

## 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.

1. The current curriculum is not being taught with fidelity across the district. Teachers continue to piecemeal the provided curriculum and still use older assessments especially.
2. Tier I instruction continues to be an utmost goal for the district. We must ensure teachers are using the HQIRs provided as designed and in a way that ensures engagement by all students.
3. We have identified two GAP groups across the district and will continue to monitor those closely. We want our economically disadvantaged and Special Education students to have access to the same rigorous curriculum as all other students, with the added scaffolding and support mandated in order for these students to reach mastery of the content.

### 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.

We are addressing the high novice percentages observed in reading and math for both our special education (SPED) and economically disadvantaged students. As a district, we are concerned about our low proficiency in reading and math. These concerns will be comprehensively tackled in the CDIP.

Elementary Reading and Math 2023-24 Scores:

- Students with Disability–Reading–Novice–44%, Math–Novice–47%
- Economically Disadvantaged–Reading–Novice–31%, Math–Novice–30%

Middle School Reading and Math:

- Students with Disability–Reading–Novice–46%, Math–Novice–41%
- Economically Disadvantaged–Reading–Novice–29%, Math–Novice–27%

High School Reading and Math:

- Economically Disadvantaged–Reading–Novice: 29%, Math–Novice 40%

### 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 2: Design and Deliver Instruction:** Our efforts over the last two years have been dedicated to enhancing our teachers' knowledge and their capacity to actively engage students in the learning process. A number of our educators have participated in LETRS training. As a district, we have conducted training sessions on Kagan strategies, The Artisan Teacher, and Project-Based Learning. Our primary emphasis is on crafting instruction that is authentic and pertinent to our students' needs and interests. We have established partnerships with notable educational experts such as Katie Martin, Todd Whitaker, GRREC, Lisa Hall, and Mike Rutherford to place a strong focus on the development and delivery of high-quality instruction.

**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.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	61.3/71.5/61.5	2.6/3.6/-1.0
State Assessment Results in science, social studies and writing	55.9/63.1/55/2	3.4/1.5/-0.7
English Learner Progress		
Quality of School Climate and Safety	76.3/69.2/63.2	0.7/1.9/0.2
Postsecondary Readiness (high schools and districts only)	90.5	2.7
Graduation Rate (high school and districts only)	94.5	2.0

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

**Goal 1:** Logan County Public Schools will increase proficiency in reading and math by 2026 as measured by state assessments.

- Elementary School Reading 40% to 44% and Math 43% to 45%
- Middle School Reading 53% to 58.3% and Math 56% to 58%
- High School Reading 47% to 51.7% and Math 39% to 45.1%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1: Reading</b> LCS will increase the percent of Proficient and Distinguished by 2025 for all students in: Elementary: 42% to 43% Middle: 52% to 55% High: 46% to 49%</p> <p><b>Objective 2: Math</b> LCS will increase the percent of Proficient and Distinguished by 2025 for all students in: Elementary: 43% to 44% Middle: 56% to 57% High: 36% to 40%</p>	<p>LCS will <b>Design and Deploy Standards</b> to ensure monitoring measures are in place to support high fidelity in teaching to the standards as an ongoing action of the PLC planning process.</p> <p>LCS will <b>Design and Deliver Instruction</b> to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to intent of standard/learning target.</p> <p>LCS will <b>Review, Analyze and Apply Data</b> to implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on</p>	<p><b>Guaranteed and Viable Curriculum:</b> All schools will implement a common research-based, guaranteed and viable curriculum in alignment with the district pacing guide in core content areas that includes an instructional vision for writing across the curriculum.</p> <p><b>Professional Learning:</b> Professional learning opportunities will be provided by the district and schools that will include but not be limited to Cognitive Engagement/Rigor, scaffolding, standards expertise and alignment, curriculum implementation, data analysis, student engagement, evidence-based practices,</p>	<p>Curriculum Assessments K-8 – EL Education and Illustrative Math 9-12 – HMH and Carnegie Learning</p> <p>Coaching, Walk-throughs and Observations</p>	<p>Quarterly by Instructional Team</p> <p>Quarterly at Administrative Meetings</p>	<p>District Funds</p> <p>Title I and Title II</p>

