# 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.

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). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

## Requirements for Building an Improvement Plan

* There are seven (7) required district goals:
  + State Assessment Results in reading and mathematics
  + State Assessment Results in science, social studies and writing
  + Achievement Gap
  + English Learner Progress
  + Quality of School Climate and Safety
  + Postsecondary Readiness
  + Graduation Rate

## ****Alignment to Needs:****

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Districts**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

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| * **Increase math proficiency across all grade levels** * **Increase SPED proficiency at the high school level** |

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

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| * **Effectively using data to create strong RTI Tier 2/3 instruction.** * **Improving Tier 1 instruction in all contents and grades** |

**Indicator**

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

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| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | **Elementary- Green**  **Middle- Green**  **High School- Orange** | **Increased significantly**  **Increased**  **Maintained** |
| State Assessment Results in science, social studies and writing | **Elementary- Green**  **Middle- Green**  **High- Orange** | **Increased**  **Increased**  **Maintained** |
| English Learner Progress | **N/A** | **N/A** |
| Quality of School Climate and Safety | **Elementary- Blue**  **Middle- Green**  **High School- Yellow** | **Increased significantly**  **Maintained**  **Declined** |
| Postsecondary Readiness (high schools and districts only) | **Blue** | **Increased** |
| Graduation Rate (high schools and districts only) | **Yellow** | **Maintained** |

Explanations/Directions

| **Goal**: Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Districts should determine short-term objectives 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. | Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon [Kentucky’s six (6) Key Core Work Processes](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students. | Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals. | List the specific federal, state, or local funding source(s) used to support each improvement initiative. | |

## 1: State Assessment Results in Reading and Mathematics

| **Goal 1:**  **58% of students will be proficient in elementary and middle school reading. 43% will be proficient in high school reading.**  **55% of students will be proficient in elementary math, 41% proficient in middle school math and 33% of students will be proficient in high school math.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  **Students improve in reading by increasing proficiency by 6% in all grades.** | KCWP 2, 3, 5 | District wide reading improvement plans were created and implemented for all students who read below grade level in grades 3 and below. | Decrease in RIPs | RIP data monitoring | N/A | |
| Students receive 30 mins of direct instruction by an instructional coach three times to five times weekly for Tier 2/3 instruction in grades K-3. | Strong Tier 1 walk throughs | Walk through data, RTI data | N/A | |
|  | STAR phonics diagnostic is used to assess and diagnose which foundation reading skill is lacking. | Small group/ one to one prescriptive instruction | RTI data, name and claim | N/A | |
| I Ready universal screener and standards mastery will be used to identify student progress and monitor standard mastery. | Reduction of novice | Data by school | $240,000 (two-year implementation)- Perry Promise | |
|  | District PLCs will occur three times annually after screener data to align all needs across all grades and subjects. | PLC meeting minutes reflect positive goal setting | Quarterly PLCs | Teacher Stipends- $15,000 | |
| Five data days will be scheduled with school admin and teacher leads to identify school needs on current data. | Data analysis | Data day breakdown of IReady | Teacher stipends- $10,000 | |
|  |  | A full day of KAGAN and classroom management training will be offered to all staff. | Roster attendance | Roster, plus delta | N/A | |
|  |  | Summer curriculum work took place to realign all pacing guides and implement SAVVAS My View Literacy HQIR. |  |  | Teacher stipends- Deeper Learning Grant- $15,000 | |
| Objective 2  **Students improve in math by increasing proficiency by 8% in all grades.** | KCWP 2, 3, 4, 5 | I Ready universal screener and standards mastery will be used to identify student progress and monitor standard mastery. | Reduction of novice | Data by school | $240,000 (two-year implementation)- Perry Promise | |
| District PLCs will occur three times annually after screener data to align all needs across all grades and subjects. | PLC meeting minutes reflect positive goal setting | Quarterly PLCs | Teacher stipends- $15,000 | |
|  | Five data days will be scheduled with school admin and teacher leads to identify school needs on current data. | Data analysis | Data day breakdown of IReady | Teacher stipends- $10,000 | |
| A full day of KAGAN and classroom management training will be offered to all staff. | Roster attendance | Roster, plus delta | N/A | |
|  | KCM will offer summer trainings for AVMR 1 and 2 to all primary staff. | Roster of attendance | Walk through data | Perry County Coalition Grant-  $12, 500 | |
| Use of Success maker to determine needs of each student individually | RTI usage | IReady data | N/A | |

## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2:  **Elementary science will improve to 45% students coring proficient/distinguished.**  **Middle school science will improve to 29% p/d.**  **High school science will improve to 15% p/d**  **Elementary SS will have 50% of students coring p/d.**  **Middle SS will have 38% of students scoring p/d.**  **High school SS will have 35% of students scoring p/d.**  **On demand writing in 5th grade will have 53% of students scoring p/d.**  **In 8th grade OD, 44% of students wills core p/d.**  **High school OD will have 38% of students scoring p/d.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  **Increase all other academic indicators by 6% in proficient and distinguished.** | KCWP 1, 2,3,4, 5 | All new science curriculums were purchased for the district. K-2 Studies Weekly, 3-8 Amplify, and 9-12 SAVVAS.  SS purchased SAVVAAS for 3-12. | Reduction of novice | Walk through data | $200,000 | |
| Summer curriculum work occurred for creation of new and updated science pacing guides for all grades in science and social studies. |  |  | Teacher stipends- Deeper Learning Grant- $15,000 | |
|  | Teacher leaders developed common assessments for fall, winter and spring in science and SS. |  | Common assessment data shows significant growth in mastery. | N/A | |
| Admin worked with KVEC leads to develop a walk-through tool for specific science and ss content. |  |  |  | |
|  | District PLCs will occur three times annually after screener data to align all needs across all grades and subjects. | Roster of attendance |  |  | |
| Five data days will be scheduled with school admin and teacher leads to identify school needs on current data. | Data analysis | IReady data | $200,000- Perry Promise | |
| Objective 2 |  | PD (virtual/in person) was offered for all new programs as well as the PIMSER Science Leadership for Standards Implementation. |  |  |  | |
| Angela Hilterbrand will work with all schools co-teaching and guiding on demand writing. |  | Walk through data, PLC minutes |  | |
|  | Three full days of 5th, 8th and 10th grade on demand writing training (Angela Hilterbrand) were offered to all staff prior to school beginning. | Roster of attendance |  | $5,000 | |
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## 3: Achievement Gap

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

| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
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| Objective 1  **All schools will reduce novice by 10%.** | KCWP 1,2,3,4,5 | Monthly new sped cadres discuss various strategies and tools to use during collaboration. | Roster of attendance | Walk through data, RTI data | N/A |
| DRT leads are assigned to each school that relay important info and tools. |  |  |  |
|  | All schools have named and claimed students to target in Tier 2/3 instruction as part of Individual GAP Closure Plans. | Data day meeting notes | IReady data, STAR data |  |
| Specific staff have had SCM training at each school with each having a team. |  |  |  |
|  | KVEC reviewed station teaching strategies and parallel teaching strategies. | PD roster | Walk through data |  |
| All sped staff are included in walk through rotations for collaboration. |  |  |  |
|  |  | KVEC in collaboration with us offers monthly sped topics such as autism, low incidents and new emerging teacher. |  |  |  |

## 4: English Learner Progress

| Goal 4;  **Due to a low number in population, Perry will maintain all ELL students becoming proficient.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  **All ELL students will be proficient.** | KCWP 5, 6 | We have two ELL instructional support staff who work directly with all ELL students. |  |  | $35,000 | |
| Staff models language/task completion. |  |  |  | |
|  | Small group and 1- 1 is used in all classrooms with ELL students. |  |  |  | |
| Structured English Immersion (push in) method for collaboration. |  |  |  | |
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**5**: **Quality of School Climate and Safety**

| Goal 5:  **All schools will aim to be blue on school climate and safety.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 | KCWP 6 | All school safety plans have been revised and updated with specific roles includes Emergency/Crisis Plans and Threat Assessment Teams and Process. | Completion of plans |  |  | |
| All schools have SROs. | Safety walkthroughs |  |  | |
|  | The district has two MTSS coaches will implement PBIS strategies and a SEL curriculum. |  | MTSS meeting minutes | $350,000- Stronger Connections grant for 3 years | |
| Character Strong, our SEL curriculum, has been purchased for use K-12. | Walk through, school schedules |  |  | |
|  | Terrace Metrics is implemented as an SEL screener. | Student results | Action plans for flagged students |  | |
| All schools have created attendance plans to increase attendance. |  | ADA |  | |
| Objective 2 |  | Homeless grants have been awarded to assist with our large homeless population. |  |  | $75,000 | |
| A homeless liaison is hired to locate resources for this population. |  |  |  | |
|  | Annually, each school goes through a school safety audit to determine all access points and safety protocols. | Walk through results |  |  | |
| KY State police provides all staff training on emergency school situations. | Roster of attendance |  |  | |
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**6: Postsecondary Readiness**

| Goal 6:  **Post secondary readiness will aim to be 100% for all students.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Increase post-secondary readiness from 94.5% to 100%. | KCWP 5 | Increase the dual credit opportunities to include the Teaching and Learning Pathway for each high school. | Dual credit class list | Pass rate for dual credit classes | N/A | |
| Increase the number of slots open for pathways at HCTC ATC- welding, electrical, etc. | Number of students in pathways | Pathway completion and success |  | |
|  | Create a freshmen academy supervisor at PCC to monitor progress of freshmen towards graduation- attendance, discipline, grades. |  | Persistence to Graduation |  | |
| Increase opportunities to job shadow through K-Tech. |  |  |  | |
|  | Acquired a homeless grant to ensure students facing homelessness have resources available. |  |  | $15,000 | |
| Monitor attendance and progress with mentors from AmeriCorp. |  | ADA |  | |

## 7: Graduation Rate

| Goal 7:  **Increase graduation rate from 93.4% to 95% or higher** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  Name and claim each student to ensure all students graduate ready for the next phase | KCWP 5, 6 | Provide more opportunities for students to achieve individual goals after high school | Pathways | Pathway completion | N/A | |
| Create action steps to prevent a drop out- counselor, DPP |  | Decrease number of dropouts/ homeschool |  | |
|  | Use of virtual academy to offer different setting to students |  | Number of students completing virtual school | $25,000 | |
| Continue current protocols to ensure continued success |  |  | N/A | |
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## 8: Other (Optional)

| Goal 8 (State your other goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 |  |  |  |  |  | |
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| Objective 2 |  |  |  |  |  | |
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## Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

| **Monitoring and Support** |
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| **Consider:** Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.  **Response:** |

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

| **Additional/More Rigorous Actions** |
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| **Consider:** List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?  **Response:** |