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, Baldridge, 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:

By June 2026, the reading index scores for all students with disabilities will increase for elementary school students to 57.5; for middle school students to 46.6; and for high school students to 44 as measured by KSA.

Objective 2:

By June 2026, math index scores for all students with disabilities will increase for elementary school students to 46.3; for middle school students to 41.1; and for high school students to 42 as measured by KSA.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

Teachers will use a system to monitor students' progress on standards.

Activities:

Selected teachers will be trained in the Continuous Classroom Improvement model to begin classroom implementation.

Teachers will use a PLC protocol (like PDSA in Continuous Classroom Improvement model) with an effective cyclical process for standards, deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.

Both General Education and Special Education teachers, working in collaborative settings, will engage in effective co-teaching strategies to ensure that curricular delivery and assessment measure provide for all pertinent information needs for students.

New Special Education teachers will meet monthly in PLCs with Special Education Consultants and Directors for onboarding to include strategies of instruction.

Progress Monitoring:

District Achievement Team (including Director of Teaching and Learning and coaches), will monitor training provided.

District Achievement Team and Special Education Consultants will monitor school PLCs monthly.

District Achievement Team and/or Special Education Consultants will monitor implementation through lesson planning review, classroom walkthroughs, and/or PLC meeting minutes.

Funding:

District funds & District Title 1;

School funds & School Title 1

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:

Goal 1 (State your reading and math goal.): Increase combined reading and math status for all elementary schools from 68 in 2024 to 81 in 2027; for all middle schools from 72.6 in 2024 to 83 in 2027; and for all high schools from 74.6 in 2024 to 87 in 2027 as measured by KSA's math and reading indicator status rating.

Objective(s):

By June 2026, the combined reading and math achievement will increase for all elementary school students to 74.5; all middle school students to 80; and all high school students to 80 as measured by KSA.

Strategy:

Strategy 1:

KCWP 1: Design and Deploy Standards

The district will put a support system in place to ensure the curriculum is taught at a high level of fidelity.

Strategy 2:

KCWP 2: Design and Deliver Instruction

The district will ensure that tier 1 instruction is highly effective, culturally responsive, evidence-based core instruction to all students in the classroom.

Activities:

The district will guide/support principals and teachers in establishing a process to ensure curriculum alignment reviews are on ongoing action of the PLC's planning process.

The district will support school teams to establish curriculum that is grounded in deconstructed standards, clarity, and best practice.

The district will guide/support principals and teachers in establishing a process to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures for reading and math.

The district will provide District Coaches to support schools with strengthening tier 1 instruction. This team will work with the building coach to establish a professional learning system that supports all work related to curriculum and the development of curriculum documents and instructional practices. Regular data will be collected on the progress towards meeting curricular goals for tier 1.

District Coaches will support tier 1 instruction in schools by increasing collaboration in deconstruction of standards and developing congruent learning targets for reading and math.

District Coaches will support tier 1 instruction in schools by ensuring that all users of assessment data use information to benefit student learning in reading and math.

District Coaches will support tier 1 instruction in schools by ensuring that effective communication is used to guide instructional planning, student grouping, etc. for reading and math.

- Use formative/Summative data
- Develop students' assessment capabilities
- Success Criteria
- Instructional modifications as needed

Progress Monitoring:

District achievement team (including Director of Teaching and Learning and coaches) will monitor PLCs monthly.

District achievement team will monitor & provide trainings for district/school-level coaching teams.

The district implementation facilitators will monitor implementation and success.

Funding:

District funds, District title 1

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	No
Quality of School Climate and Safety	No
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:

Increase combined science, social studies, and writing achievement for all elementary schools from 69 in 2024 to 82 in 2027; for all middle schools from 68 in 2024 to 80 in 2027; and for all high schools from 61.7 in 2024 to 73 in 2027 as measured by KSA's combined science, social studies, and writing indicator rating.

Objective(s):

By June 2026 the combined science, social studies, and writing achievement will increase for all elementary school students to 78.8; all middle school students to 76.5; and all high school students to 71 as measure by KSA.

Strategy:

Strategy 1:

KCWP 1: Design and Deploy Standards

The district will put a support system in place to ensure the curriculum is taught at a high level of fidelity.

Strategy 2:

KCWP 2: Design and Deliver Instruction

The district will ensure that tier 1 instruction is highly effective, culturally responsive, evidence-based core instruction to all students in the classroom.

Activities:

The district will guide/support principals and teachers in establishing a process to ensure curriculum alignment reviews are on ongoing action of the PLC's planning process.

The district will support school teams to establish curriculum that is grounded in deconstructed standards, clarity, and best practice.

The district will guide/support principals and teachers in establishing a process to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures for reading and math.

The district will provide District Coaches to support schools with strengthening tier 1 instruction. This team will work with the building coach to establish a professional learning system that supports all work related to curriculum and the development of curriculum documents. Regular data will be collected on the progress towards meeting curricular goals for tier 1.

District Coaches will support tier 1 instruction in schools by increasing collaboration in deconstruction of standards and developing congruent learning targets for science, social studies and writing.

District Coaches will support tier 1 instruction in schools by ensuring that all users of assessment data use information to benefit student learning in science, social studies and writing.

District Coaches will support tier 1 instruction in schools by ensuring that effective communication is used to guide instructional planning, student grouping, etc. for science, social studies and writing.

- Use formative/Summative data
- Develop students' assessment capabilities
- Success Criteria
- Instructional modifications as needed

Progress Monitoring:

District achievement team (including Director of Teaching and Learning and coaches) will monitor PLCs monthly.

District achievement team will monitor & provide trainings for district/school-level coaching teams.

The district implementation facilitators will monitor implementation and success.

Funding:

District funds, District title 1