

2023-24 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, 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 Schools, 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.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - 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
- The required goals for **high schools** include the following:
 - 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 school 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 Schools

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

The increase in novice scores in reading in 3rd and 6th grades is concerning.
The small decline in ACT scores is also concerning.
These areas of weaknesses are common due to the lack of individual support for struggling students and the alignment between curriculum and the specific content of the state assessments.

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

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

Improving these will involve targeting instructional strategies, comprehensive curriculum planning, and ongoing assessment to monitor student progress. It will become a priority to consider the effectiveness of teaching methods and the availability of resources to support students in these subject areas. Understanding these specific needs within the school will help in developing effective strategies to address these weaknesses.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status			Change/2024 Objective		
State Assessment Results in reading and mathematics	Elementary LOW	Middle School LOW	High School MEDIUM	Elementary INCREASED	Middle School MAINTAINED	High School INCREASED SIGNIFICANTLY
	Reading-34%	Reading-45%	Reading-49%	Reading-58%	Reading-60%	Reading-33%
	Math- 22%	Math-9%	Math-33%	Math-42%	Math-36%	Math-11%
State Assessment Results in science, social studies and writing	MEDIUM	LOW		INCREASED	DECLINED	
	Science-21%	Science-4%	Science-11%	Science-36%	Science-35%	Science-36%
	Social Studies-36%	Social Studies-26%	Social Studies-33%	Social Studies-46%	Social Studies-36%	Social Studies-44%
	Writing-33%	Writing-32%	Writing-37%	Writing-40%	Writing-40%	Writing-50%
English Learner Progress	No data available	No data available	No data available	No data available	No data available	No data available
Quality of School Climate and Safety	MEDIUM	LOW	LOW	MAINTAINED	DECLINED	DECLINED SIGNIFICANTLY
Postsecondary Readiness (high schools and districts only)			MEDIUM			DECLINED
Graduation Rate (high schools and districts only)			HIGH			INCREASED

Explanations/Directions

Goal: By May 2024, Robertson County Schools will aim to increase the percentage of students scoring proficient or above in all content areas, as well as narrow the achievement gap with the different student groups on the 2023-24 Kentucky State Assessment and ACT benchmarks.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Strategy – KCWPs-A series of processes identified by the Kentucky Department of Education that involves 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 of growth.	Activity: Classroom Observations Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	I-ready Data KSA results ACT data/reports Transitional English and Math Courses Data	KSA Results (Yearly) ACT Practice Test (Yearly) I-Ready Data (Three Times Per Year) IXL Math Data (Weekly) Student Grades (Monthly) PLC Data (Twice Monthly)	General fund Title 1 funds
		Activity: Curriculum mapping/alignment Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	I-ready Data KSA results ACT data/reports Transitional English and Math Courses Data	KSA Results (Yearly) ACT Practice Test (Yearly) I-Ready Data (Three Times Per Year) IXL Math Data (Weekly) Student Grades (Monthly) PLC Data (Twice Monthly)	General fund Title 1 funds

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By May 2024, Robertson County Schools will aim to increase the percentage of students scoring proficient or above in reading and math on the 2023-24 Kentucky State Assessment and ACT benchmarks.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024- Elementary Reading 58% Elementary Math 42% MS Reading 60% MS Math 36% Elementary Reading 34% P/D Elementary Math 22% P/D MS Reading 45% P/D MS Math 9% P/D Local iReady Reading 35% to 50% at or above grade level. Math 15% to 30% at or above grade level.	Strategy – KCWP2: Design and Deliver Instruction All teachers will maintain a focus on the District’s Common Language through collaborative professional teaching and learning opportunities	Activity: Classroom Observations Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	I-ready Data KSA results ACT data/reports Transitional English and Math Courses Data	KSA Results (Yearly) ACT Practice Test (Yearly) I-Ready Data (Three Times Per Year) IXL Math Data (Weekly) Student Grades (Monthly) PLC Data (Twice Monthly)	General fund Title 1 funds
		Activity: Curriculum mapping/alignment Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery	I-ready Data KSA results ACT data/reports Transitional English and Math Courses Data	KSA Results (Yearly) ACT Practice Test (Yearly) I-Ready Data (Three Times Per Year) IXL Math Data (Weekly) Student Grades (Monthly) PLC Data (Twice Monthly)	General fund Title 1 funds
Objective 2 By May 2024– HS Reading (ACT) from 33% to 40%. HS Math (ACT) from 11% to 35%.		Activity – PLC meetings Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	I-ready Data KSA results ACT data/reports Transitional English and Math Courses Data	KSA Results (Yearly) ACT Practice Test (Yearly) I-Ready Data (Three Times Per Year) IXL Math Data (Weekly) Student Grades (Monthly) PLC Data (Twice Monthly)	General fund Title 1 funds

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

Goal 2 (State your science, social studies, and writing goal.): By May 2024, Robertson County Schools will aim to increase the percentage of students scoring proficient or above in Science, Social Studies and Writing on the 2023-24 Kentucky State Assessment and ACT benchmarks.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024 – 4 th grade Science-36% 5 th grade SS-46% 7 th Science-35% 8 th SS 36% 4 th Science 21% P/D 5 th Writing 32% P/D 5 th SS 36% P/D 7 th Science 4% 8 th Writing 37% P/D 8 th SS 26% P/D HS Writing 50% P/D	Strategy – KCWP2: Design and Deliver Instruction All teachers will maintain a focus on the District’s Common Language through collaborative professional and learning opportunities	Activity – Professional Development Ensure ongoing professional development in best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Observation notes, PGES, teacher conference data	KSA Results (Yearly) Classroom Assessment Data (Monthly) Student Grades (Monthly) PLC Data (Twice Monthly) Informal & Formal Observation Data (Ongoing)	General fund Title 1 funds
		Activity – Adjusting Curriculum Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Standards mastery checks from I Ready, K-Prep data and pacing guides	KSA Results (Yearly) Classroom Assessment Data (Monthly) Student Grades (Monthly) PLC Data (Twice Monthly) Informal & Formal Observation Data (Ongoing)	General fund Title 1 funds
		Activity – Analyzing Assessment data Use formative and summative evidence to inform what comes next for individual students and groups of students.	PLC meeting documentation, lesson plans, classroom walkthroughs	KSA Results (Yearly) Classroom Assessment Data (Monthly) Student Grades (Monthly) PLC Data (Twice Monthly) Informal & Formal Observation Data (Ongoing)	General fund Title 1 funds

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024 – F/R lunch population will increase P/D percentage by 15% across all content areas	Strategy – KCWP5: Design, Align, and Deliver Support Processes All teachers will be equipped to provide appropriate interventions and support services to students.	Activity – RTI Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	iReady growth monitoring monthly, classroom formative and summative assessments.	KSA Results (Yearly) I-Ready data (3 times per year & interim) Accelerated Reader reports (Weekly) RTI Data (Every 4-6 weeks) PLC Data (Twice Monthly) Informal & Formal Observation Data (Ongoing) Student Grades (Monthly)	General fund Title 1 funds ESS FRYSC
-Elementary Reading F/R lunch population 32% P/D -Elementary Math F/R lunch population 30% P/D -Middle school Reading F/R lunch population 33% P/D -Middle school Math F/R lunch population 30% -High School Reading F/R lunch population 48% P/D -High School Math F/R lunch population 50% P/D		Activity – Response to Intervention. The DLT will support schools in implementing the District RTI Process with fidelity	DLT agendas and meeting minutes to verify monitoring student data	KSA Results (Yearly) I-Ready data (3 times per year & interim) Accelerated Reader reports (Weekly) RTI Data (Every 4-6 weeks) PLC Data (Twice Monthly) Informal & Formal Observation Data (Ongoing) Student Grades (Monthly) General fund	General fund Title 1 funds ESS FRYSC

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2024, the percentage of English Learners scoring novice in reading will decrease by 10%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Percentage of English Learners scoring novice in reading will decrease by 10	Strategy – KCWP5: Design, Align, and Deliver Support Processes All teachers will be equipped to provide appropriate interventions and support services to students.	Activity – RTI Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	iReady growth monitoring monthly, classroom formative and summative assessments.	KSA I-Ready	General Fund Title I ESS

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2024, school level Quality of School Climate and Safety indicator scores will increase:
 Elementary: From Medium to High
 Middle School: From Low to High
 High School: From Low to High

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 6: Establishing Learning Culture and Environment	Improve school culture for staff and students by incorporating a culture committee to plan activities	Culture Surveys	KSA Culture Survey Data	General Fund FRYSC
		Character education programs whole school and small group with counselor			

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): By May 2024, Robertson County High School Transition Readiness Indicator will increase by 10 points according to KDE Threshold indicator cut scores.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, High school students will demonstrate an increase in Transition Readiness 82.9% to 93%	Strategy – KCWP4: Review, Analyze, Apply Data Results All students will receive appropriate support to ensure transition readiness.	Activity – Intervention Identification RCS Admin will support teachers and counselors in identifying students for intervention services to ensure transition readiness.	RTI schedules and I Ready progress data.	KSA Results (Yearly) ACT Data (Yearly) ACT Practice Data (Yearly) Dual Credit Data (Twice per year) Career & Technical End of Program Assessment Data, Industry Certification (Yearly)	General Fund ESS Perkins Grant
	Strategy – KCWP 2: Design and Deliver Instruction RCS Staff will collaborate to ensure all students receive targeted instruction based on individual needs.	Activity – Intentional Scheduling and student conferences to ensure college courses and CTE pathways are scheduled effectively.	College course dual-credit grades, ACT scores and scores on Industry Certifications	KSA Results (Yearly) ACT Data (Yearly) ACT Practice Data (Yearly) Dual Credit Data (Twice per year) Career & Technical End of Program Assessment Data, Industry Certification (Yearly)	General Fund ESS Perkins Grant
		Activity – Tutoring The DLT, RCS teachers will provide targeted and intensive support to students identified as at risk.	RTI schedules and I Ready progress data.	KSA Results (Yearly) ACT Data (Yearly) ACT Practice Data (Yearly) Dual Credit Data (Twice per year) Career & Technical End of Program Assessment Data, Industry Certification (Yearly) General Fund	General Fund ESS Perkins Grant

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): By May 2024, the Robertson County School System will increase the 5 Year Cohort and the 4 Year Cohort rate to a High or Very High Threshold Cut score according to KDE.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Robertson County Graduation Rate will maintain 100% or higher for 4 Year Cohort Rate and increase to 100% for the 5 Year Cohort Rate. Current 4-year graduation Rate: 100% Current 5-year Graduation Rate: 95.5%	Strategy – KCWP6: Establishing a Learning Culture and Environment All student will be identified and provided interventions such as course scheduling reflective of ILP career paths, counseling services, and planning meeting with district personnel.	Activity – Truancy Diversion RCS Admin will collaborate with external agencies to support student graduation rates.	Overall Graduation rate and student success after afterschool – transition status	KSA Results (Yearly) Student Grade Review (Monthly) Persistence to Graduation/Early Warning Tool (Monthly) Attendance/DPP Data (Monthly)	None needed – resources provided by Ky Court Systems General Fund FRYSC
		Activity – Career Awareness Counselors will coordinate services to ensure students are provided with opportunities to experience career presentations, CTE opportunities, and ILP planning.	Overall Graduation rate and student success after afterschool – transition status	KSA Results (Yearly) Student Grade Review (Monthly) Persistence to Graduation/Early Warning Tool (Monthly) Attendance/DPP Data (Monthly)	None needed – resources provided by Ky Court Systems General Fund FRYSC
		Activity – Student conferencing Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning as well as intentional scheduling that ensures student success.	Overall Graduation rate and student success after afterschool – transition status	KSA Results (Yearly) Student Grade Review (Monthly) Persistence to Graduation/Early Warning Tool (Monthly) Attendance/DPP Data (Monthly)	None needed – resources provided by Ky Court Systems General Fund FRYSC

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>