

Morgan County Schools

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.
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Required Goal- Achievement Gap:

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

Objective(s):

1) By June 2025, the percent of students in the Disability – With IEP category scoring at or above the proficient level in Reading will increase from 43% to 46% at the elementary level; from 21% to 24% at the middle school level and increase 3% from at the high school level (current high school data is suppressed).

2) By June 2025, the percent of students in the Disability – With IEP category scoring at or above the proficient level in Math will increase from 26 % to 29% at the elementary level; from 16% to 19% at the middle school level and increase 3% at the high school level.

Strategy:

KCWP 2: Design and Deliver Instruction:

Design an instructional program to include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

KCWP 3: Design and Deliver Assessment Literacy:

Design a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision-making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Activities:

- 1) Clearly defined MTSS programs with a district framework that includes such information as: intervention programs and strategies, development of SMART goals, and progress monitoring checks.
- 2) Evidence-based curriculums and resources provided for content areas with curriculum-based professional learning. Professional Learning opportunities for special education teachers directed towards this work.
- 3) Intentional monitoring of professional learning that has been provided to ensure consistent implementation of evidence-based practices and curriculums with fidelity through intentional coaching walkthroughs focusing on co-teaching and resource.
- 4) Establish a workplace culture where all users of assessment data—including general and special education staff—collaboratively analyze and triangulate information to ensure assessment results are used effectively to support student learning.
- 5) Analysis of student IEP progress data to evaluate if the current IEP goal is appropriate and advancing student learning.
- 6) District-Wide Special Education Professional Learning Communities that focus on evidence-based practices for special education.
- 7) Special Education Instructional Assistants to assist teachers in providing academic, behavior, and social emotional support to students.

Progress Monitoring:

- ❖ Analyze Universal Screener data for the disability achievement gap
- ❖ Due Process Folder Reviews
- ❖ Walkthrough Coaching Data
- ❖ Agenda and Sign in Sheets

Funding:

- 1) IDEA- Release time for teachers during folder reviews- \$4,800
- 2) General Fund Special Education Teachers- \$1,216,062.43
- 3) IDEA-B Special Education Teachers- \$246,080.89
- 4) High-Quality Instructional Resource (Teach Town)- \$57,181.62
- 5) Professional Learning
 - a) Speech Therapy PD-\$676 (IDEA)
 - b) Teachtown-\$5,000 (IDEA)

Required Goal: 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 June 2028, Morgan County schools will increase the combined reading and math indicator score from 64.8 to 67.8% (elementary), 55.2% to 58.2% (middle), and 61.5% to 64.5% (high).

Objective(s):

1. Elementary Reading scores will reduce the percentage of students scoring novice from 14% to 11%.
2. Middle School Reading scores will reduce the percentage of students scoring novice from 30% to 27%
3. High School Reading scores will reduce the percentage of students scoring novice from 26% to 23%.
4. Elementary Math scores will reduce the percentage of students scoring novice from 22% to 19%.
5. Middle School Math scores will reduce the percentage of students scoring novice from 37% to 34%.
6. High School Math scores will reduce the percentage of students scoring novice from 38% to 35%.

Strategy:

KCWP 2: Design and Deliver Instruction:

Design an instructional program to include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

KCWP 3: Design and Deliver Assessment Literacy:

Design a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision-making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Activities:

- Revision and review of Curriculum Maps to ensure congruency between standards, learning targets, and assessments.
- Evidence-based curriculums and resources provided for all content areas with curriculum-based professional learning.
- Control bias in assessment delivery and creation through the use of High-Quality Instructional Resources along with Curriculum Based Professional Learning.
- Review/Revise the school's grading system to accurately reflect student learning of standards-based content. Each school develops and trains staff on effective grading practices.
- The fidelity of implementation of assessments is monitored through school and district walkthroughs, lesson planning, curriculum mapping, and professional learning communities.
- Clearly defined MTSS programs with a district framework that includes such information as: intervention programs and strategies, development of SMART goals, and progress monitoring checks. MTSS fidelity checks are completed by district staff with immediate feedback provided.
- Monthly school and district leadership meetings analyze assessment data to make data-driven decisions.
- A district assessment schedule is provided to ensure implementation of universal screeners.
- Plan for and implement active engagement strategies.
- Positive Behavior Interventions and Supports (PBIS) are implemented district-wide and monitored through school and district walkthroughs.
- Content-specific professional learning has been provided and is being monitored to ensure consistent implementation of evidence-based practices and curriculums with fidelity.
- The implementation of the instructional academy for new teachers ensures a focus on effective teaching and learning, as well as recruitment and retention of staff.
- Provide professional learning, coaching, and support to build teacher capacity in using success criteria to determine student progress.

Progress Monitoring:

- ❖ Universal Screener
- ❖ Individual student progress meetings
- ❖ District/School MTSS meetings

❖ Agenda and Sign-in sheets

Funding:

- Imagination Library- \$6000
- SBDM Allocations General Fund -\$3,375,696.55
- Class Size Reduction Teachers-Title I-\$739,176.38
- Kindergarten Report Cards- \$500
- New Teacher Induction & Mentor Program- \$25,000
- Section 7 Requested Board Paid Instructors, including Elementary Music-\$641,295.80
- Homeless- \$5,500
- Professional Learning- \$22,030
- Universal Screener (MAP & iReady) and High-Quality Instructional Resources- \$254,983.95
- College Admissions Prep- \$3000
- College Admissions Exam- 10th grade- \$8000

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	Yes
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

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 June 2028, Morgan County schools will increase the state assessment results in Science, Social Studies, and Writing indicator scores from 66% to 69% (elementary), 48.4% to 51.4% (middle), and 37% to 40% (high).

Objective(s):

1. Elementary Science scores will reduce the percentage of students scoring novice from 4% to 1%.
2. Middle School Science scores will reduce the percentage of students scoring novice by 3% (suppressed data).
3. High School Science scores will reduce the percentage of students scoring novice from 52% to 49%.
4. Elementary Social Studies scores will reduce the percentage of students scoring novice from 20% to 17%.
5. Middle School Social Studies scores will reduce the percentage of students scoring novice from 34% to 31%.
6. High School Social Studies scores will reduce the percentage of students scoring novice from 42% to 39%.
7. Elementary Combined Writing scores will reduce the percentage of students scoring novice from 14% to 11%.
8. Middle School Combined Writing scores will reduce the percentage of students scoring novice from 16% to 13%.
9. High School Combined Writing Scores will reduce the percentage of students scoring novice from 24% to 21%.

Strategy:

KCWP 2: Design and Deliver Instruction: Design an instructional program to include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

KCWP 3: Design and Deliver Assessment Literacy: Design a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision-making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Activities:

- Development of Curriculum Maps ensure congruency between standards, learning targets, and assessments.
- Clearly defined MTSS programs with a district framework that includes such information as: intervention programs and strategies, development of SMART goals, and progress monitoring checks.
- Plan for and implement active engagement strategies.
- Positive Behavior Interventions and Supports (PBIS) are implemented district-wide.
- Tier I Social Emotional Learning curriculum is implemented at all schools within the district.
- Evidence-based curriculums and resources provided for all content areas with curriculum-based professional learning.
- Intentional monitoring of professional learning has been provided and is being monitored to ensure consistent implementation of evidence-based practices and curriculums with fidelity.
- The implementation of the instructional academy for new teachers ensures a focus on effective teaching and learning
- Control bias in assessment delivery and creation.
- Review/Revise the school's grading system to accurately reflect student learning of standards-based content.
- Establish a workplace to ensure all users of assessment data use information to benefit student learning.
- Multi-Tiered Systems of Support (MTSS) are in place at all schools.
- MTSS fidelity checks are completed by district staff with immediate feedback provided.
- Monthly school and district leadership meetings analyze assessment data to make data-driven decisions.
- District curriculum mapping teams are focusing on vertical and horizontal alignment of common assessments.
- A district assessment schedule is provided to ensure implementation of universal screeners.
- Provide professional learning, coaching, and support to build teacher capacity in using success criteria to determine student progress.
- The fidelity of implementation of assessments is monitored through school and district walkthroughs, lesson planning, curriculum mapping, and professional learning communities.

Progress Monitoring:

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Funding:

- STEAM Coordinators \$12,0000
 - STEAM Enrichment Supplies \$9,500
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Priority Indicator #2: Quality of School Climate and Safety**Three- to Five-Year Goal:**

By June 2028, Morgan County Schools will increase the combined Climate Index and Student Safety Index for an increased Indicator Score of the Quality of School Climate and Safety to 79% (Elementary); 74.3% (Middle); and 67.7% (High).

Objective(s):

- 1) By June 2026, all schools will increase the Climate Index from 82.3% to 85.3% (Elementary); from 73% to 76% (Middle); and from 66.4% to 69.4% (High).
- 2) By June 2026, all schools will increase the Safety Index Score from 76.1% to 79.1% (elementary); from 65.9% to 68.9% (Middle); and from 60.9% to 63.9% (High).

Strategy:**KCWP 2: Design and Deliver Instruction:**

Design an instructional program to include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

KCWP 3: Design and Deliver Assessment Literacy:

Design a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision-making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Activities:

- The Tier I Social-Emotional Learning curriculum is implemented at all schools within the district.
- District-wide Positive Behavioral Instructional Supports (PBIS)
- Trauma Care Plan, Calming Kits, and Positive Actions
- Continued District-Wide Attendance Campaign, with a slogan “Miss 9 Days or Less for Success.”
- Collaborate with community partners to provide incentives to promote student attendance

- Ensure processes are in place to communicate with and support parents/families to address barriers to learning
- Rotating Kentucky Center for School Safety Risk Assessments
- Regular District Safe School Risk Assessment walkthroughs

Progress Monitoring:

- ❖ Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)
- ❖ FRYSC Parent & Family Survey Data

Funding:

- Radios for School Safety- \$20,000
- Social Emotional Programs- \$8000
- Window Tint (allocated for MCHS)- \$30,000