

Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shipley*, *Baldrige*, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets.

Objective(s):

Objective 1 Reading:

By the end of the current academic year, the district will increase the Reading P/D rate for Economically Disadvantaged students from the 2025 district average of 33% to 38%, while decreasing Novice from 21% to 18%.

Objective 2 Mathematics:

By the end of the current academic year, the district will increase the Math P/D rate for Economically Disadvantaged students from the 2025 district average of 33% to 38%, while decreasing Novice from 30% to 27%.

Strategy:

Implement a districtwide MTSS-based improvement plan that strengthens Tier 1 instruction and provides timely Tier 2/3 interventions specifically for Economically Disadvantaged students.

This strategy will focus on:

- daily standards-aligned instruction in reading and math,
- explicit small-group supports for ED learners,
- frequent data cycles to adjust instruction, and
- equity checks to ensure ED students receive consistent access to effective teaching and interventions.

Activities:

Strengthen Tier 1 Literacy and Math Instruction

- Ensure all Reading/Math lessons are aligned to Kentucky Academic Standards (KAS) with appropriate rigor.
- Use district walkthrough tools monthly to monitor instructional alignment and engagement for ED students.

Provide Targeted Tier 2/3 Interventions for ED Students (KCWP 5)

- Schedule a daily intervention/enrichment block in every school.
- Identify ED students performing Novice/Apprentice using KSA trend data and screeners.
- Deliver evidence-based interventions in:
 - Reading foundational skills, fluency, and comprehension
 - Math number sense, computation fluency, and reasoning
- Maintain intervention logs and regroup students every 4–6 weeks based on progress.

Data Review Activities (KCWP 4)

- Conduct quarterly district data reviews of ED performance trends to evaluate movement between Novice, Apprentice, and P/D bands.
- School leadership teams identify barriers and adjust instructional plans or intervention staffing as needed.

Extended Learning Opportunities

- Offer tutoring/after-school or summer supports prioritizing ED students in Novice/Apprentice bands.
- Provide family learning nights (Reading & Math) each semester with take-home resources.

Progress Monitoring:

Monitoring Activity	Timeline	Evidence/Artifacts	Responsible Parties
Universal screeners (i-Ready/STAR)	Fall, Winter, Spring	Reports showing growth and Novice reduction	Teachers, Instructional Coaches
Unit/Benchmark Assessments	Every 6-9 weeks	PLC data protocols, student work, item analysis	PLCs, Principals
Intervention Progress Monitoring	Bi-weekly	Intervention logs, skill checks, regrouping lists	MTSS Teams
District Data Review	Quarterly	District scorecards showing ED band movement	District Leadership
Walkthroughs for Tier 1 fidelity	Monthly	Walkthrough forms, feedback cycles	Principals, Coaches

Funding:

Title I: ED intervention staff, tutoring, instructional resources, and family engagement events

Title II: Professional learning, coaching cycles, and teacher training materials

IDEA (as applicable): Intervention overlap support for ED/SWD students

Local/State Funds: District assessments, MTSS resources, and staffing to sustain intervention blocks

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year Goal:

By Spring **2028**, Middlesboro Independent Schools will reduce the percent of students scoring **Novice** on KSA Reading and Mathematics, while increasing the percent scoring **Proficient/Distinguished (P/D)**, compared to the 2025 district baselines.

- **Reading District Goal:**

2025 baseline **Novice** = **22%** and **P/D** = **47.7%**.

Goal by 2028:

- Reduce Reading Novice to **14% (8-point reduction in 3 years)**
- Increase Reading P/D to **55% (+7.3 points)**

- **Mathematics District Goal:**

2025 baseline **Novice** = **33.3%** and **P/D** = **32.7%**.

Goal by 2028:

- Reduce Math Novice to **22% (11.3-point reduction in 3 years)**
- Increase Math P/D to **45% (+12.3 points)**

Objective(s):

1. **Reading Objective (Novice Reduction Priority):**

By the end of the 2026 school year, Middlesboro Independent Schools will reduce the district Reading Novice rate from the 2025 baseline of **38% to 35% (≥3-point reduction)** on aligned local assessments and KSA readiness indicators, moving students into Apprentice/Proficient bands.

2. **Mathematics Objective (Novice Reduction Priority):**

By the end of the 2026 school year, Middlesboro Independent Schools will reduce the district Math Novice rate from the 2025 baseline of **24% to 22% (≥2-point reduction)** on aligned local assessments and KSA readiness indicators, moving students into Apprentice/Proficient bands.

3. **Implementation Objective:**

By the end of the 2026 school year, **100% of schools** will implement standards-aligned Tier 1 instruction and MTSS intervention supports with fidelity, verified through monthly walkthrough data and intervention progress-monitoring logs, ensuring all Novice-identified students receive targeted support.

Strategy:

Using **KCWP 4 and KCWP 5**, Middlesboro Independent will implement a continuous improvement cycle to reduce Novice performance in Reading and Math.

- **KCWP 4 (Review, Analyze, Apply Data Results):**

Use frequent data reviews to identify students in the Novice band, diagnose skill deficits tied to priority standards, and adjust instruction/interventions rapidly.

- **KCWP 5 (Design, Align, Deliver Support):**
Deliver aligned professional learning, coaching, and intervention systems that strengthen Tier 1 instruction and provide targeted Tier 2/3 supports for Novice learners.

Districtwide emphasis will include:

- explicit instruction in priority standards,
- formative assessment alignment,
- daily MTSS intervention time, and
- consistent instructional expectations in every grade and school.

Activities:

• **District Data Cycles Focused on Novice Learners (KCWP 4)**

- Conduct Reading/Math data reviews **after each benchmark window** (Fall/Winter/Spring).
- PLC teams analyze common assessment results **every 3–4 weeks** to identify Novice students and priority skill gaps.
- District leadership meets quarterly to review Novice trend data and assign/add supports.

• **Strengthen Tier 1 Instruction to Prevent Novice Outcomes (KCWP 5)**

- Ensure daily instruction is aligned to KAS with emphasis on **priority standards most linked to Novice performance**.
- Implement monthly walkthroughs to monitor rigor, engagement, and differentiation for struggling learners.
- Provide feedback and reteach expectations in real time.

• **Targeted Tier 2/3 Intervention and Regrouping**

- Maintain a **daily intervention/enrichment block** in all schools.
- Place Novice students into targeted supports based on screener and benchmark results.
- Provide explicit small-group instruction in:
 - Reading foundational skills/comprehension
 - Math number sense/computation/problem solving
- Regroup intervention students **every 4–6 weeks** using progress data.

• **Professional Learning and Coaching (KCWP 5)**

- Provide PD each semester on strategies proven to move Novice students:
 - explicit literacy instruction, vocabulary, and comprehension routines
 - math discourse, conceptual understanding, multi-step reasoning
 - differentiation and scaffolding
- Coaches model and co-plan targeted lessons **monthly** with grade-level teams.

Progress Monitoring:

- **Universal Screeners:** 3 times per year (Fall/Winter/Spring) in Reading & Math to identify Novice risk early.

- **Benchmark/Common Assessments:** Every **9 weeks** with a required Novice-focused reteach/acceleration plan.
- **PLC Data Meetings:** Every **6 weeks** to monitor Novice subgroup movement between bands.
- **Tier 2/3 Progress Monitoring: Bi-weekly** for Novice-identified students.
- **Quarterly District Reviews:** Compare Novice trends to annual targets and adjust intervention staffing/resources.
- **Walkthrough Fidelity Checks:** Monthly walkthrough data verifies Tier 1 rigor and intervention implementation.

Funding:

Support will be provided through:

- **Title I:** intervention staffing, tutoring, instructional materials, benchmark tools, extended learning
- **Title II:** professional learning, instructional coaching, PD materials
- **State/Local Funds:** district assessment platforms, MTSS resources, curriculum and intervention materials

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By Spring **2028**, Middlesboro Independent Schools will reduce the percent of students scoring **Novice** on KSA **Writing, Science, and Social Studies**, while increasing the percent scoring **Proficient/Distinguished (P/D)** compared to 2025 district baselines.

- **Writing District Goal:**
2025 baseline **Novice** = **21.0%** and **P/D** = **44.5%**.
Goal by 2028:
 - Reduce Writing Novice to **14%** (**≈ 7-point reduction in 3 years**)
 - Increase Writing P/D to **52%** (**≈ +7.5 points**)
- **Social Studies District Goal:**
2025 baseline **Novice** = **34.5%** and **P/D** = **36.5%**.
Goal by 2028:
 - Reduce Social Studies Novice to **24%** (**≈ 10.5-point reduction in 3 years**)
 - Increase Social Studies P/D to **46%** (**≈ +9.5 points**)
- **Science District Goal:**
2025 baseline **Novice** = **22.3%** and **P/D** = **30.3%**.
Goal by 2028:
 - Reduce Science Novice to **15%** (**≈ 7.3-point reduction in 3 years**)
 - Increase Science P/D to **38%** (**≈ +7.7 points**)

Objective(s):

Writing Objective (Novice Reduction Priority):

By the end of the 2026 school year, Middlesboro Independent Schools will reduce the district Writing Novice rate from the 2025 baseline of 21.0% to 18.0% (≥ 3 -point reduction) on aligned local writing tasks and KSA readiness indicators, moving students into Apprentice/Proficient bands.

Social Studies Objective (Novice Reduction Priority):

By the end of the 2026 school year, Middlesboro Independent Schools will reduce the district Social Studies Novice rate from the 2025 baseline of 34.5% to 31.5% (≥ 3 -point reduction) on aligned local assessments and KSA readiness indicators, moving students into Apprentice/Proficient bands.

Science Objective (Novice Reduction Priority):

By the end of the 2026 school year, Middlesboro Independent Schools will reduce the district Science Novice rate from the 2025 baseline of 22.3% to 20.0% (≥ 2.3 -point reduction) on aligned local assessments and KSA readiness indicators, moving students into Apprentice/Proficient bands.

Strategy:

Using **KCWP 4 and KCWP 5**, Middlesboro Independent will implement a continuous improvement cycle to reduce Novice performance in **Writing, Science, and Social Studies**.

- **KCWP 4 (Review, Analyze and Apply Data Results):**
Use frequent data reviews to identify students in the Novice band, diagnose skill deficits tied to priority standards, and adjust instruction/interventions rapidly.
- **KCWP 5 (Design, Align and Deliver Support):**
Deliver aligned professional learning, coaching, and intervention systems that strengthen Tier 1 instruction and provide targeted Tier 2/3 supports for Novice learners.

Districtwide emphasis will include:

- explicit instruction in priority standards,
- formative assessment alignment,
- daily MTSS intervention time, and
- consistent instructional expectations in every grade and school.

Activities:

- **District Data Cycles Focused on Novice Learners (KCWP 4)**
 - Conduct Writing/Science/Social Studies data reviews after each benchmark window (Fall/Winter/Spring).
 - PLC teams analyze common assessment results every 3–4 weeks to identify Novice students and priority skill gaps.
 - District leadership meets quarterly to review Novice trend data and assign/add supports.
- **Strengthen Tier 1 Instruction to Prevent Novice Outcomes (KCWP 5)**

- Ensure daily instruction is aligned to KAS with emphasis on priority standards most linked to Novice performance.
- Implement monthly walkthroughs to monitor rigor, engagement, and differentiation for struggling learners.
- Provide feedback and reteach expectations in real time.

• **Targeted Tier 2/3 Intervention and Regrouping**

- Maintain a daily intervention/enrichment block in all schools.
- Place Novice students into targeted supports based on screener and benchmark results.
- Provide explicit small-group instruction in:
 - Writing structure, elaboration, and evidence-based responses
 - Science conceptual understanding, vocabulary, and application tasks
 - Social Studies content literacy, sourcing, and reasoning
- Regroup intervention students every 4–6 weeks using progress data.

• **Writing Consultant Support (KCWP 5)**

- Utilize a district Writing Consultant **two times per month** to:
 - model standards-aligned writing lessons,
 - support teachers in scoring student writing with common rubrics,
 - co-plan writing tasks tied to content standards, and
 - help PLCs identify next-step feedback to move Novice writers upward.

• **Professional Learning and Coaching (KCWP 5)**

- Provide PD each semester on strategies proven to move Novice learners:
 - explicit writing instruction, feedback cycles, and rubric alignment
 - science literacy routines and hands-on reasoning tasks
 - social studies disciplinary literacy and argument writing
 - differentiation and scaffolding
- Coaches model and co-plan targeted lessons monthly with grade-level teams.

Progress Monitoring:

• **Universal Screeners/Local Measures:** Writing prompts/tasks, Science and Social Studies common assessments 3 times per year (Fall/Winter/Spring).

• **Benchmark/Common Assessments:** Every 9 weeks with a required Novice-focused reteach/acceleration plan.

• **PLC Data Meetings:** Every 6 weeks to monitor Novice subgroup movement between bands.

• **Tier 2/3 Progress Monitoring:** Bi-weekly for Novice-identified students.

• **Quarterly District Reviews:** Compare Novice trends to annual targets and adjust intervention staffing/resources.

- **Walkthrough Fidelity Checks:** Monthly walkthrough data verifies Tier 1 rigor and intervention implementation.

Funding:

Title I: intervention staffing, tutoring, instructional materials, benchmark tools, extended learning

PRI, IAL, GU Funds: to secure a Writing Consultant two times per month to improve district writing instruction and outcomes

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.