

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 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.

Explanations/Directions

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): .): Increase the average combined reading and math state assessment scores for elementary students from 36.1 % to 60% in 2020, for middle school students from 37.3% to 60% in 2020, and high school students to increase the average composite ACT score from 17.7 in 2019 to 18.5 in 2020 as measured by the Kentucky Accountability System					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the average combined reading and math state assessment score to 60 % at the elementary school, and increase the average composite score to 18.5 by June 30, 2021 as measured by the Kentucky Accountability System.	KCWP 1: Design and Implement Standards	District staff will review academic standards and make appropriate revisions (if any) utilizing district curriculum committee comprised of certified teachers and administrators across content/grade levels.	Kentucky Accountability System in Content areas.	Final Development and Implementation of Standards.	N/A
Objective 2	KCWP5: Design, Align and Deliver Support	District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising standards, instructional strategies, and researched based instruction.	A Professional Learning experience which will impact student learning and success.	April/May 2021	General Fund \$5,000.00

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the Separate Academic Indicator Score from 57.5 in 2010 to 65.0 in 2021 at the elementary school. Increase the SAI from 61.6 to 67 at the middle schools. Increase the SAI from 56.5 to 65.0 in 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Science proficiency at each level from 20.6% at the elementary to 30%, from 22.1% at the middle school to 30%, and from 16.5% at the high school to 25%.	KCWP4: Review, Analyze and Apply Data	Guided planning meetings will occur at each school in order for administrators and teachers to use current data to review, analyze, and modify instruction to meet student needs.	Measures of progress will be utilized to monitor individual student progress throughout the year	Continuing	N/A
	KCWP5: Design, Align and Deliver Support	Classrooms in grades K-12 will utilize CANVAS Learning Management System to provide online instruction to students in order to meet student needs. Technology support personnel will be utilized to provide support for CANVAS, Mastery Prep, IXL, and Newsela. The programs will provide a support for learning and assessments in the classroom.	Learning needs will be met for all in-person and virtual learners.	Continuing	Various Funding \$150,000.00
		ESS and 21 CCLC staff will collaborate with school administration to work with students not meeting proficiency targets after school and during school day.	Extra Support for struggling students.	On-going	ESS/21 CCLC \$25,000.00
	KCWP2: Design and Deliver Instruction	Administrators and teachers will use a variety of instructional strategies to ensure the needs of students are met. School administrators will ensure teachers receive training on instructional strategies through guided planning, PLCs, or specialized professional development sessions. Principals will monitor the	A well-blended instructional program for student learning	On-going	N/A

Goal 2 (State your separate academic indicator goal.): Increase the Separate Academic Indicator Score from 57.5 in 2010 to 65.0 in 2021 at the elementary school. Increase the SAI from 61.6 to 67 at the middle schools. Increase the SAI from 56.5 to 65.0 in 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implementation of these instructional strategies and provide feedback to the teachers. Explore differentiated assessment/accountability models based upon actual, individual student growth.			
Objective 2					

3: Growth

Goal 3 (State your growth goal.): Decrease the percentage of novice in reading district wide from 33.7% to 20%, and in math from 29.4% to 20%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to reduce the percentage of students scoring novice in reading from 33.7% to 20% and math from 29.4% to 20% in 2021	KCWP3: Design and Deliver Assessment	Map Assessment will be administered to students in the Fall, Winter, and Spring.	A measureable way to measure student progress in Reading and Math.	Administered 2 times this year due to COVID-19.	\$20,000.00
		RTI will be utilized effectively to target, instruct, and move students to help improve student learning	An effective way to monitor student progress.	On-going	Various Funding Sources
Objective 2	KCWP5: Design, Align and Deliver Support	ESS and 21 st CCLC staff will collaborate with school administration to work with students not reaching proficiency targets after school and during the school day	Extra Support for Struggling Students	On-going	ESS/FRYSC/21 CCLC \$25,000.00

