

# Comprehensive District Improvement Plan (CDIP) – FORT THOMAS INDEPENDENT SCHOOLS 2019-2020

## 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.): Increase the average rate of combined reading and math proficiency to 79.55% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2020, increase the average rate of proficiency in reading to 77.77%.	Ensure that the current curriculum is valid, including alignment to state standards, inclusion of components that support the instruction and assessment, and that it is paced with accuracy.	Curricular alignment reviews.			
		Vertical curriculum mapping.			
	Implement monitoring systems to ensure the curriculum is taught at a high level of fidelity, including the development of a curricular framework that is used consistently by all staff and that the intent of the standard is preserved.	Ongoing professional development in the area of best practice and high yield instructional strategies.			
		Formative assessment practices and use of summative assessment evidence to inform what comes next for individual students and groups of students.			
	Facilitate a process for vertical curriculum work, including introduction, development, and mastery of standards.	Increase collaboration in deconstructing standards and developing congruent learning targets.			
		Ensure the curricular delivery and assessment measures provide for all pertinent information needs for students.			
Objective 2  By 2020, increase the average rate of proficiency in math to 71.97%.	Ensure that the current curriculum is valid, including alignment to state standards, inclusion of components that support the instruction and assessment, and that it is paced with accuracy.	Curricular alignment reviews.			
		Vertical curriculum mapping.			

Goal 1 (State your proficiency goal.): Increase the average rate of combined reading and math proficiency to 79.55% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Implement monitoring systems to ensure the curriculum is taught at a high level of fidelity, including the development of a curricular framework that is used consistently by all staff and that the intent of the standard is preserved.	Ongoing professional development in the area of best practice and high yield instructional strategies.			
		Formative assessment practices and use of summative assessment evidence to inform what comes next for individual students and groups of students.			
	Facilitate a process for vertical curriculum work, including introduction, development, and mastery of standards.	Increase collaboration in deconstructing standards and developing congruent learning targets.			
		Ensure the curricular delivery and assessment measures provide for all pertinent information needs for students.			

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the average rate of combined science and writing proficiency to 66.77% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2020, increase the average rate of proficiency in science to 52.97%.	Ensure that the current curriculum is valid, including alignment to state standards, inclusion of components that support the instruction and assessment, and that it is paced with accuracy.	Curricular alignment reviews.			
		Vertical curriculum mapping.			
	Implement monitoring systems to ensure the curriculum is taught at a high level of fidelity, including the development of a curricular framework that is used consistently by all staff and that the intent of the standard is preserved.	Ongoing professional development in the area of best practice and high yield instructional strategies.			
		Formative assessment practices and use of summative assessment evidence to inform what comes next for individual students and groups of students.			
	Facilitate a process for vertical curriculum work, including introduction, development, and mastery of standards.	Increase collaboration in deconstructing standards and developing congruent learning targets.			
		Ensure the curricular delivery and assessment measures provide for all pertinent information needs for students.			
Objective 2  By 2020, increase the average rate of proficiency in writing to 64.93%.	Ensure that the current curriculum is valid, including alignment to state standards, inclusion of components that support the instruction and assessment, and that it is paced with accuracy.	Curricular alignment reviews.			
		Vertical curriculum mapping.			

Goal 2 (State your separate academic indicator goal.): Increase the average rate of combined science and writing proficiency to 66.77% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Implement monitoring systems to ensure the curriculum is taught at a high level of fidelity, including the development of a curricular framework that is used consistently by all staff and that the intent of the standard is preserved.	Ongoing professional development in the area of best practice and high yield instructional strategies.			
		Formative assessment practices and use of summative assessment evidence to inform what comes next for individual students and groups of students.			
	Facilitate a process for vertical curriculum work, including introduction, development, and mastery of standards.	Increase collaboration in deconstructing standards and developing congruent learning targets.			
		Ensure the curricular delivery and assessment measures provide for all pertinent information needs for students.			

### 3: Growth

Goal 3 (State your growth goal.): Increase the average total growth score to 76.79 in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2020, increase the average total growth score to 58.22.	Implement a system or process that ensures Tier 1 instruction and assessments meet the intent of the academic standards.	Ensure congruency is present between standards, learning targets, and assessment measures.			
	Promote cognitive student engagement through meaningful, personalized learning experiences.	Plan strategically in the selection of high yield instructional strategies.			
	Implement high yield strategies and programs in classrooms and regularly measure their effectiveness on student achievement.	Develop assignments, activities, and assessments that reflect the learning targets students have had the opportunity to learn, and carefully analyze student data to understand where they currently are and where they are going.			

#### 4: Achievement Gap

Goal 4 (State your achievement gap goal.): Increase the average rate of combined total achievement for students with disabilities in math to 70.14% in 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2020, increase the average rate of proficiency for students with disabilities in math to 46.24%.	Implement protocol for ensuring Tier I and Tier II instructional needs are met.	Develop a clearly-defined RtI school/district-wide process.			
		Monitor and document tiered intervention movement considerations.			
	Use data to determine students' needs, including movement through tiers of intervention, grouping and regrouping, teacher placement, and scheduling.	Use formative and summative evidence to inform what comes next for individual students and groups of students.			
	Institute a system or process to ensure appropriate academic interventions are taking place to meet the needs of all students.	Develop a progress monitoring system to monitor standards mastery for each student.			

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the rate of transition ready students to 93.4 in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2020, increase the rate of transition ready students to 88.12.	Ensure that a system is in place so that students are actively involved in knowing their own data and making decisions about their own learning.	Develop a progress monitoring system to monitor individual student progress towards meeting goals.			

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.): Maintain an average combined 4- and 5-year cohort graduation rate of 95.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Maintain an average combined 4- and 5-year cohort graduation rate of 95.5.	Ensure that supports are in place to assist students in decision making as it relates to their goals.	Develop a tracking system for monitoring individual student progress and achievement.			
		Institute common expectations for students to graduate with every available opportunity to be college and career ready and with a mastery of the skills and dispositions embedded within the mission of the district.			
	Address barriers to learning by implementing processes that will encourage communication with students and parents in order to respond to student needs.	Enact communication protocols for parents/guardians and students that will provide appropriate support systems.			