Comprehensive District Improvement Plan (CDIP)

Rationale

The CDIP is a plan developed by the local school 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 (Economically Disadvantaged):

Objective(s): By the end of the 25/26 school year, HCPS will increase the amount of economically disadvantaged students performing proficient/distinguished, on KSA Reading and Math, at each school level by the following:

Elementary	Middle	High School
Reading Economically disadvantaged students performing P/D from 20.5% in 24/25 to 24% in 25/26 **Math** Economically disadvantaged students performing P/D from 23% in 24/25 to 27% in 25/26	**Reading** Economically disadvantaged students performing P/D from 50% in 24/25 to 56.9 in 25/26 **Math** Economically disadvantaged students performing P/D from 39% in 24/25 to 50.4% in 25/26	**Reading** Economically disadvantaged students performing P/D from 37% in 24/25 to 46.4% in 25/26 **Math** Economically disadvantaged students performing P/D from 31% in 24/25 to 37.8% in 25/26

I. Strategy:

District:

1. Ensuring access to evidence based, grade level, Reading (ELA in MS and HS) and Math curriculum (HQIR'S) at all grade levels with resources and measures to ensure it is being implemented with fidelity.
2. Work with district Instructional coaches and Principals to develop intervention structures to assist students below grade level in reading and math.

Elementary Specific

1. Use of I-Ready and other programs (M-Class-Fastbridge) to monitor the progress of students and implement appropriate Tiered Interventions.
2. School Leadership (Principal and Instructional Coach) and teachers will collaborate to conduct lesson and unit internalization for reading and math curriculum with a focus on how to internalize and implement the curriculum as intended. This work will occur at least monthly during PLC time.

3. PLC's at each school will be used to analyze student progress in our GAP groups and develop MTSS support to meet students' academic needs.

Middle School Specific

1. Reinforce/refine school wide routines and procedures for growth group time
2. Identify priority standard aligned interventions and create progress monitoring assessments
3. Create student self-tracking data sheets for growth group time for monitoring

High School Specific

1. Purchase of I-Ready Diagnostic for High School to measure student progress and align MTSS supports.
2. Implement clear systems and structures for CAT (intervention) Groups in Math and Reading
3. Priority standard and KSA-aligned questions and interventions, and progress monitoring assessments
4. Students self-track progress on priority monitoring assessments

II. Activities:

District Specific:

1. HCPS will establish district-wide expectations for HQIR implementation as a basis for consistency across schools.

Elementary Specific

1. Use of I-Ready and other programs (M-Class-Fastbridge) to monitor the progress of students and implement appropriate Tiered Interventions.
2. School Leadership (Principal and Instructional Coach) and teachers will collaborate to conduct lesson and unit internalization with reading and math curriculum with a focus on how to internalize and implement the curriculum as intended while also focusing on pacing. This work will occur at least monthly during PLC time.
3. PLC's at each school will be used to analyze student progress in our GAP groups and develop MTSS support to meet students' academic needs.

Middle School Specific

1. Reinforce/refine school-wide routines and procedures for growth group time
2. Identify priority standard-aligned interventions and create progress monitoring assessments
3. Create student self-tracking data sheets for growth group time for monitoring

High School Specific

1. Reinforce/refine school-wide routines and procedures for CAT group time
2. Identify priority standard, and KSA-aligned questions and interventions, and create progress monitoring assessments
3. Create student self-tracking data sheets for the CAT group time for monitoring

Progress Monitoring:
District Specific:

1. HCPS will establish district wide expectations for HQIR implementation as a basis for consistency across schools.
2. Creation of district wide HQIR Pacing Guides for Reading and Math.

Elementary Specific

1. PLC Agenda's and Notes
2. I-Ready diagnostic results (Fall, Winter, Spring) to measure progress.
3. Use of school level based progress monitoring programs (M-Class, Fastbridge, I-Ready) to measure the progress of GAP Students.

Middle School Specific

1. Leadership walkthroughs giving feedback to teachers monthly--Principal, Assistant Principal, and Instructional Coach
2. Progress monitoring and data analysis in PLCs every two weeks-Principal, Instructional Coach
3. Student progress monitoring sheets and reflection on growth--monitored weekly by reading and math teachers

High School Specific

1. Leadership walkthroughs giving feedback to teachers monthly--Principal, Assistant Principal, and other Admin.
2. Progress monitoring and data analysis in PLCs are conducted monthly
3. Student progress monitoring sheets and reflections on growth are monitored monthly by students and the CAT group teachers.

Funding:

$9,000 for purchase of I-Ready Diagnostic and Intervention Resources for the High School (Local or Grant (WHAS) funds).

District and SBDM funds as needed once current contracts for HQIR, and intervention resources expire.

