

# 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 <b>measures</b> 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>

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2025 the district will increase proficiency scores in reading and math for all students by 15% .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Objective 1: By May 2022, 55% of elementary students, 52.1% of middle school students and 38.6% of high school students will score at or above proficiency in reading.</p> <p>Objective 2: By May 2022, 44.1% of elementary, 38% middle school students and 20.2% of high school students will score at or above proficiency in math.</p>	KCWP 3: Design and Deliver Assessment Literacy	<p>Gaining Clarity</p> <ul style="list-style-type: none"> <li>Alignment of Essential Standards</li> </ul>	Increased proficiency in reading and mathematics	<p>Case 21 Data PLCs Pacing documents Instructional Walkthroughs Common Assessment Data</p>	<p>General Funds Title I Title II</p>
		<p>Assessing with Clarity</p> <ul style="list-style-type: none"> <li>Assessment Revision to ensure accurate measurement of standard mastery</li> <li>Balanced Assessment Audit</li> </ul>			
		<p>Feedback with Clarity</p> <ul style="list-style-type: none"> <li>Grading Practices</li> <li>Progress Monitoring for students</li> </ul>			

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2025, the district will increase scores in science, social studies, and writing by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By May 2022, 20.9% of elementary, 14.3% of middle school students and 21.6% of high school students will score at or</p>	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>Grading Practices</li> <li>Clarity for learning focus</li> <li>Formative and summative practices</li> <li>Curriculum revisions to focus on content practices</li> </ul>	Increased student achievement in science, social studies, and writing.	<p>Curriculum Planning Documents Instructional Walkthroughs PLC minutes District Writing Plan Monitoring</p>	<p>General Fund Title II</p>

<p>above proficiency in Science.</p> <p><b>Objective 2</b> By May 2022, 58.0% of elementary students and 62% of middle school students will score at or above proficiency in Social Studies.</p> <p><b>Objective 3</b> By May 2022, 46.6% of elementary students and 31% of middle school students and 35.2% of high school students will score at or above proficiency in writing.</p>		<ul style="list-style-type: none"> <li>Science Cohort</li> </ul>		<p>Cohort Feedback and next steps Implementation Plans MTSS Meeting Agenda and Minutes</p>	
		<ul style="list-style-type: none"> <li>Social Studies Cohort (KVEC)</li> <li>Curriculum revision to focus on content practices</li> <li>Revise Assessments</li> </ul>			
		<ul style="list-style-type: none"> <li>District Literacy Team will share writing plan and expectations</li> <li>Focus on MTSS for Writing</li> </ul>			

### 3: Growth

Goal 3 (State your growth goal.):By May 2025 Menifee County will increase the percentage of students making gains on KPREP by 15%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> By May 2022, Menifee County Schools will increase the overall academic index by 5%.</p>	<p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Feedback with Clarity</p> <ul style="list-style-type: none"> <li>Grading Practices</li> <li>Progress Monitoring for students</li> </ul>	<p>Increased student achievement.</p>	<p>Case 21 Data PLCs Pacing documents Instructional Walkthroughs Common Assessment Data Gifted and Talented Assessments to increase identification</p>	<p>General Funds</p>
		<p>Assessing with Clarity</p> <ul style="list-style-type: none"> <li>Assessment Revision to ensure accurate</li> </ul>			

		<ul style="list-style-type: none"> <li>measurement of standard mastery</li> <li>Balanced Assessment Audit</li> </ul>			
--	--	--	--	--	--

#### 4: Achievement Gap

Goal 4 (State your achievement gap goal.): By May of 2025 Menifee County Schools will increase the number of demographically identified students scoring at or above proficiency by 15%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p><b>Objective 1: Free and Reduced Lunch</b></p> <p>By May 2022, 50.7% of elementary, 46.5% middle school students, and 30.3 % of high school students in the free/reduced lunch gap will score at or above proficiency in <b>reading and math</b></p> <p>By May 2022, 42.3 % of elementary and 33.6% of middle school students, and 10% of high schools students in the free/ reduced lunch gap will score at or above proficiency in <b>math</b></p>	KCWP 5: Design, Align, Deliver Support Processes	<p>Social Emotional Learning (SEL)</p> <p>Implement SEL/MTSS system of support focused on internalized behaviors</p> <p>Professional Learning Opportunities for Social Emotional Learning</p>	Decrease in identifications using the Internalized Behavior Screener	<p>MTSS Agenda/Meeting Notes</p> <p>Student Intervention Team Meeting Agenda/Minutes</p> <p>Progress monitoring for specific behaviors</p> <p>Counselor Cadres</p> <p>Quarterly Report</p>	N/A
<p>Objective 2: <b>Special Education</b></p> <p>By May 2022, 23.6% elementary students, 25.2%, middle school students receiving special education services will score at or above proficiency in <b>reading</b>.</p>	KCWP 2: Design and Deliver Instruction	<p>Specifically Designed Instruction</p> <p>District will provide professional learning and job embedded support for specially designed instruction and differentiation</p>	Increase in academic performance	<p>IEPs</p> <p>Common Assessment Data</p> <p>Walkthroughs</p> <p>Instructional Schedules</p> <p>IEP Goals</p> <p>Quarterly Report</p>	IDEA B

By May 2022, of 16.7% elementary students, 22.6% middle school receiving special education services will score at or above proficiency in <b>math</b> .					
---	--	--	--	--	--

**5: Transition Readiness**

Goal 5 (State your transition readiness goal.): By May 2025, 100% of high school students will be transition ready as defined by KDE.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By May 2022, high school students will receive a composite score of 19.0 on the ACT.</p> <p><b>Objective 2</b> By May 2022, 65% of high school students will be transition ready based on academic and/or career readiness indicators.</p>	KCWP 2: Design and Deliver Instruction	<p>Activity: Differentiated Instruction</p> <p>Targeted instruction to identified students using high impact instructional strategies</p>	Increased ACT composite scores.	<p>CERT Data</p> <p>Quarterly Report</p> <p>Walkthroughs</p> <p>PLC agendas</p> <p>Lesson Plans</p>	Title II, Title IV, Gifted Service Funding, General Funds

**6: Graduation Rate**

Goal 6 (State your graduation rate goal.): By 2025, the graduation rate will increase to 100%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2022, 95% of high school students will graduate in a 4-year cohort.</p>	KCWP 5: Design, Align, Deliver Support Processes	<p>Activity: Workplace Ethics</p> <p>District will support the implementation of Workplace Ethics Plan</p>	Increased graduation rate.	<p>COLA agendas</p> <p>Workplace Ethics Data</p> <p>Graduation Rate</p> <p>College and Career Readiness Data</p> <p>PLC Agendas</p> <p>CTE data</p>	N/A

		<p>Activity: Career Awareness</p> <p>District will support schools to ensure students are provided with opportunities to experience career presentations, CTE opportunities, and ILP planning.</p>	Increased graduation rate.	<p>Graduation Rate</p> <p>CTE PLC Agendas</p> <p>ILP Completion</p> <p>30-60-90s</p> <p>ACES data</p> <p>Workplace Ethics Data</p>	Title IV
		<p>Activity: Credit Recovery</p> <p>District will provide support in delivering alternative options for students to achieve graduation through credit recovery options.</p>	Increased graduation rate.	<p>Graduation Rate</p> <p>Credit Recovery Courses Completed</p>	<p>General Funds</p> <p>ESS</p>

**7: Other (Optional)**

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					



## 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.

**Response:**