 9.0%)	KCWP 2: Classroom Design and Deliver Instruction	Provide Professional Development for teachers for the Kentucky Academic Standards	Ensure all teachers and principals have knowledge of all standards within the curriculum at each grade level leading to greater student success and better results on	Classroom visits by our District Curriculum and Instruction Specialists, Principals and District-level Special Education personnel to review lessons, rigor, expectations, and standards along with student work.	\$20,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Classroom Review, Analyze and Apply Data	RTI	local and state assessments. Providing financial support to ensure Students needing more individual or group help will receive that based on teacher recommendation and assessment results.	Assisting our schools in ensuring all RTI students are routinely assessed on how well they are progressing in reading and math with the goal of them reaching or exceeding grade level.	\$250,000/school (may vary depending on the need and salary of each RTI teacher).
	KCWP 5: Classroom Design, Align and Deliver Support Processes	PLC's	District support of school-based PLC's which will meet monthly to review assessment data for all students.	Monthly grade level PLC's will be a time for teachers and administrators to share and review assessment data. District administrators will participate in school level PLC's as needed.	N/A
	KCWP 2: Classroom Design and Deliver Instruction	Provide Professional Development for teachers for the Kentucky Academic Standards in partnership with KVEC.	Ensure all teachers and principals have knowledge of all standards within the curriculum at each grade level leading to greater student success and better results on local and state assessments.	Quarterly progress review along with continued classroom visits by our District Curriculum and Instruction Specialists, Principals, and outside consultants to review lessons, rigor, expectations, and standards along with student work.	\$25,000
Objective 3 - To meet our 2024 District High School Goal of Proficiency for Economically Disadvantaged Students in Writing of 41.9% (2023 was 27.0%).	KCWP 5: Classroom Design, Align and Deliver Support Processes	PLC's	District support of school-based PLC's which will meet monthly to review assessment data for all students.	Monthly grade level PLC's will be a time for teachers and administrators to share and review assessment data. District administrators will participate in school level PLC's as needed.	N/A

4: English Learner Progress

Goal 4 (State your English learner goal.): As a District we will help each English Language Learner grow and learn with the goal to reach fluency. (NOTE: AISD does not have the sufficient number of ELL students to report assessment data).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5: In reviewing the Quality of School Climate and Safety Survey from Spring 2023, the Ashland Independent School District s goal is to create a culture and environment where all students and staff are valued, appreciated, and respected and where learning in a safe environment (Instructional, Emotional, Social, Behavioral) is our top priority. The Ashland Independent School District desires to be a great place for people to work and an even better place for students to learn.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: To increase the overall School Climate for our students at all levels (Elementary, Middle, & High).	KCWP 6: Establishing Learning Culture and Environment KCWP 5: Design, Align and Deliver Support	All educators will clearly define rules and expectations for students.	Fewer behavior referrals and reinforcement/rewards for positive behaviors.	Continued learning and reinforcement of student behavior expectations through administrative meetings, faculty meeting, & PLC discussions. Quality of School Climate and Safety Survey results.	District Funds
		Rules and expectations are enforced on a consistent basis throughout the school both in the classroom and administratively.	Fewer behavior referrals and reinforcement/rewards for positive behaviors.	Continued learning and reinforcement of student behavior expectations through administrative meetings, faculty meeting, & PLC discussions. Quality of School Climate and Safety Survey results.	District Funds
Objective 2: To increase the overall School Safety for our students at all levels (Elementary, Middle, & High).	KCWP 6: Establishing Learning Culture and Environment KCWP 5: Design, Align and Deliver Support	Relationship building through increased engagement by teachers and counselors as well as all adults modeling positive behaviors daily for students.	Reduction in bullying incidents both at school and/or due to online behaviors that affect school behavior.	Continued learning and reinforcement of student behavior expectations through administrative meetings, faculty meeting, & PLC discussions. Quality of School Climate and Safety Survey results.	District Funds
		Positive Culture Initiatives to include activities that involve students, staff, and families.	Increased sense of belonging for all students and families within our schools throughout our community.	Quality of School Climate and Safety Survey results.	District Funds

