

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>

1: Proficiency Goal

Goal 1: By 2024, at least 80% of students completing K-PREP will demonstrate proficiency in reading and mathematics.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
At least 62% of 3 rd through 5 th grade, 60% of 6 th through 8 th grade, and 53% of 11 th grade students completing K-PREP in 2021 will demonstrate proficiency in reading.	Design and Deliver Instruction	PD in reading instructional strategies	All teachers trained		
	Review, Analyze and Apply Data	Provide targeted intervention in reading	Data analyzed, Students Grouped, Intervention implemented		
		Provide resources for the development of unit plans in reading that include materials for ELA curriculum	All teachers trained		
At least 62% of 3 rd through 5 th grade, 38% of 6 th through 8 th , and 45% of 11 th grade students completing K-PREP in 2021 will demonstrate proficiency in math.	Design and Deliver Instruction	PD in math instructional strategies	All teachers trained		
	Review, Analyze and Apply Data	Provide targeted intervention in math	Data analyzed, Students Grouped, Intervention implemented		
		Provide resources for the development of unit plans in math that include materials for math curriculum	All teachers trained		

2: Separate Academic Indicator

Goal 2: By 2024, at least 80% of students completing K-PREP will demonstrate proficiency in science, social studies, and writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
At least 42% of 4 th grade, 35% of 7 th grade, and 33% of 11 th grade students completing K-PREP in 2021 will demonstrate proficiency in science.	Design, Align, & Deliver Support	Provide professional learning, support through PLCs, resources from principal, and other resources as needed by teaching staff	All teachers trained K-PREP data		
At least 61% of 5 th grade and 52% of 8 th grade students completing K-PREP in 2021 will demonstrate proficiency in social studies.					
At least 55% of 5 th grade, 47% of 8 th grade, and 66% of 11 th grade students completing K-PREP in 2021 will demonstrate proficiency in writing.					

3: Growth

Goal 3: By 2024, at least 80% of 4th through 8th grade students scoring below proficiency on K-PREP will demonstrate at least one step growth from the previous year in reading and math (e.g., from Novice Low to Novice High, Novice High to Apprentice Low, etc.).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
At least 57% of 4 th and 5 th grade and 60% of 6 th through 8 th grade students scoring below proficiency on K-PREP in 2019 will demonstrate at least one step growth in reading in 2021.	Establishing Learning Culture & Environment	Implement Positive Behavior Intervention Support with fidelity and provide incentives for students			
At least 52% of 4 th and 5 th grade and 37% of 6 th through 8 th grade students scoring below proficiency on K-PREP in 2019 will demonstrate at least one step growth in math in 2021.					

5: Transition Readiness

Goal 5: By 2024, at least 80% of graduating students will demonstrate transition readiness as measured by the Kentucky Department of Education’s transition readiness indicator.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
At least 51% of 11 th grade students completing K-PREP in 2021 will demonstrate transition readiness.	College Readiness - Activities will be implemented that give our students going to college the support they need to be considered college ready (based on ACT-defined benchmarks) as well as making college campus visits available to help our students make informed decisions.	Juniors and Seniors will be targeted to give intentional ACT-prep in an effort to increase their potential to reach benchmark.		CCR Rate Increase	
		Seniors will be given multiple Opportunities/information throughout the year to attend college campuses so that they may be able to make an informed decision about their post-secondary plans.		CCR Rate Increase	
		The Guidance Dept. will work with core teachers to provide “ACT Study Sessions” for each of the subject areas leading up to the ACT test.		CCR Rate Increase	

6: Graduation Rate

Goal 6: By 2024, no less than 100% of eligible students will graduate from Cloverport Independent School District as measured by the Kentucky Department of Education's 4- and 5-year adjusted cohort graduation rate formula.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
At least 97% of eligible students will graduate from CISD in 2021 as measured by KDE's 4- and 5-year adjusted cohort graduation rate formula.	Design and Deliver Assessment Literacy Review, Analyze and Apply	Delivery of engaging instruction Celebrate and reward student successes	Student Achievement		
	Data Design, Align and Deliver Support Establishing Learning Culture and Environment	Utilize the guidance department, FRYSC, DPP as resources to ensure student graduation. Analyze data and provide intervention to those in danger of not graduating on time	Student Achievement		