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 the end of the 28/29 school year, HCPS will increase the amount students performing proficient/distinguished, on KSA Reading and Math, at each school level by the following:

Elementary	Middle	High School
Reading Students performing P/D from 31.25% in 24/25 to 42% in 28/29 **Math** Students performing P/D from 36.25% in 24/25 to 46.25% in 28/29	**Reading** Students performing P/D from 60% in 24/25 to 67.1% in 28/29 **Math:** Students performing P/D from 48% in 24/25 to 65.3% in 27/28	**Reading**: Students performing P/D from 42% in 24/25 to 62.9% in 28/29 **Math:** Students performing P/D from 38% in 24/25 to 56.2% in 28/29

Objective(s): By the end of the 25/26 school year, HCPS will increase the amount students performing proficient/distinguished, on KSA Reading and Math, at each school level by the following:

Elementary	Middle	High School
Reading Students performing P/D from 31.25% in 24/25 to 34.5% in 25/26 **Math** Students performing P/D from 36.25% in 24/25 to 39.75% in 25/26	**Reading** Students performing P/D from 60% in 24/25 to 62.8% in 25/26 **Math:** Students performing P/D from 48% in 24/25 to 57.8% in 25/26	**Reading**: Students performing P/D from 42% in 24/25 to 55% in 25/26 **Math:** Students performing P/D from 38% in 24/25 to 46.8% in 25/26

<u>Strategy</u>:

District Specific:

1. Strengthen Tier I instruction by ensuring teachers have the resources and support structures in place to implement evidence based, rigorous, tier I instruction through the use of local HQIR's.
2. Work with district Instructional coaches and Principals to develop district pacing guides for HQIR's in reading and math

Elementary Specific:

1. School Leadership (Principal and Instructional Coach) and teachers will collaborate to conduct lesson and unit internalization for reading and math curriculum with a focus on how to internalize and implement the curriculum as intended. This work will occur at least monthly during PLC time.
2. School PLC's will be used to monitor pacing to stay on target for units and assessments.

Middle School Specific:

1. Implement a process for ensuring systems are in place to establish evidence-based Tier I instruction that meets the intent of the adopted standards.
2. Implement a process to ensure instructional congruency to the intent of the KAS.

High School Specific:

1. Implement a process for ensuring systems are in place to establish evidence-based Tier I instruction and Tier 2 interventions that meet the intent of the adopted standards and content delivered
2. Implement a process to ensure instructional congruency to the intent of the KAS.

Activities:

District Specific:

1. Strengthen Tier I instruction by ensuring teachers have the resources and support structures in place to implement evidence based, rigorous, tier I instruction through the use of local HQIR's.
2. Work with district Instructional coaches and Principals to develop district pacing guides for HQIR's in reading and math

Elementary Specific:

1. PLC time will be used to guide teachers through the internalization process
2. Professional Development will be used to assist with teacher development of all components of the HQIR.

Middle School Specific:

1. Utilize HQIRs to ensure Tier 1 instruction gives all students access to standards-aligned resources and grade-level assignments.
2. Walk through data and feedback on Clarity for Learning (Learning Intentions and Success Criteria) and district Instructional Protocol.

High School Specific:

1. Utilize HQIRs and research-based instructional strategies to ensure Tier 1 instruction and Tier 2 classroom intervention give all students access to standards-aligned resources and grade-level assignments.
2. Walk through data and feedback on Clarity for Learning (Learning Intentions and Success Criteria) and district Instructional Protocol.

Progress Monitoring:

District Specific:

1. Strengthen Tier I instruction by ensuring teachers have the resources and support structures in place to implement evidence based, rigorous, tier I instruction through the use of local HQIR's.
2. Work with district Instructional coaches and Principals to develop district pacing guides for HQIR's in reading and math
3. Learning Walks conducted to measure progress towards school identified focus.

Elementary Specific:

1. Walkthroughs will be provided to provide teachers with feedback on Implementation efforts
2. Routine pacing checks will take place in PLC's at the completion of each unit.

Middle School Specific:

1. Leadership walkthroughs giving feedback to teachers monthly--Principal, Assistant Principal, and Instructional Coach
2. Unit maps created and reviewed by teachers and administration quarterly---Principal, Assistant Principal, and Instructional Coach
3. PLCs every two weeks to discuss and comment on adjustments to learning targets throughout the year--Principal, Assistant Principal, and Instructional Coach

High School Specific:

1. Leadership walkthroughs giving feedback to teachers monthly--Principal, Assistant Principal, and other administrative staff.
2. Unit maps created and reviewed by teachers, department chairs, and administration quarterly---Principal, Assistant Principal, and other administrative staff
3. PLCs meet monthly to discuss and comment on adjustments to learning intentions and success criteria throughout the year--Principal, Assistant Principal, and other administrative staff.

Funding:

1. No funding needed at this time**.**

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	No
English Learner Progress	No
Quality of School Climate and Safety	No
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:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.