CHRISTIAN COUNTY PUBLIC SCHOOLS

SCHOOL YEAR 2021 - 2021

COMPREHENSIVE DISTRICT IMPROVEMENT PLAN
(CDIP)

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, Baldridge, 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 4: Review, Analyze and Apply Data
- KCWP 2: Design and Deliver Instruction
- KCWP 5: Design, Align and Deliver Support
- KCWP 3: Design and Deliver Assessment Literacy
- 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 1 Proficiency: Increase the percentage of students scoring proficient or above in Reading and Math from 38.93% to 41.53% by 2022.					
Objective 1: Reading	**Strategy**	**Activities**	**Measures of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the percentage of elementary students scoring proficient or above in reading from 40.6% to 43.3%; middle school students scoring proficient or above in reading from 51.5% to 54.9%; and high school students scoring proficient or above in reading from 36.3% to 38.72%by 2021.	KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment	**Birth - 5 Literacy Supports** **Early Literacy Outreach Initiatives** with daycares and community partners **Early Childhood Literacy Academy:** All preschool teachers and one kindergarten teacher in every elementary school participate in the academy to build capacity around quality early childhood literacy instruction. Three schools, as well as participating daycares, also receive targeted coaching support through this Academy.	Brigance F&P data	Monitoring Visits	SRCL/KYCL Grant General Fund/Instructional Budget
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	**Curriculum Planning and Implementation:** Content area teachers will be provided with training and resources in order to design and deliver instruction and assessments that meet the cognitive demand of the standards. Implement **Literacy Design Collaborative** instructional tools and strategies within the curriculum. A systemwide **phonics program** is being implemented in all elementary schools K-3 to create a cohesive approach to phonics instruction districtwide.	Curriculum Maps and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations	PLC visits Collection/Analysis Instructional Leadership Team Protocols School Literacy Plans and School Literacy Team agendas (3x per semester)	Title II General Fund/Instructional Budget SRCL Grant

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	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Interpret Data KCWP 6: Establishing B5 Learning Culture and Environment	**Instructional Support & Monitoring:** Teachers and Instructional Leaders in CCPS engage in a variety of professional learning structures to improve the quality of instruction for ALL students: **Professional Learning Communities (PLCs):** The CCPS PLC Guidance Document, organized around the Plan-Do-Study-Act process, will be implemented in all schools. District instructional staff will support schools in implementation of the PLC process through observation and administrator coaching. **Instructional Coaching:** District Instructional Coaches provide targeted support to select teachers to implement instruction that meets the demands of the standards and student needs. **Instructional Leadership Team:** Instructional leaders from each school meet monthly to 1.) establish and refine instructional expectations and 2.) develop skills to diagnose needs and positively impact the quality of instruction in their respective schools. **School Improvement Planning and Monitoring:** All CCPS schools will recieve assistance from the district instructionsl team to develop, implement and monitor a school improvement plan (Scorecard). Low Performing schools will recieve additional support via monthly or bi-monthly support meetings to discuss and monitor progress toward goals while also making adjustment to plans as needed. **Instructional Reviews:** CCPS District Instructional Leaders will conduct at least one announced (and one unannounced for low performing schools) instructional review in each school. The team will use the ELEOT 2.0 Observation tool to assess the current quality of student learning in conjunction with other data to assist school leadership teams in identifying areas for improvement to include in the school improvement plan.	F&P data MAP Growth MasteryPREP English and Reading scores	Literacy Plans PLC evidence Classroom observations	General Fund/Instructional Budget Title II

Objective 2: Math

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 2: Increase the percentage of elementary students scoring proficient or above in math from 43.9% to 46.8%; middle school students scoring proficient or above in math from 40.6% to 43.3% high school students scoring proficient or above in math from 20.8% to 22.18% by 2021.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data KCWP 5: Design, Align	**Curriculum Planning and Implementation:** See Objective 1	Curriculum Maps and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations	PLC visits Collection/Analysis Instructional Leadership Team Protocols	Title II General Fund/Instructional Budget
		Instructional Support & Monitoring: See Objective 1	Common Assessment Data MAP Growth MasteryPREP Math Scores	PLC evidence Classroom observations	Title II General Fund/Instructional Budget

Goal 2 Separate Academic

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of elementary students scoring proficient or above in **science** from 20.6% to 21.97%; middle school students scoring proficient or above in **science** from 26.7% to 28.48%; high school students scoring proficient or above in **science** from 21% to 22.4% by 2021.	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	**Science:** Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons and TILT sessions.	Teacher participation in science specific professional learning Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund/Instructional Budget
		Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	General Fund/Instructional Budget SRCL/KYCL Grant

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 2: Increase the percentage of elementary students scoring proficient or above in **social studies** from 49.5% to 52.8%; middle school students scoring proficient or above in **social studies** from 49.2% to 52.48% by 2021.	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	**Social Studies:** Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards through KDE-provided standards modules, to include deconstruction of standards, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.	Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping /deconstruction Teacher created Social Studies assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund/Instructional Budget
	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**Literacy in Social Studies:** LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	General Fund/Instructional Budget SRCL/KYCL Grant
Objective 3: Increase the percentage of elementary students scoring proficient or above in writing from 17.1% to 18.24%; middle school students scoring proficient or above in writing from 26.7% to 28.48%; high school students scoring proficient or above in writing from 50.8% to 54.18% by 2021.	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	**Writing:**Teachers K-12 will begin implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, AS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will implement newly established writing plans to accommodate specific school needs. Professional learning opportunities will be provided to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing.	School Writing Plans Systemwide implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) Attainment of writing goals on Scorecard	Student writing products DSA Extended Responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	General Fund/Instructional Budget SRCL/KYCL Grant
	KCWP 5: Design, Align	**Literacy Design Collaborative:** Implementation of Anchor Modules aligned to a district LDC Curriculum Map will occur	Student writing products	Student writing products	General

3: Growth

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase the combined growth score for elementary students from 57.8 to 61.65 by 2021.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Delivery of Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Inform students and their parent/gaurdian on their progression of learning using MAP Growth data at least 2x per year.	MAP Growth KPREP	RTI/MTSS meetings PLC data meetings	Title I Title V Instructional Budget General Fund
		Use the formative assessment process to: assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success.	MAP Growth KPREP	RTI/MTSS meetings PLC data meetings	Title I Title V Instructional Budget General Fund
	KCWP 4: Review, Analyze and Apply	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students	MAP Growth	PLCs	General Fund
		Determine which best practice strategies will meet the identified needs of the students by implementing the CCPS RTI	MAP Growth	PLCs	General Fund

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 2: Increase the combined growth for Middle School students from 50.1 to 53.44 by 2021.	See Goal 3, Objective 1	See Goal 3, Objective 1	See Goal 3, Objective 1	See Goal 3, Objective 1	See Goal 3, Objective 1

4: Achievement Gap

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase the combined average percentage of African American students in the Consolidated Gap Group scoring proficient or above in reading and math from 25.68% to 26.53% by 2021.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	**Create and Implement a Racial Equity Plan to address:**	Board Approved Racial Equity	Racial Equity Committee Meetings	Gneral Fund
		Professional Learning Communities (PLCs): The CCPS PLC Guidance Document, organized around the Plan-Do-Study-Act process,will be implemented in all schools. Targeted conversations in PLCs should address implicit bias and culturally responsive intruction.	PLC Agendas/Minutes MAP data	RTI/MTSS meetings PLC data meetings MAP Growth Mastery Prep	Gneral Fund Instructional Budget. Title II
Objective 2: Increase the combined average percentage of Economically Disadvantaged	KCWP 1: Design and Deploy Standards	**Professional Learning Communities (PLCs):** The CCPS PLC Guidance	PLC Agendas/Minutes	RTI/MTSS meetings	Title I
		See Goal 1, Objective 1	**See Goal 1, Objective 1**	**See Goal 1, Objective 1**	**See Goal 1, Objective**
		Close the digital divide by providing student chromebooks to ALL students grades 7-12 and increasing internet	Assigned Devices	Technology Reports	Title IV
Objective 3: Increase the combined average percentage of Students with Disabilities in the Consolidated Gap Group scoring proficient or above in reading and math from 15.38% to 16.92% by 2021.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**Priority scheduling:** Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Achievement Gap Closure Increased Proficiency	SPED Department Monitoring Plans	General Fund
		Specially Designed Instruction: Ensure students with disabilities are receiving SDI as stated on their IEP's.	Achievement Gap Closure	SPED Department Monitoring Plans PLC data meetings	IDEA B
		Accommodations: Ensure appropriate accommodations are being used throughout the school year for students with disabilities to provide equal access to the general curriculum.	Achievement Gap Closure	SPED Department Monitoring Plans PLC data meetings	General Fund IDEA B
Objective 4: Increase the combined average percentage of English Learners including Monitored in the Consolidated Gap Group scoring proficient or above in reading and math from 23.45% to 25.8% by 2021.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and	**PLC Cycle 1 Planning for Instruction:** EL teachers will participate in cycle 1 of professional learning communities to	Participation in PLCs	Observations	General Fund
		English Learners: Build language proficiency with differentiated, supplemental instructional resources that target	ACCESS scores	Observations	Title III
		English Learners: EL teacher lead quarterly conferences to review and ensure appropriate implementation of Program Service Plans (PSP) of active and monitored EL students with core/content teachers.	ACCESS scores MAP data	Observations PLC Quarterly Meeting Data	Title III General Fund

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 5: Increase Kindergarten readiness scores by 10% District wide as measured by Brigance by October 2021.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning culture and Environment	**Striving Readers Comprehensive Literacy and Early Childhood Readiness grant initiatives - Early Childhood Literacy Academy:** Preschool teachers in every building participate in the academy to build capacity around quality early childhood literacy instruction. Targeted coaching support to 3 lowest performing elementary schools will occur. **School Literacy Plans supported by Literacy Teams:** As required by the SRCL grant, every school will establish School Literacy Teams that will monitor implementation of School LIteracy Plans and report to SBDM 3 times per semesters. **Engage daycare/preschool/community partners** to increase quality literacy experiences for early literacy learners through professional learning and resources provided by SRCL and Early Childhood Readiness grant. Daycares will be trained in implementation of Creative Curriculum and administration of Brigance assessment in order to plan responsively to children's readiness needs. Targeted coaching support for participating daycares will also occur through grant initiatives. Community partners will be engaged in family engagement through grant initiatives (Head Start, Community Early Childhood Council, Imagination Library, etc.)	Brigance kindergarten readiness scores Documentation of online participation in Early Childhood Literacy Academy Participation and engagement of community partners to provide resources and information to families	Grant Reporting Family/parent engagement	Grant Funded
		Primary Program Success: Preschool students (at-risk and students with disabilities) are tracked throughout their primary program to measure their level of success.	Brigance scores		State/Grant Funded
		Preschool Literacy Curriculum: Implementation of new preschool curriculum (OWL) to create consistency across district pre-kindergarten programs.	Brigance kindergarten readiness scores Preschool teacher feedback	Grant Reporting Preschool teacher feedback	Grant Funded
		KinderREADy Boot Camp: Summer kindergarten readiness 4-day camp will occur to provide opportunities for students to learn about school.	Brigance readiness scores Participation in KinderREADy Boot Camp Feedback from teachers and parents	Participation in KinderREADy Boot Camp Student and parent feedback	

5: Transition Readiness

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase the number of 12th grade students who are concentrators from 38% to 45% and completers of CTE programs from 47% to 55% by 2022.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Interpret Data KCWP 6: Establishing Learning Culture and Environment	**Dual Credit:** Increase opportunities for academic and CTE dual credit courses.	Students will have more	Enrollment in Dual Credit	No funding needed
		Career Pathways: Create an ILP curriculum for grades 6-12 to Create strong advisory programs in all high schools to	More career pathways will	Course catalogs Transition	No funding needed
		End of Program Assessment/Industry Certification Plans and Data Reviewed	Students would be familiar	EOPA formative assessment data	Instructional
		Mental Mapping: Mentoring provided to high school students to create a college and/or career plan in partnership with local education advocates.	Students can think through what their career or college path might look like by talking to someone who took that same pathway	Schedule of mentoring visits	General
	KCWP 5: Design, Align and Deliver Support KCWP6: Establishing Learning Culture and Environment	**8th Grade Transition:** District will help schools facilitate providing guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board requirements for three elective classes within a career pathway identified on the student ILP.	Students will be placed in the correct courses beginning with their freshman year and will be tracked for taking a pathway throughout high school	8th grade transition dates and schedules	No funding needed

6: Graduation Rate

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase the 4 year	KCWP 2: Design and	**Tracking and Monitoring:** District will ensure that all students are monitored and tracked (using formalized tracking	Students graduating	Tracking of test data	General Fund

and 5 year average graduation rate from 91% to 92.5% by 2021.	Deliver Instruction KCWP 4: Review, Analyze and Apply Data	**Career Pathways:** Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP. School leaders, counselors, and CTE teachers will annually review existing pathways for alignment to state articulation agreements, industry certifications, and local workforce needs prior to building the master schedule.	Increased knowledge of appropriate implementation of ILP	Sign-ins; agenda from training Transcript audit results; notes from meetings; master schedule	General Fund
		Communication: Communication regarding graduation requirements (including alternative pathways to graduation) will	Greater public awareness of	Evidence of communication, such	General Fund
	KCWP 5: Design, Align and Deliver Support	**Maximize Instructional Time for Alternative Placement Students:**	Students will not lose	Alternative School collaborative	General Fund
		Establish Good Attendance Habits: Monitor student attendance and chronic absenteeism. Continue truancy	Awareness of students	Truancy Reports	General Fund