	<p>meaningful evidence of student learning.</p> <p>LCS will <b>Design, Align and Deliver Support</b> in order to establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.</p>	<p>technology integration, and working with special populations and gap groups.</p> <p><b>Professional Learning Communities:</b> K-8 District wide and High School Quarterly early release Fridays to allow for grade-level/content area teachers across the district to plan and discuss their processes for increasing student achievement through data analysis, student work analysis, and standards/curricular facilitated conversations.</p> <p><b>Profile/Pillars of Success</b> LCS will continue to work with each school to implement both the Pillars of Success and the Profile of Success. We will communicate the results to all stakeholders.</p>	<p>iReady Data, Fastbridge Data, EL assessment data K-8, Illustrative data K-8, HMH Data 9-12, and Carnegie Learning Data 9-12.</p> <p><b>Defenses of Learning</b> Defenses of Learning will serve as the Profile of Success performance assessment in grades 3, 5, 8, 12. Twelfth grade defenses will be a requirement for graduation from Logan County High School.</p>	<p>Quarterly by the Instructional Department</p> <p>Yearly on Specified Dates for each school by District and School Level Administration</p>	<p>District Funds Title I Funds</p> <p>District Funds \$2000</p>
--	--	--	---	---	--

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

<p><b>Goal 2:</b> Logan County Schools will increase proficiency in science, social studies and writing by 2026 as measured by state assessment.</p> <p><b><u>Social Studies</u></b> -Elementary School from 39% to 43% -Middle School from 46% to 50% -High School from 43% to 47.3%</p> <p><b><u>Science</u></b> -Elementary school from 30% to 33% -Middle school from 31% to 34.1% -High school from 12% to 13.2%</p> <p><b><u>On Demand Writing</u></b> -Elementary school from 30% to 34% -Middle school from 56% to 61.6% -High school from 59% to 64.9%</p>
---

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1 (Social Studies):</b> LCS will increase the percent of students scoring P/D by 2025 in Social Studies for:            -Elementary School from 39% to 41%            -Middle School from 46% to 48%            -High School from 42% to 45.2%</p> <p><b>Objective 2 (Science):</b> LCS will increase the percent of students scoring P/D by 2025 in Science for:            -Elementary school from 28% to 32%            -Middle school from 29% to 32%            -High school from 5% to 12.6%</p> <p><b>Objective 3 (On Demand Writing):</b> LCS will increase the percent of students scoring P/D by 2025 in Writing for:            -Elementary school from 30% to 32%            -Middle school from 53% to 58.8 %            -High school from 50% to 61.9%</p>	<p>LCS will <b>Design and Deploy Standards</b> to ensure monitoring measures are in place to support high fidelity in teaching to the standards as an ongoing action of the PLC planning process.</p> <p>LCS will <b>Design and Deliver Instruction</b> to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of standard/learning target.</p> <p>LCS will <b>Review, Analyze and Apply Data</b> to implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.</p>	<p><b>Guaranteed and Viable Curriculum:</b>            All schools will implement a common research-based, guaranteed and viable curriculum in alignment with the district pacing guide in core content areas that includes an instructional vision for writing across the curriculum.</p> <p><b>Professional Learning:</b>            Professional learning opportunities will be provided by the district and schools that will include but not be limited to Cognitive Engagement/Rigor, scaffolding, standards expertise and alignment, curriculum implementation, data analysis, student engagement, evidence-based practices, technology integration, and working with special populations and gap groups.</p> <p><b>Professional Learning Communities:</b>            K-8 District wide and High School Quarterly early release Fridays to allow for grade-level/content area teachers across the district to plan and discuss their processes for increasing student achievement through data analysis, student work analysis, and standards/curricular facilitated conversations.</p> <p><b>Profile/Pillars of Success</b>            LCS will continue to work with each school to implement both the Pillars of Success and the Profile of Success. We will communicate the results to all stakeholders.</p>	<p>Curriculum Assessments            K-8 – EL Education            9-12 – HMH</p> <p>Coaching, Walk-throughs and Observations</p> <p>Open SciEd Data 6-12 EL Education Assessment            Data K-8, HMH Data 9-12</p> <p><b>Defenses of Learning</b>            Defenses of Learning will serve as the Profile of Success performance assessment in grades 3, 5, 8, 12.            Twelfth grade defenses will be a requirement for graduation from Logan County High School.</p>	<p>Quarterly by Instructional Team</p> <p>Quarterly at Administrative Meetings</p> <p>Quarterly by the Instructional Department</p> <p>Yearly on Specified Dates for each school by District and School Level Administration</p>	<p>District Funds</p> <p>Title I and Title II</p> <p>District Funds and Title I Funds</p> <p>District Funds</p>