6: Postsecondary Readiness

Goal 6: By the end of the 2025/2026 school year, Ashland Blazer High School will increase our Career Readiness Indicator combined percentage from 111 to 120% as measured by the Kentucky School Accountability System.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2024 school year, Ashland Blazer High School will increase our Career Readiness Indicator combined percentage from 111 to 114% as measured by the Kentucky School Accountability System.	Increase programming of interest to students	Student interest surveys for programming.	Increase participation and completers	Counselors and CTE staff	District/LAVEC
		Student requests driving schedule	Increase participation and completers	Counselors and CTE staff	District/LAVEC
	Purposefully targeting completers	Intentional counseling for pathways	Increase participation and completers	Counselors and CTE staff	District/LAVEC
		Career and Pathway Fair	Increase participation and completers	Counselors and CTE staff	District/LAVEC
	Promoting opportunities that assist students in career placement decisions.	ACTC visits	Increase participation and completers	Counselors and CTE staff	District/LAVEC
		Pathway field trips and guest speakers	Increase participation and completers	Counselors and CTE staff	District/LAVEC
Objective 2: By the end of the 2025 school year, Ashland Blazer High School will increase our Career Readiness Indicator combined percentage from 114 to 117% as measured by the Kentucky School Accountability System.	Increase programming of interest to students	Student interest surveys for programming.	Increase participation and completers	Counselors and CTE staff	District/LAVEC
		Student requests driving schedule	Increase participation and completers	Counselors and CTE staff	District/LAVEC
	Purposefully targeting completers	Intentional counseling for pathways	Increase participation and completers	Counselors and CTE staff	District/LAVEC
		Career and Pathway Fair	Increase participation and completers	Counselors and CTE staff	District/LAVEC
	Promoting opportunities that assist students in career placement decisions.	ACTC visits	Increase participation and completers	Counselors and CTE staff	District/LAVEC
		Pathway field trips and guest speakers	Increase participation and completers	Counselors and CTE staff	District/LAVEC

7: Graduation Rate

Goal 7 (State your graduation goal.): By the end of the 2025/2026 school year, Ashland Blazer High School will increase our Graduation Rate Indicator score from 92.6 to 98.0 as measured by the Kentucky School Accountability System					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By the end of the 2024 school year, Ashland Blazer High School will increase our Graduation Rate Indicator score from 92.6 to 95.0 as measured by the Kentucky School Accountability System.	Targeting off track students	Individualized student meetings	Decrease off Track Students	Counselors	District
		Credit Recovery/Summer School	Decrease off Track Students	Counselors	District
	Student driven scheduling	Multiple Counseling sessions throughout the year	Decrease off Track Students	Counselors	District
		Parent/Student information sessions	Decrease off Track Students	Counselors	District
	Post high school placement assistance	Job and Career Fairs	Decrease off Track Students	Counselors	District
		College Fairs	Decrease off Track Students	Counselors	District
Objective 2: By the end of the 2025 school year, Ashland Blazer High School will increase our Graduation Rate Indicator score from 95.0 to 97.0 as measured by the Kentucky School Accountability System.	Targeting off track students	Individualized student meetings	Decrease off Track Students	Counselors	District
		Credit Recovery/Summer School	Decrease off Track Students	Counselors	District
	Student driven scheduling	Multiple Counseling sessions throughout the year	Decrease off Track Students	Counselors	District
		Parent/Student information sessions	Decrease off Track Students	Counselors	District
	Post high school placement assistance	Job and Career Fairs	Decrease off Track Students	Counselors	District
		College Fairs	Decrease off Track Students	Counselors	District

8: Other (Optional)

Goal 8 (State your other goal.): N/A					
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(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:

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response: