

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):

By May 2026, students scoring novice in reading and math will decrease by 5-7% as measured by STAR assessments and KSA data.

Strategy:

KCWP 4 – Review, Analyze, Apply Data

Create an environment that ensures students know their data and make decisions about their own learning.

KCWP 5 – Design, Align, & Deliver Support

Continue to refine the district's multi-tiered system of supports, driven by data that addresses the academic needs of all students.

Activities:

- 1. The district Curriculum/Instruction/Assessment Team will collaborate with the middle and high schools to identify common tools and practices that will increase student self-reflection, progress monitoring, and teacher feedback in the classroom (all content areas).**
- 2. Teachers will administer STAR EL, Reading, and Math during district windows to track student growth and identify students below the 40th percentile to receive interventions.**
- 3. Elementary teachers will administer STAR CBM (Reading and Math) after each universal screener to students scoring below the 40th percentile to diagnose achievement gaps and identify strategies and activities for intervention.**
- 4. As funding is available, elementary reading and math intervention teachers will provide targeted, individualized and small group support to select students scoring below the 40th percentile in reading and math as identified through the district's universal screener.**
- 5. Freckle and Lalilo will be implemented as part of intervention support for elementary students scoring below the 40th percentile in math and reading and as a differentiation tool for students scoring above the 40th percentile.**

6. Collaborate with the Kentucky Continuous Improvement Team to identify root causes for the achievement gap between students with IEPs and students without IEPs and create a plan of action that will decrease those gaps.

Progress Monitoring:

Increased ELEOT scores in the area of Progress Monitoring and Feedback, Completed Tier 2/3 Progress Monitoring Forms in Infinite Campus/Progress Monitoring Charts within STAR CBM, MTSS Meeting Minutes, increased usage of Freckle/Lalilo and improved outcomes according to Freckle/Lalilo/STAR data, meeting documentation with the Kentucky Continuous Improvement Team

Funding:

District General Fund

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 May 2029, at least 60% of elementary, middle, and high school students will score proficient or distinguished in reading. By May 2029, at least 60% of elementary students and 50% of middle/high school students will score proficient or distinguished in mathematics.

Objective(s):

By May 2026, 55% of elementary, middle, and high school students will score proficient or distinguished in reading.

By May 2026, 55% of elementary students and 45% of middle/high school students will score proficient or distinguished in mathematics.

Strategy:

KCWP 1 – Design & Deploy Standards-Based Instruction

Ensure monitoring measures are in place to ensure the intended curriculum is being implemented with a high level of fidelity.

KCWP 2- Design & Deliver Instruction

Implement a protocol that empowers teachers to learn from one another by collaborating to co-plan, share instructional strategies, analyze student data, and determine next steps to meet student needs.

KCWP 4 – Review, Analyze, Apply Data

Ensure student data is analyzed from a variety of sources to inform next steps.

Activities:

- 1. Complete Illustrative Math and Wonders learning walks at the elementary level, using the KDE Instructional Practice Guide Indicators and Rating System to identify areas for growth and plan targeted professional learning and support.**
- 2. Model lesson internalization with teachers using HQIRs across the district (all content areas, not only reading and math).**
- 3. Monitor the implementation of the district's PLC Protocol to ensure unit/lesson internalization and data analysis of student work (all content areas, not only reading and math).**
- 4. Vertically align symbols, terms, and representations used in the math classroom through collaboration with the KCM/Pimser Math Academies and the district's S.O.A.R. Team.**
- 5. Begin using Pear Assessments to create nine weeks benchmark assessments (that model the KSA format) to triangulate data against classroom assessment and universal screener data and ensure students have mastered learning goals expected for each nine weeks.**

Progress Monitoring:

Learning Walk data, Completed Principal Feedback Forms and Walkthroughs, completed PLC minutes, S.O.A.R. Team meeting agendas/sign-in sheets, completed Math Pact

Funding:

District General Funds

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	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

***Reading and Math are the district's priorities according to our Needs Assessment. However, there are several key activities that the district is focused on implementing, which support achievement in all content areas by concentrating on school climate and graduation rate.**

Additional Goals:

Indicator #1: Quality of School Climate and Safety

Three- to Five-Year Goal:

Increase QSCS Survey results by 10% in three to five years.

Objective(s):

Increase QSCS Survey results by 5% by May 2026.

Strategy:

Key Core Work Process 6: Establish Learning Environment & Culture

Implement processes and systems for identifying and addressing gaps in school-wide/classroom culture, climate, and/or safety.

Activities:

- 1. Collaborate with Boyd County High School to implement monthly meetings for the Principal Advisory and Advocacy Council, which is composed of student representatives from each grade level.**
- 2. Use the ELEOT Observation Tool to observe middle and high school classrooms to provide schoolwide feedback regarding the learning climate in classrooms.**
- 3. Provide professional learning opportunities to increase active student engagement (Kagan Structures and other high yield strategies).**

Progress Monitoring:

Evidence of meetings/agendas; improved QSCS Survey results; improved student perception survey data; ELEOT data and completed feedback forms with next-steps

Funding:

School SEEK, District General Funds, Title I, Donations

Indicator #2: Graduation Rate

Three- to Five-Year Goal:

Ensure 99% of students are graduating on time in both four- and five-year cohorts.

Objective(s):

Ensure 97% of students are graduating on time in both four- and five-year cohorts.

Strategy:**KCWP 6 – Establish Learning Culture and Environment**

Establish opportunities for shared leadership among stakeholders to elevate and support a culture for learning.

Activities:

- 1. Collaborate with KDE and local stakeholders to create a Portrait of a Learner to provide a clear, shared vision of the knowledge, skills, and dispositions students should have when they graduate.**
- 2. Collaborate on strategies/activities to increase student and staff attendance. Service Teams at middle/high schools, Chronic Absenteeism Teams at the elementary level, reporting monthly attendance at PSC/COLT meetings and to BOE members, school attendance contest, and “Be the Example Award” for teachers who go above and beyond expectations.**
- 3. Continue to revise/refine ILP implementation- School counselors will support students and teachers in using their ILP Tool for course planning and to record and communicate achievements.**

Progress Monitoring:

Evidence of meetings, completed Portrait of a Learner, ILPs are monitored by school counselors and SPED Director

Funding:

District General Funds, Donations