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:

    o State Assessment Results in reading and mathematics

    o State Assessment Results in science, social studies and writing

    o Achievement Gap

    o English Learner Progress

    o Quality of School Climate and Safety

    o Postsecondary Readiness

    o Graduation Rate

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.					
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. 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 or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur 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 (State your reading and math goal.): All students will score a proficient or distinguished as measured by KSA and ACT assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Increase the percent of students scoring proficient and distinguished to the following: Reading: BCES 59, BCMS 70 and BMHS 61 Math: BCES 46, BCMS 50 and BMHS 52.3	KCWP1: Design and Deliver Instruction All teachers will continue to focus on delivering quality instruction that is prescriptive in nature to address the individual needs of the learner, and use a collaborative process to analyze data and make instructional decisions.	Activity – District Instructional Leaders A district instructional team led by content leaders from math, English, science and social studies will work across the district providing instructional support to teachers and lead district learning team meetings. Activity – Professional Learning Communities All teachers within the district will participate regularly in meetings designed to analyze data and determine the appropriate level of support for individual students. Activity – Unit Planning All math and reading unit plans will be updated by December 2023.	Increased students meeting proficiency on math and reading assessments.	*I-Ready Diagnostics and Pathways – Assessments given August, December, and April *Simple Solutions *Really Great Reading Progress Monitoring Assessments *ESGI progress monitoring *Mastery Prep and USA Test Prep *Unit Plans *PLC Process *Walkthroughs	Title I, II, IV, ESSER and 21st Century
	KCWP 4: Review, Analyze and Apply Data A collaborative process will be used to analyze data and make instructional decisions.	Activity – Professional Learning Communities All teachers within the district will participate regularly in meetings designed to analyze data and determine the appropriate level of support for individual students.	Increased students meeting proficiency on math and reading assessments.	*PLC Process *Progress Monitoring data with I-Ready, ESGI, Mastery Prep/USA Test Prep	Title I, II, IV, ESSER and 21st Century

Goal 1 (State your reading and math goal.): All students will score a proficient or distinguished as measured by KSA and ACT assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): All students will score a proficient or distinguished on the social studies, science and writing KSA assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Increase the percent of students scoring proficient and distinguished to the following: Science: BCES 31, BCMS 50, and BMHS 29.2 Social Studies: BCES 55, BCMS 60, and BMHS 26 Writing: BCES 31, BCMS 66 and BMHS 48.1	KCWP1: Design and Deliver Instruction All teachers will continue to focus on delivering quality instruction that is prescriptive in nature to address the individual needs of the learner, and use a collaborative process to analyze data and make instructional decisions.	Activity – District Instructional Leaders A district instructional team led by content leaders from math, English, science and social studies will work across the district providing instructional support to teachers and lead district learning team meetings. Activity – Unit Planning All math and reading unit plans will be updated by December 2023.	Increased students meeting proficiency on science, social studies and writing assessments.	*ESGI progress monitoring *Mastery Prep and USA Test Prep *Unit Plans *PLC Process *Walkthroughs	Title I, II, IV, ESSER and 21st Century
	KCWP 4: Review, Analyze and Apply Data A collaborative process will be used to analyze data and make instructional decisions.	Activity – Professional Learning Communities All teachers within the district will participate regularly in meetings designed to analyze data and determine the appropriate level of support for individual students.	Increased students meeting proficiency on science, social studies and writing assessments.	*ESGI progress monitoring *Mastery Prep and USA Test Prep *Unit Plans *PLC Process *Walkthroughs	Title I, II, IV, ESSER and 21st Century
Objective 2					

