

## **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

**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.

1. A priority area for FTIS is to continue our focus on tier 1 and 2 classroom instructional strategies. As we have gone through curriculum revision and adoption we are now at a place where we need to focus on instructional strategies.
  
2. A priority area for FTIS is to increase the reading / math index score at HHS. We saw a significant drop in the score from performance on the spring assessment which was compounded by the addition of the change factor.

**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 4: Review, Analyze and Apply Data Results –
- How does leadership use qualitative and quantitative data to drive continuous improvement and close achievement gaps?
- KCWP 5: Design, Align and Deliver Support –
- In what ways does the school/district ensure equitable access to rigorous academic curriculum (e.g., advanced coursework, dual credit, gifted and talented, CTE Opportunities) that is respectful and responsive to all learners, including diverse populations?

**Indicator**

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

<b>Indicator</b>	<b>Status – ES/MS/HS</b>	<b>Change – ES/MS/HS</b>
State Assessment Results in reading and mathematics	Very High / Very High / Very High	Maintain / Increase / Increase
State Assessment Results in science, social studies and writing	Very High / Very High / Very High	Maintain / Increase / Decline
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	High / High / Very High	Maintain / Increase / Increase
Postsecondary Readiness (high schools and districts only)	Very High	Increase
Graduation Rate (high schools and districts only)	Very High	Increase

**1: State Assessment Results in Reading and Mathematics**

Goal 1 (State your reading and math goal.): Increase the average status score in combined reading and math from 89.5 to 96.0 by 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the spring of '25 our average district index score in reading will increase from 90.0 to 91.5 by the fall of 2025.	KCWP 2: Following KY Curriculum Model Framework teachers aligned standards, created units and examined resources through a rigorous HQIR evaluation and adoption process.	Standards Alignment: Examination of standards within units of study to ensure there are no gaps.	Achievement of school wide identified reading WIGS	Examination of the STAR Consolidated Summary Report	ELA Resource Adoption: \$650K over 6 years
		Unit Development: Creation of internal units of study with public facing documents that reveal WHAT each grade level are covering following the Understanding by Design stages 1, 2 and 3 framework for curricular development	Public facing documents along with unit sheets for teachers completed and published	Examination of the STAR Consolidated Assessment Proficiency Report	Elementary Literacy Leaders: \$6K via NKCES
				Examination of the STAR Growth Report: Stretch goal...Schools will have 80% of their students obtaining an SGP of 35 or greater.	
		Resource Adoption: Following adoption teachers engaged in ongoing PD and resource support with our digital literacy coach	Continuous review of stage 2 and 3 of unit sheets along with creation of common formative and summative assessments.	Evaluation of results on district, state (KSA) and national assessments for continuous growth.	
Elementary Literacy Leader: Position created to support building and grade level PLCs with the new adoption.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By the spring of '25 our average district index score in math will increase from 83.5 to 85.0 by the fall of 2025.</p>	<p>KCWP 2: Following KY Curriculum Model Framework teachers aligned standards, created units and examined resources through a rigorous HQIR evaluation and adoption process.</p>	<p>Standards Alignment: Examination of standards within units of study to ensure there are no gaps.</p>	<p>Achievement of school wide identified math WIGS</p>	<p>Examination of the STAR Consolidated Summary Report</p>	<p>July 1, 2025</p>
		<p>Unit Development: Creation of internal units of study with public facing documents that reveal WHAT each grade level are covering following the Understanding by Design stages 1, 2 and 3 framework for curricular development</p>	<p>Public facing documents along with unit sheets for teachers completed and published</p>	<p>Examination of the STAR Consolidated Assessment Proficiency Report</p>	
		<p>Resource Adoption: Following adoption teachers engaged in ongoing PD and resource support through department and vertical PLCs</p>	<p>Continuous review of stage 2 and 3 of unit sheets along with creation of common formative and summative assessments.</p>	<p>Examination of the STAR Growth Report: Stretch goal... Schools will have 80% of their students obtaining an SGP of 35 or greater.</p>	
				<p>Evaluation of results on district, state (KSA) and national assessments for continuous growth.</p>	

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

Goal 2 (State your science, social studies, and writing goal.): Increase the average indicator score in combined science, social studies and writing from 75.7 to 81.0 by 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the spring of '25 our average district index score in science will increase from 61.0 to 62.5 by the fall of 2025.	KCWP 3: Working with NKCES our MS science teachers continue their year 2 work with Open Sci Ed by creating assessments that mirror the inquiry based instruction taking place in the classroom.	Professional Development: Partnering with NKCES HMS teachers will create more inquiry based assessments for students to demonstrate their learning beyond memorization of fact.	Common Formative and Summative Assessments	End of unit assessments	Open Sci Ed Resource Kits: \$10K
		Open Sci Ed Curriculum: Continuation of laboratory and hands on exploratory learning using the Open Sci Ed curriculum at HMS.	Increased proficiency on state assessments		
			Hands on, laboratory, demonstrations and defense of learning.		
By the spring of '25 our average district index score in social studies will increase from 80.0 to 81.5 by the fall of 2025.	KCWP 2: Following KY Curriculum Model Framework teachers aligned standards, created units and examined resources through a rigorous HQIR evaluation and adoption process.	Standards Alignment: Examination of standards within units of study to ensure there are no gaps.	Successful implementation of FTIS Social Studies curriculum with expanded learning opportunities and experiences for students.	Expanded demonstrations of learning where students are creating, performing and designing their learning experiences within the content area.	n/a
		Unit Development / Maintenance: Two years ago units of study were created. We now must maintain, evaluate and modify when necessary these units to ensure			

		they are meeting our desired outcomes. Additionally, public facing documents that reveal WHAT each grade level are covering following the Understanding by Design stages 1, 2 and 3 framework for curricular development.	Project Based Learning opportunities embedded within the Social Studies curriculum (stage 3 UbD work ongoing)		
By the spring of '25 our average district index score in writing will increase from 86.6 to 88.1 by the fall of 2025.	KCWP 2: Following KY Curriculum Model Framework teachers aligned standards, created units and examined resources through a rigorous HQIR evaluation and adoption process.	<p>Standards Alignment: Examination of standards within units of study to ensure there are no gaps.</p> <p>Unit Development: Creation of internal units of study with public facing documents that reveal WHAT each grade level are covering following the Understanding by Design stages 1, 2 and 3 framework for curricular development</p> <p>Resource Adoption: Following adoption teachers engaged in ongoing PD.</p> <p>Elementary Literacy Leader: Position created to support building and</p>	Fidelity of curriculum implementation and PLC discussion evaluating student performance on a variety of district, state and national assessments.	Literacy Leader and grade level PLC discussions around the fidelity of implementation and writing evaluation within our newly adopted programs.	n/a

		grade level PLCs with the new adoption.			
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### 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
<p>By the spring of '25 our average district index score in reading with our students who are economically disadvantaged (ES &amp; MS) will increase from 54.4 to 55.9 by the fall of 2025.</p>	<p>KCWP 4: Continuation of our MTSS focus at each building with an emphasis at the elementary on phonics and targeted skill gaps at our MS and HS levels to be reached within the tier 3 models</p>	<p>School level MTSS meetings to review all areas of student need. Identified students receive targeted tier 3 intervention.</p>	<p>Student growth with targeted intervention as seen through their programming and benchmark assessments.</p>	<p>Monthly MTSS data review meetings, HS Legacy and Flex schedule to monitor student progress</p>	<p>n/a</p>
		<p>RTI Plans in IC: District level expectation that tier 3 data be kept in IC for MTSS meetings.</p>	<p>RTI Plans in IC with data being calculated, and specific roles for interventionists defined.</p>	<p>K-9 STAR Benchmarking</p>	
<p>By the spring of '25 our average district index score in math with our students who are economically disadvantaged (ES &amp; MS) will increase from 49.9 to 51.4 by the fall of 2025.</p>	<p>KCWP 4: Continuation of our MTSS focus at each building with an emphasis at the elementary on phonics and targeted skill gaps at our MS and HS levels to be reached within the tier 3 models</p>	<p>FLEX &amp; Legacy at HHS: Intentional LEGACY time designed by the HHS team to make connections with students, provide additional support at the secondary level within FLEX</p>		<p>Targeted program monitoring and tier 3 data collection in IC within the Rtl plan</p>	

**4: English Learner Progress**

Goal 4 (State your English learner goal.): N/A - We do not have above the required N count of 30 to set a goal.

<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1					

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the average indicator score in quality of school climate and safety from 74.2 to 80.0 by 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the spring of '25 our average district index score with school climate will increase from 75.0 to 76.5 by the fall of 2025.	KCWP 6: 4 Essential Roles Training. Throughout the year our entire leadership team will be reinforcing 4ER training that we did at our summer retreat. The desired outcome is grow each leaders personal leadership.	Formative Impact Survey: All certified and classified employees will take an internal survey that mirrors the KY TELL survey given every 2 years.	Maintenance or increase from previous years results.	December Survey results	4 Essential Roles Training with our Franklin Covey Annual Membership \$9K
By the spring of '25 our average district index score with school safety will increase from 72.0 to 73.5 by the fall of 2025.		4ER Training: Led by a Franklin Covey Coach our Leadership team will take on this new learning and look to develop and grow their own personal leadership through the 4ER framework.	Development of a personal leadership plan and increased leadership capacity within themselves for their building.	Monthly leadership meetings and mid-year retreat	
		Monthly Leadership Meeings: As a leadership team we will revisit and reflect on our 4ER content with a mid year retreat	Effective leadership within the team that model a ME to WE mentality Progress towards our strategic plan and annual goals as set by our BOE.		

**6: Postsecondary Readiness**

Goal 6 (State your postsecondary goal.): Increase our PSR from 108.8 to 115 by 2029.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the spring of '25 our average district index score will increase from 108 to 110 by the fall of 2025.	KCWP #4 – Review, Analyze, and Apply Data	CTE and other core departments have access to a post-secondary tracker that has up to date data.	Placement decisions are made based on applicable data.	We review this sheet consistently with departments and counselors.	Shared between fees and Central Office depending on resources needed
		Create and review common formative and summative assessments.	Improved student achievement through formative assessments certifies mastery on summative assessments.	Weekly PLC Meetings	
	KCWP #1 – Design and Deploy Standards	Focus intentionally on curriculum to develop a guaranteed and viable curriculum.	Continue resource acquisition that meet our curricular needs	PLC meeting notes and department recommendations	
			Continue to study and implement Professional Learning Communities.	Progression through Marzano’s levels of highly effective schools	

**7: Graduation Rate**

Goal 7 (State your graduation rate goal.): Our combined 4- and 5-year cohort for graduation will go from a 98.2 status score to a 99.0 status score by 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the spring of '25 our average district index score will increase from 98.2 to 98.4 by the fall of 2025.	KCWP #5 – Design, Align and Deliver Support	Utilize Flex to remediate and intervene when students are identified as deficient in skills or content.	Improved learning outcomes after remediation.	Review data monitoring on students not on track to graduate. Work with our student support team to implement appropriate interventions and/or responses	n/a