

Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

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

Objective(s):

- Economically Disadvantaged – For 2026 students will increase reading proficiency from 48% to 55% for elementary, 37% to 45% for middle, and 40% to 50% for high school.
- Disability-with IEP (Total) – For 2026 students will increase reading proficiency from 38% to 45% for elementary students, increase proficiency by 10 percentage points for middle and high school.
- Economically Disadvantaged – For 2026 students will increase math proficiency from 40% to 50% for elementary students, 28% to 40% for middle, and 42% to 50% for high.
- Disability-with IEP (Total) – For 2026 students will increase math proficiency from 38% to 50% for elementary students, increase proficiency by 10 percentage points for middle and high school.

Strategy:

KCWP 1: Develop a district-wide process for reviewing and revising instructional resources and a monitoring system for ensuring the intended curriculum is being implemented with a high level of fidelity.

KCWP 2: District Instructional Supervisors and school administration will determine the most appropriate high-yield instructional strategies to implement in order to ensure congruency to the intended learning. A collaborative effort will be used to analyze student achievement data to measure the effectiveness of instructional resources and programs.

KCWP 3: The district leadership team will collaborate to assist teachers in designing assessments that are valid and congruent to the standards and learning intentions.

KCWP 4: The district leadership team will develop systems to ensure that educators use a variety sources to ensure a balanced approach to data analysis and use the data to meet the needs of all students.

KCWP 5: District leadership will ensure that resources are aligned with identified needs to provide equitable access and opportunity for all students.

Activities:

Instructional Resources will be analyzed to ensure that they meet the criteria for being a high-quality instructional resource.

Educators will review pacing guides and curriculum maps quarterly at a minimum to identify instructional gaps and ensure alignment to KAS.

Faculty and staff will participate in ongoing professional development in the area of best practice/high yield instructional strategies offered by the regional education cooperative, vendor approved, Numeracy Counts Academy, and LETRS KY Reading Academy.

Educators will utilize KAS aligned item bank to create formative assessments that will be used to guide instructional practices to ensure the curriculum is being taught with fidelity.

Educators will use a collection of assessment artifacts to inform next steps for individual students and group of students and use classroom assessment data to inform next steps for individual students and groups of students.

Educators will partner with FRYSC and Community Education to design, align, and deliver necessary supports to identify and meet the needs of students.

Educators will partner with FRYSC, Community Education, and local Business and Industry to ensure students are offered exploration of both academic and career opportunities.

Progress Monitoring:

District and School level PLCs facilitated by administration are held weekly. During this time discussions will be facilitated about instructional resources, pacing guides, and curriculum maps and their relationship with formative assessment data. District common assessments are held in the fall, winter, and spring. Upon completion of testing, data disaggregation will occur at district and school levels by administration and faculty. Formative assessments are conducted daily. Data will be reviewed by faculty to guide instruction.

Attendance sheets, event certificates, and agendas provided by professional learning facilitators will be used to monitor educator participation in appropriate professional learning events. Classroom observation conducted by administration will support the effective implementation of instructional strategies and resources.

Progress monitoring will occur bi-monthly with FRYSC/Community Education advisory council to determine the needs that have been met and those that still need to be addressed.

Funding:

The FY25 KyCL grant funds will be used to purchase ELA curriculum resources for grade 4 through 12. The grant will provide professional learning for the curriculum resources, the Science of Reading, and stipends for teachers participating in LETRS Academy. A universal screener and diagnostic assessment will be purchased for grades 4 through 12 and educators will be provided professional learning.

Title II funds will be used to pay for professional learning opportunities for math. This will include the cost for substitutes and travel and a stipend for those completing the Numeracy Counts Academy.

Title I funds will be used to pay for district common assessments for grades K-11.

FRYSC funds will be used to meet the non-academic needs of students.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year Goal:

By May 2027, 70% of all students will be proficient in reading and mathematics.

Objective(s):

- The 2026 school year reading proficiency goals will increase from 58% to 65% for elementary students, 43% to 46% for middle school students, and 48% to 57% for high school students.
- The 2026 school year math proficiency goals will increase from 54% to 59% for elementary students, 34% to 36% for middle school, and 49% to 56% for high school students.

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Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By May 2028, the percent of middle school students in the disability gap group scoring novice on the combined writing assessment will be reduced by 53%.

Objective(s):

For May 2026, the percent of middle school students in the disability gap group scoring novice on the combined writing assessment will be reduced by 15%.

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Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

By May 2028, all school will have achieved a blue indicator rating.

Objective(s):

For May 2026, the following status levels will be obtained or maintained at each level:

- Elementary school will achieve a green indicator rating;
- Middle school will achieve an orange indicator rating; and
- High school will achieve a yellow indicator rating

Strategy:

KCWP 6: Structures will be put in place to support learners in building positive relationships with peers and adults to promote learning and to reduce

Activities:

The schools will utilize FRYSC and Community Education to remove non-cognitive barriers such as food insecurity, shoes, clothing, and school supplies.

School leadership team and SBDM will collaborate to analyze policies and procedures to ensure alignment to the school's Code of Conduct.

All faculty and staff will be trained to effectively implement anti-bullying policies and procedures including how violations are address, how reporting and documentation should occur, and how communication measures should be conducted.

Progress Monitoring:

FRYSC will communicate with school administration, guidance counselors, and KY Care counselors daily. FRYSC will hold bi-monthly advisory council meetings to discuss needs met, process for meeting needs, and any deficiencies due to lack of funding that will be addressed by other community stakeholders.

School administration will conduct walkthroughs to ensure classroom student and faculty behaviors align to the school's vision and policies.

School administration will review behavior referrals on a weekly basis to monitor consistency in discipline procedures and to identify culture, climate, and safety gaps.

Funding:

GEER grant funds will assist FRYSC will meeting the needs of all students.