Goal 2 (State your science, social studies, and writing goal.): All students will score a proficient or distinguished on the social studies, science and writing KSA assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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
Objective 1 Increase the number of economically disadvantage student gap group scoring proficient in Reading and Math	KCWP 2 Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	RTI pull out sessions designed to address individualized reading and math deficits.	Decrease gap group numbers of those specific groups	I-Ready assessment will be give 3 times per year	Title I, II, IV, ESSER and 21st Century
	KCWP 5: Design, Align, and Deliver Support	I-Ready utilized to identify student weaknesses and gaps	Classroom grade; monitoring of program/module completion	I-Ready assessment will be give 3 times per year	Title I, II, IV, ESSER and 21st Century
	KCWP 6: Establishing Learning Culture and Environment	PLC process	PLC minutes and evidence by teachers	PLC monthly meetings	
Objective 2 Decrease the percentage of special education students scoring novice in Reading and Math	KCWP 2 Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data	The Assistant Superintendent of Instruction will work with the Director of Special Education and the Principals to identify areas of need and develop a comprehensive plan to address the special education achievement gap. The plan will be monitored weekly.	Increased number of students with disabilities scoring proficient and distinguished at BCES, BCMS, and BMHS	I-Ready assessment will be give 3 times per year Weekly meeting with principals Quarterly district level meetings	Title I, II, IV, ESSER and 21st Century
	KCWP 5: Design, Align, and Deliver Support	Mentoring, Progress Monitoring, RTI Detailed Plan, Schedule Changes, Success Lab, and Academic Coaches	Classroom grade; monitoring of program/module completion	PLC Meeting minutes Weekly meeting with principals Quarterly district level meetings	Title I, II, IV, ESSER and 21st Century
	KCWP 6: Establishing Learning Culture and Environment				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: English Learner Progress

Goal 4 (State your English learner goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety scores					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2023, the Quality of School Climate and Safety Score will increase to 63 for BMHS, BCMS 70, and BCES 80	KCWP 6: Establishing Learning Culture and Environment	Students will be given a sample survey of questions related to the Quality of School Climate and Safety. These surveys will be given twice each year school wide and questions/answers will be discussed with students as an effort to improve the Climate and Safety at BMHS	Results from Quality of School Climate and Safety Score of 2023 KSA Assessment.	Results of surveys completed twice yearly at BMHS	
Objective 2					

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Collaboration to improve transition readiness between BCMS and BMHS students	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establishing Learning Culture and Environment	8th grade CTC night in collaboration with Bomber Palooza to ensure that students understand the pathways that are offered at BMHS.	Increased number of students promoted to 9th grade.	8/15/2022 6/1/2023	
Objective 2 By May 2023 BMHS will maintain a Blue Rating on the Post-Secondary Indicator.	KCWP 6: Establishing Learning Culture and Environment	A list of students has been given to their current pathway teacher to target for Industry Certification or EOP Assessment preparation Certain students will be targeted for Exceptional Work Experience for Transition Readiness. Students not meeting ACT benchmarks in Math, Reading, or English will be pulled for remediation/intervention. These students will be retested with either the ACT or the KYOTE exam (or both). The Alternately Assessed teacher has been contacted regarding	Increase in the number of students who are CCR ready.	Pathway instructor will monitor student progress through classroom activity, iCEV program, NOCTI, or other pathway-specific testing route. Students who have not passed an industry certification will work within their program area to obtain CCR status. Students who need math remediation will utilize I-Ready. Students identified in need of English remediation will utilize RTI time with an English teacher. Alt assess teacher will monitor the progress of alt assess students by classroom data.	Title Money, Perkins, Four Rivers Foundation

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		moving two students toward transition readiness.			

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By May 2023, increase the graduation goal from 90.3% to 91%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2023, increase the graduation goal from 90.3% to 91%		Counselor will complete senior audit in August 2022.	Completion of all senior audits. (documentation)	Documentation	
		Counselor will meet with seniors who are not on track to graduate in August 2022.	Completion of task. (documentation)	Documentation	
		Seniors not on track to graduate will be enrolled in credit recovery.	Students set up on credit recovery.	Student monitored on the A-Pex system.	ESSER
		Counselor will meet with at-risk students (juniors and seniors).	Completion of task (documentation)	Documentation	
		Counselor will work with seniors on graduation plan, filling out necessary applications, FAFSA, and any other needed steps.	FAFSA nights set up and counselor documentation of task completion	Documentation	
		Counselor will complete senior audit in January 2023 and place students in credit recovery accordingly.	Completion of all senior audits with documentation	Documentation	
Objective 2					

8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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
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:**