

Comprehensive District Improvement Plan (CDIP) 2024-2025

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.

- Closing the GAP in special needs population
- Math achievement in all grades
- Science achievement
- Reading achievement in all grades

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.

- KCWP 2: universal screener change, RTI modifications
- KCWP 6: increase attendance for staff and students

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	ES: 67.3% MS: 65.2% HS: 56.1%	ES: -0.8 MS: 3.2% HS: 8.9%
State Assessment Results in science, social studies and writing	ES: 61.6% MS: 59.9% HS: 47.1%	ES: -4% MS: 6.8% HS: 5.7%
English Learner Progress	No data	No data

Quality of School Climate and Safety	ES: 78.9% MS: 72.9% HS: 65.7%	ES: -1.1% MS: 2.6% HS: 1.2%
Postsecondary Readiness (high schools and districts only)	HS: 99.5%	HS: -3.1%
Graduation Rate (high schools and districts only)	HS: 93.8%	HS: .4

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase proficiency to 70% for reading and mathematics in elem and ms Increase proficiency to 60% for reading and mathematics for hs					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Use IReady data to effectively identify students for RTI Tier 2 and Tier 3 interventions	KCWP 4	Data Days will be used to determine the needs for students in reading and math. Groups will be formed to target students that may need extra support.	Data Day minutes, presentations IReady data Benchmark assessments	Walk throughs School level PLCs	\$11,250- teacher lead stipends
	KCWP 2	All pacing guides do an annual review and enhancement each summer after data has been completed.			
		District PLCs help monitor instruction throughout the year. Teacher leads discuss each pacing guide and adjust as needed.			
Objective 2 Enhance coaching and walkthrough feedback to grow teachers throughout the year	KCWP 5	The walk-through instrument was revised. Coaches as well as instructional CO staff conduct walk throughs with building level admin monthly.	Walk through data Meeting notes PLCs	Walk through schedule Google admin drive	\$0
		District PD offered over 60 professional learning hours to all staff prior to school beginning. UFLI, Amplify and Angela Hilterbrand all do on site coaching/	Needs assessment survey Professional Learning survey PD attendance rosters	PLCs Onsite coaching schedule	\$10,000- on site coaching costs

**Goal 1: Increase proficiency to 70% for reading and mathematics in elem and ms
 Increase proficiency to 60% for reading and mathematics for hs**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		modeling/coteaching visits at each school.			
	KCWP 6	School level PLCs are shared with district admin so they may attend and engage in conversations about day-to-day growth/data.	PLC minutes PLC schedule	PLC minutes Observations	\$0

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

<p>Goal 2: Increase proficiency to 65% for other academic areas for elem and ms Increase proficiency to 50% for other academic areas for HS</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Create data driven measurements for science and SS	KCWP 4	Summer curriculum work revised all pacing guides for Science, SS and On Demand writing.	PLC notes	District PLCs	\$2000- Amplify coaching visits
		On site coaching visits from Amplify and for on-demand writing with consultant Angela Hilterbrand for all schools occurred throughout year.			
	KCWP 5	Each quarter, a benchmark assessment is given for science and SS.	Benchmark assessment data	School level PLCs	
		District PLCs are held quarterly to allow all staff to collaborate across the district in all grades/contents.	PLC notes and attendance rosters		
Objective 2 Create an ongoing monitoring system and supports proficiency throughout year	KCWP 4	Over 30 hours of professional learning was offered for science, SS and od writing prior the beginning of the year.	PL learning logs	PD hours	\$10,000- consultant work for professional learning
	KCWP 5	Model classrooms were set up for teachers to visit. Select teacher leaders were chosen to lead these visits.			
		Regular monthly walk throughs occur form both school and district admin.	Walk through data	Walk through schedule Google admin drive	

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 Reduce novice in reading and math across all grades	KCWP 2	Implement I-Ready MyPath daily for every student to meet each student on their academic level	My Path time logs, Success Rate	Walk throughs	\$50,000 Iready MyPath
				RTI tracking info	
	KCWP 4	Provide strong K-2 reading and math interventions based on RIPs and MIPs. Use of UFLI to assist with phonics.	RIP and MIP data		
Objective 2 Identify and provide appropriate support for students	KCWP 4	Students are receiving additional RTI for those below benchmark using small groups and MyPath	RTI data		
	KCWP 5				
Objective 3 Provide ongoing professional learning to sped staff	KCWP 5	Multiple trainings are offered prior to the year beginning and throughout the year for co-teaching as well as various reading and math strategies.	PL logs Trainings by KVEC SPED staff		\$10,000 PL trainers
	KCWP 6	DRT meetings occur monthly to ensure all staff are effective in assisting students.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4: Provide support to all ELL students so that they may be successful					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Provide training to all staff	KCWP 5	Multiple trainings for all staff have been provided to accommodate all ELL students	ELL plans	ELL proficiency data	\$ 15,000 additional ELL staff stipends
		Additional staff has been hired to assist across the district with ELL students			
Objective 2 Provide tools and resources for all staff	KCWP 2	All staff and schools have tools necessary to accommodate various language barriers.	Needs assessments		
	KCWP 6				

5: Quality of School Climate and Safety

Goal 5: 100% of students will feel safe and valued at all our schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Provide strong implementation of our SEL curriculum, Character Strong at all schools	KCWP 5	Tier 2 interventions are now provided at all schools through Character Strong. MTSS coaches identify and deploy SEL lessons.	PL logs		\$12,000 Tier 2 Character Strong
		Each school has a trauma informed care plan in place and turned into KDE. All school safety plans have been revised with updates to include Emergency/Crisi Plans and Threat Assessment Teams and Processes.			
	KCWP 6	All staff, classified and certified, are all trained in Sources of Strength.	Tier 2 numbers and plans		
		Each school has created a culture plan to increase attendance and overall satisfaction in our schools.			
Objective 2 Train staff in preventive measures and create a welcoming, nurturing environment at all schools	KCWP 5	Attendance incentives are being implemented at each school.	ADA	ADA	
	KCWP 6	Several schools have implemented various activity clubs to increase student participation.			

6: Postsecondary Readiness

Goal 6: 100% of students graduate with post-secondary ready.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase pathways for students to seek careers after graduation	KCWP 5	Offer Engineering to students to seek careers	Enrollment numbers	CCR chart	\$75,000 Partners for Rural Impact to assist with Engineering
		Increase the number of students completing career pathways	Number of students in pathways	PLC minutes	
Objective 2 Offer more work study/job shadowing opportunities to students in various fields	KCWP 6	Partner with local businesses to offer work study/job shadowing in fields	Partner businesses and agreements	Community Partner meeting minutes	
		Pilot the aviation pathway at Buckhorn High School	Numbers in aviation		

7: Graduation Rate

Goal 7: 95% of students will graduate high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Use of credit recovery and work plans to increase student graduation success	KCWP 2	Placement of students in credit recovery to remediate failed courses	Failure reports	GPA monitoring	\$0
	KCWP 5	Work plans created with staff to ensure success for each student struggling	Work plans numbers	Learning Academy and credit recovery enrollee progress	
Objective 2 Monthly transcript reviews	KCWP 4	Guidance and admin review monthly all transcripts for student success	CCR chart		
			Number of students on track to graduate		

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:

No schools identified for TSI/ATSI.

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

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:

No schools identified for TSI/ATSI.

Additional/More Rigorous Actions

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