3: Achievement Gap

**Goal 3:** 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><b>Objective 1 (Economically disadvantaged):</b> LCS will collaborate to increase the percentage of P/D by 2025 in the areas of reading and math for the above listed subgroup:</p> <ul style="list-style-type: none"> <li>-Elementary will increase from 36.5% to 38%</li> <li>-Middle school will increase from 45% to 48%</li> <li>-High school will increase from 28% to 32%.</li> </ul> <p><b>Objective 2: (Students with Disabilities):</b> LCS will collaborate to increase the percentage of P/D by 2025 in the areas of reading and math for the above listed subgroup:</p> <ul style="list-style-type: none"> <li>Elementary will increase from 21.5% to 24%</li> <li>Middle School will increase from 19.5% to 22%</li> <li>High School will increase from 17% to 21%.</li> </ul>	<p>LCS will <b>Design and Deliver Instruction</b> to implement strategies and programs across the district to ensure students have an understanding of learning expectations, to ensure the instructional effectiveness of teachers, and to meet the Tier I instructions and assessment needs of all students.</p> <p>LCS will <b>Design, Align, Deliver Support Processes</b> to determine which best practice strategies will meet the identified needs of students and ensure resources are aligned and address the identified needs.</p> <p>LCS will <b>Establish Learning Culture and Environment</b> to ensure equitable access to a meaningful and rigorous curriculum that is respectful to diverse learners and promotes success.</p>	<p><b>Extended Learning Opportunities:</b> Extended learning opportunities will be provided for students in grades preschool-12. Extended School Services during the summer and school year, tutoring.</p> <p><b>Accelerate Learning for All:</b> Instead of taking the typical approach to remediation, we will make access to grade-level content the academic priority and provide just-in-time interventions when needed. The district will support the implementation of grade-level instructional resources and the PLC process will ensure all students have access to grade-level standards.</p> <p><b>Student w/Disabilities:</b> We will continue to provide training in best practices for improving co-teaching strategies with special education staff and teachers by implementing walk-throughs with district and building administration providing feedback. This will include providing tools and strategies for engaging and accelerating special education students in grade level standards across all levels. All special education teachers will continue to be intentional with specially designed instruction and all staff will be intentional in providing required accommodations in order for special education students to have equal access. The director and consultants will engage in quarterly meetings with school teams to look at progress being made on goals and determine next steps.</p>	<p>-Brigance Screeners - FastBridge Assessment - ESS Program Report - Student Grades (7-12)</p> <p>FastBridge iReady Completion rates of HMH (9-12) and EL Education (K-8)</p> <p>Fastbridge, reviewing IEP goals, progress monitoring</p> <p>Disaggregated Data for EL Education and HMH Assessments</p> <p>Disaggregated Data from FastBridge and iReady</p>	<p>Quarterly by Elementary Programs Consultant and Director of Secondary Instruction/Director of EL/Federal Programs</p> <p>Weekly by District Teaching &amp; Learning Coaches -Quarterly by Elementary &amp; Secondary Directors</p> <p>Quarterly by SPED Consultants and Director of Special Education and District Instructional Team</p>	

--	--	--	--	--	--

**4: English Learner Progress**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

**5: Quality of School Climate and Safety**

<p><b>Goal 5:</b> Logan County Schools will demonstrate a two-point increase in the Quality of School Climate and Safety indicator rate at each level by 2026.</p> <p>-Elementary: 77% to 79%</p> <p>-Middle: 71.1% to 73%</p> <p>-High: 63.4% to 66%</p>
---

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> <b>Office Discipline Referral</b> LCS will reduce office discipline referrals in 2025 from 1080 to 1000.</p> <p><b>Objective 2:</b> <b>Nutrition and Dining</b> To increase breakfast participation by 2025 from 66% to 68%, and lunch participation by 2025 from 76% to 78%.</p>	<p>LCS will <b>Design, Align, and Deliver Support Processes</b> to implement school and district-wide behavioral support and management systems, training, and SEL curriculum implementation support.</p> <p>LCS will Establish Learning Culture and Environment by implementing school culture improvement and development initiatives as described under activities.</p>	<p><b>Social Emotional Learning:</b> Implementation of Social Emotional Learning (SEL) curriculum in all K-8 schools and the High School.</p> <p><b>Nutrition and Dining:</b> -Breakfast events held periodically to promote participation. -National School Lunch Week. -National School Breakfast Week. -Addition of new products and promotions throughout the year. -Increased size of products within regulation at breakfast service. -Encourage participation by employees.</p>	<p>SEL implementation fidelity measures Social Academic Emotional and Behavior Screener (mySAEBRS)</p> <p>Sales Overview Report D3 KY State report</p>	<p>Quarterly by instructional directors - Monthly/quarterly by Coordinators</p> <p>Monthly Cafeteria Manager meetings and Administrator meetings</p> <p>Director of Nutrition &amp; Dining, All Cafe Managers and Asst. Managers, School Principals</p>	<p>Grant Funded by Access Grant GRREC.</p> <p>Federal reimbursement, otherwise no funds</p>

--	--	--	--	--	--

6: Postsecondary Readiness

**Goal 6:** Logan County Schools will increase the percentage of students graduating Postsecondary Ready from 86.4 to 91.4 by 2026 as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> LCS will increase the percentage of students who become postsecondary ready by 2025 from 86.4% to 88%.</p> <p><b>Objective 2:</b> LCS will increase the overall ACT composite in 2025 from 18.9 to 20.</p>	<p>LCS will <b>Review, Analyze, and Apply Data</b> to make data-informed decisions that build post-secondary readiness systems at LCHS.</p> <p>LCS will <b>Design, Align, and Deliver support Processes</b> to improve career and technical education.</p> <p>LCS will <b>Establish Learning Culture and Environment</b> to ensure effective service learning (internships/Co-op, Ready to Work, Volunteerism, Youth Leadership, etc.) opportunities which include student voice and choice, consideration of multiple perspectives, curriculum integration, and reflection.</p> <p>LCS will <b>Design, Align, Deliver Support Processes</b> to establish systems which ensure appropriate academic interventions are taking place to meet the needs of all students. Core Instruction and tiered interventions for the high school.</p>	<p><b>Profile/Pillars of Success</b> LCS will continue to work with each school to implement both the Pillars of Success and the Profile of Success. We will communicate the results to all stakeholders.</p> <p><b>Staffing Responsibilities:</b> Schools will designate a coordinator to oversee the use of Perkins funds and professional learning to improve CTE programming at the High School. Dedicated staff to monitor transition readiness and coordinate activities. The Instructional Department will work with teachers in all schools to support high-quality instruction that is aligned to KAS.</p> <p><b>Community Partnerships:</b> The district will collaborate with regional representatives to conduct a needs assessment for career and technical education improvement. Provide work-based learning opportunities through partnerships with local businesses and the Chamber of Commerce.</p> <p><b>Intentional Opportunities:</b> Purposeful scheduling of students into courses and pathways based on their ILPs and interests. Guidance counselors will collaborate to share ideas and</p>	<p><b>Defenses of Learning</b> Defenses of Learning will serve as the Profile of Success performance assessment in grades 3, 5, 8, 12. Twelfth grade defenses will be a requirement for graduation from Logan County High School.</p> <p>Postsecondary Readiness Data</p> <p>Job shadowing participation Internship participation</p> <p>Progress Toward Pathway Completion Postsecondary Readiness Data</p> <p>Progress Toward Pathway Completion Postsecondary Readiness Data Student Participation Numbers</p>	<p>Yearly on Specified Dates for each school by District and School Level Administration</p>	<p>District Funds</p>

		<p>strategies for intentional scheduling.</p> <p>LCCHS career counselor will use student interest data and transition readiness data to coordinate opportunities for students. CTE and CTC programs will provide opportunities for students to pursue pathways of interest and will provide multiple options for students to demonstrate postsecondary readiness.</p> <p><b>Data:</b> Continue using and adapting a tracking system to collect and monitor progress toward school-wide postsecondary readiness and dedicate staff to keep track of postsecondary readiness.</p> <p>LCCHS will host an ACT Boot Camp through Mastery Prep for all 11th graders in order to help them prepare for success on future assessments, specifically reading, math, and science assessments.</p> <p>All high school students, in collaboration with a teacher, counselor or administrator will create a plan of action for choosing a career pathway and being postsecondary ready by the end of their senior year.</p>			
--	--	--	--	--	--

**7. Graduation Rate**

<b>Goal 7:</b> Logan County Schools will collaborate to increase the 5-year cohort graduation rate from 95.8% to 98% by 2026 as measured by state benchmarks.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Logan County Schools will collaborate to increase the percentage of students in the	LCS will <b>Design, Align, Deliver Support Processes</b> to work to decrease the number of	<b>Profile/Pillars of Success</b> LCS will continue to work with each school to implement both the Pillars of	<b>Defenses of Learning</b> Defenses of Learning will serve as the Profile of Success	Yearly on Specified Dates for each school by District and School Level Administration	District Funds



5-year cohort graduation rate by 2025 from 95.8% to 97%	<p>students dropping out of high school.</p> <p>LCS will <b>Design, Align, Deliver Support Processes</b> to provide students the opportunity to recover credits at the high school level.</p> <p>LCS will <b>Design, Align and Deliver Support</b> in order to establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.</p>	<p>Success and the Profile of Success. We will communicate the results to all stakeholders.</p> <p><b>Credit Recovery Options:</b> Summer school, district accountability meetings and other credit recovery options will be offered to students as needed to support academic achievement.</p>	<p>performance assessment in grades 3, 5, 8, 12. Twelfth grade defenses will be a requirement for graduation from Logan County High School.</p> <p>Graduation rate Program enrollment Course completion rates</p> <p>Summer school enrollment</p> <p>Credits recovered Dropout data</p>	<p>Quarterly by the Assistant Superintendent(s)</p> <p>Annually by Supervisor of Instruction/ESS Coordinator</p>	
---	--	---	---	--	--

**8: Other (Optional)**

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

**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)).

<b>Monitoring and Support</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

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)).

<b>Additional/More Rigorous Actions</b>
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p>

