

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.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Bath County Schools will increase proficiency for reading and math across the district by 10% in the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency for reading and math by 10% in the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings (both in the summer during PD and on an ongoing schedule in PLC's) to review and revise (if necessary) the alignment between standards, learning targets, and assessment measures. Provide technology to help support and supplement instructional materials, including Hotspots for students in need during the Covid-19 timeframe.	Grade, Team, and Dept. meeting minutes and agendas monthly that review curriculum and instructional alignment, PD schedules, sign in sheets and revised curricula ensuring that all students have access to state standards	Principals and District office	General Fund, Title I, Section 6
	KCWP 2: Design and Deliver Instruction	Ensure monitoring measures are in place to support fidelity in teaching to the standards using high-impact strategies, by way of formal and informal observations, classroom data, and standards mastery checks	Walkthrough data collection, student assessment data	Principals and District office	General Fund, Title I, Section 6
	KCWP 5: Design, Align and Deliver Support	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process, to communicate the need for ongoing professional development in instructional strategies and/or curricular adjustments when students fail to meet mastery on assessment measures (classroom, benchmark, interim, or diagnostic assessments)	Pacing guides, local assessment results, meeting agendas/minutes	Principals and District office	General Fund, Title I, Section 6

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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the average combined separate academic indicator for Science, Social Studies, and on demand writing by 10 % during the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Science and Social Studies	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Walkthrough data, student assessment data	Principals and District Office	General Fund, Title I, Section 6
	KCWP 4: Review, Analyze and Apply Data	Ensure PLC meetings are being used to analyze data, guide instruction and establish SMART goals	Universal screener data and additional progress monitoring	Principals and District Office	General Fund, Title I, Section 6
Objective 2 Writing	KCWP 2: Design and Deliver Instruction	Ensure teachers receive the professional development need in On Demand writing	Classroom observations	Principals and District Office	General Fund, Title I, Section 6
		Ensure monitoring measures are in place to support fidelity in teaching to the standards using high-impact strategies, by way of formal and informal observations, classroom data, and standards mastery checks	Walkthrough data, student assessment data	Principals and District Office	General Fund, Title I, Section 6

3: Growth

Goal 3 (State your growth goal.): Bath County Schools will increase the overall averaged combined reading and math scores for elementary and middle School. Elementary from 57.4% to 63.14 in reading and from 49% to 53.9% in Math. Middle School from 57.9% to 63.69% in Reading and 49% to 53.9% in Math during the 120-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 increase the overall averaged combined reading and math scores for elementary and middle School. Elementary from 57.4% to 63.14 in reading and from 49% to 53.9% in Math. Middle School from 57.9% to 63.69% in Reading and 49% to 53.9% in Math during the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19	KCWP 2: Design and Deliver Instruction	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and standards mastery checks	Principals and District Office	General Fund, Title I, Section 6
Objective 2 Reduce the percentage of novice in the overall averaged combined reading and math scores by 10% at all levels during the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19	KCWP 5: Design, Align and Deliver Support	Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and standards mastery checks.	Principals and District Office	General Fund, Title I, Section 6

4: Achievement Gap

Goal 4 (State your achievement gap goal.): Bath County Schools will decrease the number of novice students across the district by 10% during the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the number of novice students by 10% during the 20-21 assessment calendar year for students identified in the gap group. Based on the 18-19 assessment scores due to Covid-19	KCWP 2: Design and Deliver Instruction	Utilize a clearly defined RTI process with documentation tools, intervention strategies, and progress monitoring checks	RTI committee review	Principals and District Office	General Fund, Title I, Section 6
		Ensure PLC meetings identify instructional gaps and plan strategically to address gaps	Classroom observations, assessment results	Principals and District Office	General Fund, Title I, Section 6
	KCWP 4: Review, Analyze and Apply Data	Assess with formative and summative assessments that are aligned to the standards and learning targets	Classroom observation. Review alignment of learning target to the standard.	Principals and District Office	General Fund, Title I, Section 6
		Ensure that all assessments produce accurate evidence. Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).	Classroom observation. Review alignment of learning target to the standard.	Principals and District Office	General Fund, Title I, Section 6
Objective 2 Provide targeted professional development to personnel based on school level identified needs.	KCWP 5: Design, Align and Deliver Support	Ensure ongoing professional development in the areas of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Classroom observations.	Principals and District Office	General Fund, Title I, Section 6

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Bath County Schools will increase transition readiness across the district by increasing proficiency by 10% during the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase transition readiness at all levels	KCWP 2: Design and Deliver Instruction	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Classroom walkthroughs and observations	Principal and District office	General Fund, Title I, Section 6
		informal observations, classroom data/running records, and standards mastery checks.			
Objective 2 Reduce the percentage of novice in the overall averaged combined reading and math scores by 10% at all levels during the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19	KCWP 5: Design, Align and Deliver Support	Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations, classroom data/running records, and standards mastery checks.	Principal and District office	General Fund, Title I, Section 6

Objective 3 Increase School readiness for state funded preschool by 10% for the 2020 school year. -currently CES 60% -currently OES 30%	KCWP 2: Design and Deliver Instruction	Pretest readiness skills for all 4-year-old students.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations	Principal, Preschool personnel and District Office	Preschool funding
	KCWP 4: Review, Analyze and Apply Data	Develop an Individual Learning Plan for every 4-year-old to address areas of strengths and weaknesses.	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of formal and informal observations	Principal, Preschool personnel and District Office	Preschool funding

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Bath County Schools will increase the graduation rate from 94 to 95.4 and transition rate for those with disabilities from 81.8 to 85 during the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the graduation rate from 9.4 to 95.4 during the 20-21 assessment calendar year. Based on the 18-19 assessment scores due to Covid-19	KCWP 4: Review, Analyze and Apply Data	Ensure early warning tools are being used to identify at-risk students	Principals, guidance counselors, DPP will confer monthly to monitor and document student progress and attendance.	Principals and District Office	General Fund, Title I, Section 6
		Ensure school intervention teams are in place to provide support and to reduce barriers for students.	Principals, guidance counselors, DPP will confer monthly to monitor and document student progress and attendance.	Principals and District Office	General Fund, Title I, Section 6

Objective 2 Increase the transition rate for students with disabilities from 81.8 to 85	KCWP 5: Design, Align and Deliver Support	Utilize best practices to eliminate barriers for students with disabilities	Principals, guidance counselors, DPP will confer monthly to monitor and document student progress and attendance.	Principals and District Office	General Fund, Title I, Section 6
		Provide support for transition readiness programs for students with disabilities.	Principals, guidance counselors, DPP will confer monthly to monitor and document student progress and attendance.	Principals and District Office	General Fund, Title I, Section 6

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: