

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

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. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , 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: Increase the average combined reading and math state assessment scores for elementary students from 48.2% to 60%, from 35.7% to 60% for middle school students, and from 43.5% to 60% for high school students in 2023, as measured by the Kentucky Accountability System.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the average combined reading and math state assessment scores to 60% at the elementary, middle, and high school levels.	KCWP 1: Design and Implement Standards	District staff will work collaboratively with and provide support to school administrators and teachers to review academic standards and make appropriate revisions as needed, utilizing district curriculum and literacy committees comprised of certified teachers across grades and content areas.	Kentucky Accountability System in content areas.	Development, ongoing refinement, and implementation of academic standards, January 2023 - Ongoing.	
	KCWP 3: Design and Deliver Assessment	With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.	Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor.	January 2023 – Ongoing	
	KCWP 3: Design and Deliver Assessment	Administer MAP assessment three times annually (Fall, Winter & Spring).	Measure student progress while providing student data in real time for setting individualized reading and math goals.	January 2023 - Ongoing	

Goal 1: Increase the average combined reading and math state assessment scores for elementary students from 48.2% to 60%, from 35.7% to 60% for middle school students, and from 43.5% to 60% for high school students in 2023, as measured by the Kentucky Accountability System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the average combined reading and math state assessment scores to 60% at the elementary, middle, and high school levels.	KCWP 5: Design, Align, and Deliver Support	District staff will offer support and work with schools to develop and implement a professional development plan that addresses district priorities including personalized learning, revising content standards as needed, the use of varying instructional strategies, and research-based instruction.	An increase in professional learning experiences designed to affect student learning and success.	January 2023 – Ongoing	
	KCWP 5: Design, Align, and Deliver Support	Extended School Services (ESS) and 21 st CCLC staff will collaborate with school administrators and staff at all levels to target and support students working to attain proficiency targets.	Provide targeted support for struggling students.	January 2023 – Ongoing	

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

Goal 2: Increase the average combined science, social studies, and writing state assessment scores for elementary students from 51.7% to 60%, from 36.3% to 60% for middle school students, and from 29.4% to 60% for high school students in 2023, as measured by the Kentucky Accountability System.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the average combined science, social studies, and writing state assessment scores to 60% at the elementary, middle, and high school levels.	KCWP 1: Design and Implement Standards	District staff will work collaboratively to review academic standards and make appropriate revisions as needed, utilizing district curriculum committee comprised of certified teachers across grades and content areas, and administrators.	Kentucky Accountability System in content areas.	Development, ongoing refinement, and implementation of academic standards, January 2023 – Ongoing.	
	KCWP 3: Design and Deliver Assessment	With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.	Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor.	January 2023 – Ongoing	
	KCWP 3: Design and Deliver Assessment	Administer MAP assessment three times annually (Fall, Winter & Spring).	Measure student progress while providing student data in real time for setting individualized reading and math goals.	January 2023 – Ongoing	
				January 2023 – Ongoing	
Objective 1:				January 2023 – Ongoing	

Goal 2: Increase the average combined science, social studies, and writing state assessment scores for elementary students from 51.7% to 60%, from 36.3% to 60% for middle school students, and from 29.4% to 60% for high school students in 2023, as measured by the Kentucky Accountability System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Collaborate to increase the average combined science, social studies, and writing state assessment scores to 60% at the elementary, middle, and high school levels.	KCWP 5: Design, Align, and Deliver Support	District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, varying instructional strategies, and research-based instruction.	An increase in professional learning experiences designed to affect student learning and success.	January 2023 – Ongoing	
	KCWP 5: Design, Align, and Deliver Support	Extended School Services (ESS) and 21 st CCLC staff will collaborate with school administrators and staff at all levels to target and support students working to attain proficiency targets.	Provide targeted support for struggling students.		

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: Close the achievement gaps between male and female students in reading and math, and increase the percentage of students in both groups scoring proficient/distinguished to 50% at all school levels.	KCWP 2: Design and Deliver Instruction	District and school leaders will work with teachers at all levels to ensure reading and math standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards.	Achievement gaps between male and female students will shrink by 10%.	January 2023 – Ongoing	
	KCWP 3: Design and Deliver Assessment Literacy	With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.	Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor.	January 2023 – Ongoing	
	KCWP 4: Review, Analyze, and Apply Data	Through guided planning meetings and professional learning communities (PLC) meetings, district and school administrators at each level will utilize this time to review, analyze, and modify instruction to target the academic needs of students in reading and math.	Administrators and teachers will meet regularly to review and analyze student data in an effort to inform instruction.	January 2023 - Ongoing	
	KCWP 5: Design, Align, and Deliver Support	District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction.	An increase in professional learning experiences designed to affect student learning and success.	January 2023 – Ongoing	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Close the achievement gap between economically disadvantaged students and non-economically disadvantaged students and increase the percentage of students in both groups scoring proficient/distinguished to 55%.	KCWP 2: Design and Deliver Instruction	District and school leaders will work with teachers at all levels to ensure reading and math standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards.	Achievement gaps between economically disadvantaged and non-economically disadvantaged students will shrink by 10%.	January 2023 - Ongoing	
	KCWP 3: Design and Deliver Assessment Literacy	With the support and participation of district staff, school administrators and teachers at each level will work to ensure classroom assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.	Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor.	January 2023 – Ongoing	
	KCWP 4: Review, Analyze, and Apply Data	Through guided planning meetings and professional learning communities (PLC) meetings, district and school administrators at each level will utilize this time to review, analyze, and modify instruction to target the academic needs of students in reading and math.	Administrators and teachers will meet regularly to review and analyze student data in an effort to inform instruction.	January 2023 – Ongoing	
	KCWP 5: Design, Align, and Deliver Support	District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction.	An increase in professional learning experiences designed to affect student learning and success.	January 2023 - Ongoing	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Close the achievement gap between students identified as having a learning disability and non-disabled students, and increase the percentage of students identified as having a learning disability scoring proficient/distinguished to 45%.	KCWP 2: Design and Deliver Instruction	District and school leaders will work with teachers at all levels to ensure reading and math standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards.	Achievement gaps between disabled and non-disabled students will shrink by 10%.	January 2023 - Ongoing	
	KCWP 3: Design and Deliver Assessment Literacy	With the support and participation of district staff, school administrators and teachers at each level will work to ensure classroom assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.	Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor.	January 2023 - Ongoing	
	KCWP 4: Review, Analyze, and Apply Data	District and school administrators will work collaboratively to review, analyze, and discuss student data with a focus on students identified to have a learning disability. Data will include classroom assessment and MAP data, as well as IEP goals of those students identified to have a learning disability.	Administrators and teachers will meet regularly to review and analyze student data in an effort to inform instruction.	January 2023 - Ongoing	
		KCWP 5: Design, Align, and Deliver Support	District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction.	An increase in professional learning experiences designed to affect student learning and success.	January 2023 - Ongoing

4: English Learner Progress

Goal 4: Increase the percentage of students identified as English Learners scoring proficient to 90% as measured by the Kentucky Accountability System.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of students identified as English Learners scoring proficient on the Kentucky Accountability System to 90% at all three levels combined.	KCWP 2: Design and Deliver Instruction	District and school leaders will work with teachers at all levels to ensure reading and math standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards.	Achievement for students identified as English Learners will increase to 90%.	January 2023 – Ongoing	
	KCWP 3: Design and Deliver Assessment	With the support and participation of district staff, school administrators and teachers at each level will work to ensure classroom assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.	Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor.	January 2023 – Ongoing	

5: Quality of School Climate and Safety

Goal 5: Increase combined climate and safety index score for elementary school from 76.2 to 86. 0, from 60.0 to 70.0 for middle school, and from 60.1 to 70.0 for high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:	KCWP 4: Review, Analyze, and Apply Data	Review Positive Behavioral Interventions Support (PBIS) data	A 15% decrease in behavioral events	January 2023 - Ongoing	

Goal 5: Increase combined climate and safety index score for elementary school from 76.2 to 86. 0, from 60.0 to 70.0 for middle school, and from 60.1 to 70.0 for high school.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Create, maintain, and sustain a fair and caring learning environment where all students feel safe, and have opportunities to achieve academic success.		where available and make decisions based upon that data.	recorded in the form of student office referrals.		
	KCWP 6: Establishing Learning Culture and Environment	District and school administrators will work collaboratively to continue to provide more experiential learning opportunities to more students at all levels through our Farm to Table and Culinary programs, Shirt Shop, and Old School Cafe.	Student enrollment and participation in experiential learning through the Hornet Enterprises network will expand by 15% and become more student-led.	January 2023 - Ongoing	
	KCWP 6: Establishing Learning Culture and Environment	Mental Health counselors will provide their services to students as needed at all three levels.	A 10% decrease in the number of students who require mental health services.	January 2023 - Ongoing	

6: Postsecondary Readiness

Goal 6: Increase the high demand postsecondary readiness rate for all students from 80.7 to 95 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the postsecondary rate for all students from 80.7 to 95.	KCWP 5: Design, Align, and Deliver Support	District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction.	An increase in professional learning experiences designed to affect student learning and success.	January 2023 – Ongoing	
	KCWP 6: Establishing Learning Culture and Environment	District and school administrators will work collaboratively to continue to provide more experiential learning opportunities to more students at all levels.	Student enrollment and participation in experiential learning will provide students with skills needed to be better prepared for postsecondary readiness.	January 2023 – Ongoing	

7: Graduation Rate

Goal 7: Increase the four-year graduation rate at MCHS from 83.5% in 2022 to 95% in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the four-year graduation rate to 95% in 2023.	KCWP 5: Design, Align, and Deliver Support	District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction.	An increase in professional learning experiences designed to affect student learning and success.	January 2023 – Ongoing	
	KCWP 6: Establishing Learning Culture and Environment	District and school administrators will work collaboratively to continue to provide more experiential learning opportunities to more students at all levels.	Student enrollment and participation in experiential learning will provide students with skills needed to be better prepared for postsecondary readiness.	January 2023 – Ongoing	

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
<p>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.</p> <p>Response for MCES: Area of Need for Improvement-Disability</p> <p>The identified area of Disability for MCES had an Overall Score of 31.4. The MCES Disability score under the Reading and Math indicator was 29.5. The MCES Disability score in Science, Social Studies, and Writing was 29.4.</p> <p>District staff will work collaboratively with MCES administrators and teachers to review, discuss, and analyze student data with a focus on the targeted area of “Disability”. As needed, district staff will work with MCES administrators and teachers to review, discuss, and analyze data using results obtained from Learning Checks, MAP data, formative and summative assessments, IEP goals, etc.</p> <p>District staff and the MCES administrative team have plans to meet often with MCES staff to review data and discuss the individual specific needs of students. District staff will support as needed the focus on reviewing, discussing, and analyzing current classroom assessments. Next steps include a deeper discussion about Learning Checks, being certain to provide students with rigor at the classroom level.</p> <p>District staff will monitor and support the use of EL Education and Eureka Math, as well as Recipe for Reading in an effort to address the needs of Tier II and Tier III students, as well as students with Disabilities. The district supports the provision of a math coach to help MCES address student achievement in math at all levels, as well as two RTI teachers and a retired teacher tasked with the closing of achievement gaps.</p> <p>District staff will work collaboratively with MCES administrators to triangulate Kentucky Summative Assessment scores, MAP scores, and individual student grades, and make comparisons between assessments, comparing students’ classroom grades to MAP and KSA performance. District staff will work closely with MCES administrators and teachers to improve classroom assessments and provide a more overall rigorous experience for students.</p> <p>District staff will monitor and support the implementation of professional development training provided by the Green River Regional Education Cooperative (GRREC) for MCES special education teachers in the area of reading.</p> <p>Response for MCMS: Area of Need for Improvement-Economically Disadvantaged</p> <p>The identified area of Economically Disadvantaged in reading and math for MCMS had an Overall Score of 30.8. The identified area of economically disadvantaged in Science, Social Studies, and Writing was 30.5.</p> <p>District staff will work collaboratively with MCMS administrators to review, discuss, and analyze student data with a focus on the targeted area of Economically Disadvantaged students. District staff will work collaboratively with MCMS administrators to review, discuss, and analyze data using results obtained from MAP data, formative and summative assessments, IEP goals, Kentucky Summative Assessments, etc.</p> <p>District staff will monitor, support, and take part in guided planning and/or PLCs meeting to review data and discuss individual needs of specific students as needed.</p> <p>District staff will support MCMS administrators in placing a renewed focus on reviewing, discussing, and analyzing current classroom-level assessments.</p>

Monitoring and Support
<p>District staff will work collaboratively with MCMS administrators and teachers at being intentional in reviewing and monitoring classroom assessments and having students work to mastery of standards, including having deeper discussions about assessments, and identifying students in reading and math who need additional support.</p> <p>District staff will monitor and support the utilization of EL Education, Laying the Foundation framework, and Eureka Math.</p> <p>District staff will monitor and support the addition of a math tutor at MCMS to help address learning in math classes at all three grade levels, as well as the addition of an RTI teacher for language arts to utilize LEXIA to help with at-risk students.</p> <p>District staff will work collaboratively with MCMS administrators to triangulate Kentucky Summative Assessment scores, MAP scores, and individual student grades, and make comparisons between assessments, comparing students’ classroom grades to MAP and KSA performance. District staff will work closely with MCMS administrators and teachers to improve classroom assessments and provide a more overall rigorous experience for students.</p> <p>District staff will work collaboratively with MCMS administrators and teachers to monitor classroom assessments and provide feedback to teachers on ways to provide a more rigorous experience for all students.</p>