4: Achievement Gap

Goal 4 (State your achievement gap goal.): *Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.5% to 50% at the elementary school; for middle level from 26.7% to 50%; and high school Collaborate to increase the average composite ACT score from 17.9 in 2020 to 18.5 in 2021 as measured by the Kentucky Accountability System.*
Improve our Math ACT GAP composite score from 17.6 in 2020 to 18.2 in 2021 and improve our Reading ACT GAP composite score from 15.9 in 2019 to 18 in 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding			
Objective 1 Collaborate to decrease the overall achievement gap at each school level by increasing the average combined reading and math proficiency ratings in the non-duplicated gap group to 50% elementary, 50% middle, and to 17.5 (Math) and 18 (Reading) in the high school on ACT.	KCWP2: Design and Deliver Instruction	RTI-Each school will establish a School Intervention Team consisting of principal, school guidance counselor(s and teachers that looks at academic data for the school. These teams will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual RTI plan for addressing the needs of those students. Student Intervention Teams (SIT) monitors student progress with interventions and makes decisions about moves in and among tiers. SIT reviews and analyzes interventions, uses MAP data, and protocols to determine overall effectiveness. Make necessary adjustments to RTI processes based on data, if needed	Student learning needs will be met	On-going	N/A			
Objective 2								

Goal 4 (State your achievement gap goal.): *Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.5% to 50% at the elementary school; for middle level from 26.7% to 50%; and high school Collaborate to increase the average composite ACT score from 17.9 in 2020 to 18.5 in 2021 as measured by the Kentucky Accountability System.*

Improve our Math ACT GAP composite score from 17.6 in 2020 to 18.2 in 2021 and improve our Reading ACT GAP composite score from 15.9 in 2019 to 18 in 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Improve our Transition ready (college and technical training) percentage from 48% in 2020 to 55% in 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students who are transition ready (college and technical training ready from 63% to 75% in 2020.	KCWP2: Design and Deliver Instruction	Schools will review data, make instructional decisions based on instructional needs, and to create a list of students who did not meet benchmarks on the ACT to ensure appropriate classroom interventions are planned and delivered to these students.	Monitor the number of students who reach the ACT benchmark in various subjects	On-going	N/A
	KCWP4: Review, Analyze and Apply Data	School administration will evaluate the college and career readiness programs and establish areas for improvement.	Monitor the number of students who are college, career, and work ready	On-going	N/A
Objective 2 Schools will develop targeted interventions to enable students to become college, career, and work ready as soon as possible by graduation date.	KCWP2: Design and Deliver Instruction	MCHS will use the online program, Mastery Prep, to practice ACT-like questions and take assessments throughout the year to enable more students to be college ready.	Monitor the number of students who reach various subject ACT benchmarks.	On-going	\$15,000.00
		MCHS administrators will collaborate with Monroe County Vocational School and Barren County and CTE teachers to develop individualized plans for students to become career ready.	Monitor the number of career ready students	On-going	Various Funding Sources

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Graduation rate goal for 4 year students should improve from 91% in 2020 to 95% in 2021 and for 5 year students 94% in 2019 to 97% in 2021					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the 4-year adjusted cohort graduation rate to 90.6% by 2021 and 5 year adjusted graduation rate of 93.5% by 2022.	Career and Academic Advising-The counselor, teachers, and the college/career counselor will ensure all students receive college/career and work ready counseling on a regular basis using the student's individual learning plan and individual/group counseling	Alternative Pathways will be used for students who struggle and have grown frustrated with the school setting. Multiple options will be made available including work based, blended learning, and project based opportunities. Flexible scheduling will be utilized to better meet individual student needs. This can allow for acceleration, remediation, and increased individual instruction. Target 20-30 students who will have a specialized student/adult mentorship to help guide the student in the right direction based on needs and goals. Some other resources include: Community Career Resources, Mock Interviews, College/Career Fair, Individual Learning Plan, Recognition of College Acceptance, Parent Workshops, and FRYSC	Developing learning pathways which meet the student's needs	Work In Progress	\$2,000.00—Career and Technical Education
		Individual Learning Plan building sessions with each student resulting in more students graduating ready to pursue their career/college goals.	College/career/work ready students	On-going	N/A
	Vocational School Program - Continue to explore options	Metcalfe County High School students will visit Vocational School	College/career/work ready students	On-going	MCHS SBDM \$1,000.00

Goal 6 (State your graduation rate goal.):
 Graduation rate goal for 4 year students should improve from 91% in 2020 to 95% in 2021 and for 5 year students 94% in 2019 to 97% in 2021

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	to increase the number of students who are career ready	Campus to receive orientation to class offerings			
		Individual Learning Plan Sessions focusing on vocational school opportunities	College/career/work ready students		
Objective 2					

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: