

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> |

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1: Proficiency Goal:

Goal 1 (State your proficiency goal.): Increase the average combined reading and math proficiency indicator for all elementary school students from 72.4 in 2019 to 77.0 in 2024; for all middle school students from 77.6 in 2019 to 86.0 in 2024; and for all high school students from 61.8 in 2019 to 65.0 in 2024 as measured by KPREP.

| Objective | Strat | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|---|--|--|--|
| <p>Objective 1: By June 2021, the average combined reading and math proficiency will increase for all elementary school students to 73.3; all middle school students to 79.3; all high school students to 62.4 as measured by KPREP.</p> | <p>Strategy 1: KCWP 1: Design and Deploy Standards The district will put a support system in place to ensure the curriculum is taught at a high level of fidelity.</p> | <p>The district will guide/support principals and teachers in establishing a process to ensure curricular alignment reviews are an ongoing action of the PLC's planning process.</p> | <p>PLC attendance and minutes; KPREP scores.</p> | <p>District Achievement Team will monitor school PLCs monthly.</p> | <p>0</p> |
| | | <p>The district will work with school leadership teams to establish guidelines for best practice unit development to ensure implementation of revised standards in language arts and math.</p> | <p>District PD agendas and rosters of attendance, PLC minutes; KPREP scores.</p> | <p>District Achievement Team will monitor provided training to school leadership teams for unit development.</p> | <p>District funds & District Title 1</p> |
| | | <p>The district will guide/support principals and teachers in establishing a process to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</p> | <p>PLC attendance and minutes; KPREP scores.</p> | <p>District Achievement Team will monitor school PLCs monthly.</p> | <p>0</p> |
| | | <p>The district will partner with Southeast/South Central Education Cooperative to engage at least one more school in Active Implementation Science. The district will provide a math coach to aid in effective implementation of the Math Design Collaborative (MDC) initiative. The district will continue to support Active Implementation of MDC at Kirksville Elementary, Daniel Boone Elementary, Silver Creek Elementary, Kit Carson Elementary, Waco Elementary, Foley Middle and Madison Middle Schools.</p> | <p>BIT & DIT minutes; Coaching logs; KPREP scores</p> | <p>The district Active Implementation facilitators will monitor scale-up activities.</p> | <p>District funds & District Title 1</p> |

2: Separate Academic Indicator:

Goal 2 (State your separate academic indicator goal.): Increase the average separate academic indicator proficiency for all elementary school students from 76.5 in 2019 to 80.0 in 2024; for all middle school students from 73.1 in 2019 to 79.0 in 2024; and for all high school students from 62.0 in 2019 to 70.0 in 2024 as measured by KPREP.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|--|---|---|
| Objective 1: By June 2021, the average separate academic indicator proficiency will increase for all elementary school students to 77.2; for all middle school students to 74.3; and for all high school students to 63.6 as measured by KPREP. | Strategy 1: KCWP2: Design and Deliver Instruction Teachers in the district will utilize best practice/high yield instructional strategies within the classroom. | Teachers will utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | Classroom Assessment data | District Achievement Team will monitor school PLCs monthly. | NA |
| | | Social Studies Teachers will be provided with additional training for implementation of the newly revised Social Studies standards. | PD Agendas and rosters of attendance; KPREP data | District Achievement Team will monitor training provided. | District funds |
| | | Teachers will be trained in Continuous Classroom Improvement model. | Rosters of training attendance; Monitoring of implementation PLC minutes | District Achievement Team will monitor training provided. | District Title 1 School Funds School Title 1 |

3: Growth:

Goal 3 (State your growth goal.): Increase the combined reading and math growth indicator score for all elementary school students from 61.0 in 2019 to 63.1 in 2024; for all middle school students from 52.4 in 2019 to 57.0 in 2024 as measured by KPREP.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|---------------------------|---|---------|
| Objective 1: By June 2021, the combined reading and math growth indicator score will increase for all elementary school students to 61.4 and for all middle school students to 53.4 as measured by KPREP. | KCWP 1: Design and Deploy Standards The district will put a support system in place to ensure the curriculum is taught at a high level of fidelity. | The district will guide/support principals and teachers in establishing a process to ensure curricular alignment reviews are an ongoing action of the PLC's planning process. | PLC minutes; KPREP scores | District Achievement Team will monitor school PLCs monthly. | 0 |
| | | The district will guide/support principals and teachers in establishing a process to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures. | PLC minutes; KPREP scores | District Achievement Team will monitor school PLCs monthly. | 0 |

4: Achievement Gap:

