

# 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 the 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.

## Operational Definitions

**Goal:** Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

**Objective:** Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

**Activity:** Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**Measure of Success:** Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring:** Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal):					
<ul style="list-style-type: none"> <li>● 47% of elementary school students scored proficient in Reading as compared to 48.9% in 2016-17 &amp; 46.2% in 2017-18. Our goal is to increase Elementary Reading Proficiency to 49.4% by 2020.</li> <li>● 56.2% of middle school students scored proficient in Reading as compared to 56.9% in 2016-1 &amp; 55.6% in 2017-18. Our goal is to increase Middle School Reading Proficiency to 58.2% by 2020.</li> <li>● 46.3% of elementary students scored proficient in math as compared to 42.2% in 2016-17 &amp; 41.1% in 2017-18. Our goal is to increase Elementary Reading Proficiency to 48.7% by 2020.</li> <li>● 36% of middle school students scored proficient in math as compared to 38.7% in 2016-17 &amp; 41.6% in 2017-18. Our goal is to increase Middle School Math Proficiency to 38.9% by 2020.</li> <li>● 46.2% of high school students scored proficient in Reading and our goal is 48.6%</li> <li>● 34.1% of high school students scored proficient in Math and our goal is 37.1%</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient and distinguished in reading and math	KCWP 1: Create assurance that the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy).	<ul style="list-style-type: none"> <li>● KCWP 1: Continue meetings of administration and staff to review and revise curriculum maps with a focus on correct standards, congruent targets and grade level assessments.</li> <li>● KCWP 1: Administration monitoring of curriculum maps by curriculum calibration visits, PLC's, discussion, etc. to vet the curriculum work.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to refine curriculum maps posted on the district website</li> <li>● Curriculum maps being implemented with fidelity by all teachers across the district</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Calibration Visits</li> <li>● Monthly CIA meetings</li> <li>● Monthly Admin meetings</li> </ul>	Title II
	KCWP 3: Ensure the creation of a balanced assessment system based on curriculum work completed.	<ul style="list-style-type: none"> <li>● KCWP 3: Create formative and summative assessments that are aligned to the standards.</li> <li>● KCWP 3: We will use Mastery Connect as a system for monitoring student achievement progress.</li> </ul>	Implementation of common assessments and analysis of data in PLC work and district meetings	<ul style="list-style-type: none"> <li>● Monthly CIA meetings</li> <li>● Monthly Admin meetings</li> </ul>	General Fund

	KCWP 2: Ensure learning is monitored before, during and after instruction.	KCWP 2: Learning labs and learning walks will be implemented district wide to ensure ongoing professional learning is provided in the area of best practice/high yield instructional strategies	Implementation of learning labs/walks in every school within the district	Monthly CIA meetings	Title 1,2, and 4 - Sub fees
	KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies.	KCWP 2: Create and implement professional learning opportunities to promote best practice/high yield instructional strategies	Completed/created professional learning opportunities regarding high yield/best practice strategies	<ul style="list-style-type: none"> <li>● Attendance of sessions recorded</li> <li>● Feedback from attendees</li> </ul>	None

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Previous scores indicate science proficiency of 22.7% for elementary students, 21.4% for middle school and 35% for high school. Our goal is to reach 50% for elementary, 50% for middle and 50% for high school by 2020.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Design and Deploy Standards to ensure the curriculum is aligned to state standards and support instruction, assessment and paced with accuracy.	KCWP 1: Create assurance that the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy).	KCWP 1: Scheduled meetings of administration and staff to review and revise curriculum maps with a focus on correct standards, congruent targets and grade level assessments.	<ul style="list-style-type: none"> <li>● Complete curriculum maps posted on the district website</li> <li>● Curriculum maps being implemented with fidelity by all teachers across the district</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Calibration Visits</li> <li>● Monthly CIA meetings</li> <li>● Monthly Admin meetings</li> </ul>	Title II
	KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	KCWP 2: Create and implement professional learning opportunities to promote best practice/high yield instructional strategies	Completed/created professional learning opportunities regarding high yield/best practice strategies	<ul style="list-style-type: none"> <li>● Attendance of sessions recorded</li> <li>● Feedback from attendees</li> </ul>	Title II

3: Growth

- *For elementary schools, the growth indicator is 60.6 based on 18-19 data. Our goal is to reach 65.6 by 2020.*
- *For middle schools, the growth indicator is 53.1 based on 18-19 data. Our goal is to reach 58.1 by 2020.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase student achievement - growth - within Reading and Math	KCWP 5: Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.	KCWP 5: Implement and commit to purposeful, scheduled district admin team meetings with school leadership to provide monitoring and support of all schools in accordance with continuous improvement needs.	Schools improve in accountability measures.	Monthly central office curriculum and instruction administration meetings.	None

4: Achievement Gap

<p>Goal 3 (<i>State your Gap goal</i>):</p> <ul style="list-style-type: none"> <li>No significant gaps were reported in the school report card in elementary, middle or high school levels according to 2018-19 accountability data.</li> <li>Elementary goal: Currently it is 13.6 and the goal to reach is 17.5</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To continually monitor gap group populations in order to prevent significant gaps from occurring.</p>	<p>KCWP 5: Create a system of academic support through academic interventions to meet the needs of all students</p>	<p>KCWP 5:</p> <ul style="list-style-type: none"> <li>Create a district level accountability team focusing/monitoring MTSS and all interventions.</li> <li>Each school develops a ESS protocol/plan for monitoring/documentation for tiered intervention movement considerations.</li> </ul>	<p>Student progress is made in the identified area of intervention</p>	<p>Academic data as reported by the schools, universal screener and state accountability data.</p>	<ul style="list-style-type: none"> <li>General Fund</li> <li>Special Education Funding - as applicable</li> </ul>
<p>Objective 2 Increase passing rate of all students in regards to virtual learning. Target areas would be EL, Free and Reduced and Special Education.</p>	<p>KCWP 5: Create a system of academic and social/emotional support through identification and intervention of students who are failing</p>	<p>KCWP 5:</p> <ul style="list-style-type: none"> <li>Review ESS guidelines with administrators</li> <li>Use district ESS funds to provide support for students (one-on-one/small group)</li> <li>Explore assignment of students (from Future Teachers Pathway) to tutor identified students</li> <li>Continue exploring targeted alternative pathways to graduation - ie. APEX</li> </ul>	<p>Student progress regarding completion of assignments and/or learning</p>	<p>Students in ESS are to be recorded in the intervention tab in Infinite Campus</p>	<p>District ESS</p>

		<p>courses/tutorials, WCH, etc..</p> <ul style="list-style-type: none"> <li>● Research additional means/routes/pathways to graduation for possible implementation</li> </ul>			
<p>Objective 3 Increase cultural competency of staff and students</p>	<p>KCWP 6: Instil core ethical and performance values as the foundations of good character among students, teachers, and other shareholders</p>	<ul style="list-style-type: none"> <li>● Research and provide professional learning to increase cultural competency and awareness</li> <li>● Project 2025 and beyond - target, recruit and develop future minority FCS teachers (grades 7-12)</li> <li>● Work to develop and adopt equity policy</li> </ul>	<ul style="list-style-type: none"> <li>● Creation and implementation of professional learning for all staff</li> <li>● Identified and increasing number of future teachers through Project 2025 and beyond</li> <li>● Approved Equity Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance recorded for implemented professional learning experiences</li> <li>● Recorded number of students and documentation of meetings regarding Project 2025</li> <li>● Equity Policy approved and part of all Board Policies available for public view</li> </ul>	<ul style="list-style-type: none"> <li>● Title II</li> <li>● Project 2025 - General Fund</li> </ul>

5: Transition Readiness

<i>We are at 59.8 as compared to our previous score of 54.8 in 2016-17 and 56.7 in 2017-18. Our goal is to increase the transition goal to 62% by 2020.</i>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
Objective 1 To increase the percentage of students who meet transition readiness.	KCWP 5: Develop a protocol/plan for identifying and counseling students to pursue dual credit career pathway courses	<ul style="list-style-type: none"> <li>• Provide professional learning for counselors to gain a greater understanding to the courses offered, potential industry certificates and degree opportunities</li> <li>• Ensure the Wonderlic assessment is offered to all interested students (Assessment training will be necessary)</li> <li>• Provide counseling and support for students and families regarding understanding of dual credit courses</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of students from FCHS and WHHS specifically gap groups enrolled in CTE dual credit courses</li> <li>• Students successful completion of Wonderlic Assessment and acceptance into CTE dual credit opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Progress of students in CTE dual credit courses</li> </ul>	NA



6: Graduation Rate

*Graduation rate increased from 90.5% to 94.5%(4 year). Our five year increased from 92.2% to 92.8%. Our goal is to reach 96% graduation rate for the 4 year by 2020 and reach 93% for five year by 2021.*

- *For the 19-20 school year, students with disabilities had an 85.2% graduation average. The goal is 86% for four year. The five year is at 77.1% and the goal is 73%.*
- *Franklin County High: 94.8 for 4 year. Next year, the goal is 95%. The five year is 90.9% and the goal is 92%.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the graduation rate	KCWP 5: Ensure that processes are in place to provide appropriate academic interventions to meet the needs of all students.	KCWP 5: <ul style="list-style-type: none"> <li>● Expand William Cofield High to provide a personalized learning environment to meet the learning needs of students.</li> <li>● Facilitate KRUSH activities in (K-12) schools</li> <li>● Research additional means/routes/pathways to graduation for possible implementation</li> </ul>	Students successfully completing courses and graduating from high school.	<ul style="list-style-type: none"> <li>● Percentage of students on track to graduate with their respective cohort</li> <li>● Percentage of students graduating from previous year</li> </ul>	General

### Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)).

#### **Monitoring and Support**

**Consider:** Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.

**Response:**

- KDE is providing support with a focus on academic and behavioral support systems. An example would be PBIS and the opportunity for a consolidated audit.
- The district is providing academic achievement support through curriculum calibration work. The focus is learning targets congruent to the standards based on course codes within a district wide curriculum map.
- The district will monitor progress through bi-weekly meetings. Items for monitoring will include:
  - Student failure rate
  - Graduation rate
  - Achievement Gap
  - Special Education Data
  - EL data

**Process for local board review and approval: (Policy #02.442)**

- The Principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the Superintendent and Board. The comprehensive District Improvement Plan also holds a public meeting (January) for presentation and discussion.
- The school's plan for eliminating gaps among various groups of students shall be presented to the Board for its review and comment. The Board may share its comments, in writing, with the council. The districts plan (CDIP) is also presented to the board.
- In keeping with Board Policy 02.44, each School Council or School Planning Committee shall annually report to the Board regarding the progress toward achieving the goals and desired outcomes and meeting the needs identified in the improvement plan, including those for student groups for whom data indicate an achievement gap exists.