Goal 4 (State your achievement gap goal.): Increase the average combined reading and math proficiency indicator for all students in the gap (students with disabilities) in elementary schools from 45.5 in 2019 to 53.7 in 2024; in middle schools from 44.9 in 2019 to 53.2 in 2024; and in high schools from 25.2 in 2019 to 36.4 in 2024 as measured by KPREP.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|--|---|--|---|
| <p>Objective 1: By June 2021, the average combined reading and math proficiency indicator for all students in the gap (students with disabilities) will increase for elementary school students to 47.1; for middle school students to 46.6; and for high school students to 27.4 as measured by KPREP.</p> | <p>KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply Data</p> | <p>Selected teachers will be trained in the Continuous Classroom Improvement model to begin classroom implementation.</p> | <p>Training log; Learning Walks; KPREP & ACT scores</p> | <p>District Achievement Team will monitor training provided.</p> | <p>District funds & District Title 1; School funds & School Title 1</p> |
| | <p>Teachers will use a system to monitor students' progress on standards.</p> | <p>Teachers will use a PLC protocol (like PDSA in Continuous Classroom Improvement model) with an effective cyclical process for standards, deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p> | <p>PLC minutes; KPREP & ACT scores</p> | <p>District Achievement Team will monitor school PLCs monthly.</p> | <p>NA</p> |
| | | <p>The district will partner with Southeast/South Central Education Cooperative to engage at least one more school in Active Implementation Science. The district will provide a math coach to aid in effective implementation of the Math Design Collaborative (MDC) initiative. The district will continue to support Active Implementation of MDC at Kirksville Elementary, Daniel Boone Elementary, Silver Creek Elementary, Kit Carson Elementary, Waco Elementary, Foley Middle, and Madison Middle Schools.</p> | <p>BIT & DIT minutes; Coaching logs; KPREP scores</p> | <p>The district Active Implementation facilitators will monitor scale-up activities.</p> | <p>NA</p> |

5: Transition Readiness:

Goal 5 (State your transition readiness goal.): Increase the transition indicator of high school students who are Transition (college and career) ready from 80.3 in 2019 to 88.0 in 2024 as measured by the transition readiness formula.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---|--|--------------------------------------|--|---------|
| Objective 1: By June of 2021, increase the transition indicator of high school students who are Transition (college and career) ready to 81.8 as measured by the transition readiness formula. | KCWP 5: Design, Align, and Deliver Support The district will provide support and resources to principals for transition readiness. | Expanded credit opportunities for students to gain credits toward grade completion, grade acceleration, and/or graduation through the use of dual credit, Advanced Placement, Edgenuity and/or enrollment in the Focus and Finish program. | Transition readiness formula results | District Achievement Team will monitor transition activities through school counseling office and District Assessment Coordinator. | 0 |

6: Graduation Rate:

Goal 6 (State your graduation rate goal.): Increase the average graduation rate indicator from 93.3 in 2020 to 95.0 in 2024 as measured by the graduation rate indicator formula.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|--|---|-------------------------|
| Objective 1: By June 2021, increase the average graduation rate indicator to 93.4 as measured by the graduation rate indicator formula. | KCWP 5: Design, Align, and Deliver Support The district will have a system in place to ensure the appropriate academic interventions are taking place to help high school students meet the requirements for graduation. | High schools will utilize the Persistence to Graduation Tool and Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation. | Graduation percentage | District Achievement Team will monitor progress towards through school counseling office and District Assessment Coordinator. | 0 |
| | | Expanded credit opportunities for students to gain credits toward grade completion, grade acceleration, and/or graduation through the use of Edgenuity and/or enrollment in the Focus and Finish program. | Graduation percentage, grade retention | District Achievement Team will monitor progress towards through school counseling office and District Assessment Coordinator. | District funds \$55,000 |

7: Other (Optional):

Goal 7 (State your separate goal.): By 2023, Madison County Schools will implement a complete system of Behavior and Mental Health Supports Data: ODR, Mental Health Assessments, Removals (INSR, OSS) and Counseling Services

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|--|--|----------------------------------|
| <p>Objective 1 To implement a system of Behavior and Mental Health Supports through a multi-year implementation approach.</p> | <p>KCWP5: Design, Align and Deliver Support Focus: Create a school-wide behavioral support system that aligns with Student Code of Conduct as well as action plans for self-monitoring and immediate feedback.</p> | <p>The district will monitor implementation of PBIS at the school level based on the PBIS Fidelity Checklist (Revised).</p> | <p>Data will show a reduction in removals.</p> | <p>School self-assessment</p> | <p>Title IV General Fund</p> |
| | <p>KCWP5: Design, Align and Deliver Support Focus: Implementation of a school/districtwide plan for tiered intervention and supports</p> | <p>The district/school will develop Trauma Teams at each level to facilitate the integration of trauma informed practices in all schools.</p> | <p>Increase in direct services of students in the areas of social/emotional and mental health.</p> | <p>District Quality Assurances and Site Visit Review</p> | <p>Title IV General Fund</p> |
| | | <p>The district will monitor implementation of the District MTSS Plan.</p> | <p>Create a baseline for relevant data.</p> | <p>School self-assessment (ASA Tool and MTSS Plan Reflection Tool)</p> | <p>Title IV General Fund</p> |
| | | <p>The district will develop a school/district menu of evidence-based practices for intervention.</p> | <p>District resource list for interventions will be available for appropriate staff.</p> | <p>District personnel will have checklist/timeline for completion.</p> | <p>Title IV General Fund</p> |
| | | <p>The district will develop a Comprehensive Plan for Behavior/Mental Health Supports.</p> | <p>Comprehensive Plan established and in place for implementation.</p> | <p>District personnel will have checklist/timeline for completion.</p> | <p>Title IV General Fund</p> |

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.