

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.

Progress Monitoring Dates:

- 30 Days- January 4--February 15, 2021
- 60 Days- February 16--March 30, 2021
- 90 Days- March 31--May 17, 2021
- 120 Days- May 18--June 28, 2021
- 150 Days- June 29--August 9, 2021
- 180 Days- August 10--September 20, 2021
- 210 Days-September 21-November 1, 2021
- 240 Days- November 2-December 13, 2021

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</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>

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
	listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).				

1: Proficiency Goal

Goal 1: By May 2024, Bourbon County Schools will increase the percentage of students scoring proficient/distinguished as measured by the state accountability system as follows:

Elementary Reading from 49.1 to 74.5

Elementary Math from 42.9 to 71.5

Middle School Reading from 59.7 to 79.8

Middle School Math from 47.8 to 73.9

High School Reading from 44.0 to 72.0

High School Math from 39.4 to 65.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2021, Bourbon County Schools will increase the percentage of students scoring proficient/distinguished in reading as follows:</p> <p>Elementary Reading from 49.1 to 55.5 Middle School Reading from 59.7 to 64.7 High School Reading from 44.0 to 51.0</p>	<p>Develop and implement a system to continually assess, review, revise, and receive support in curricular alignment in reading.</p>	<p>District and school leadership will ensure curricular, assessment, and instructional alignment reviews are an ongoing action of the PLC's planning process.</p>	<p>District Leadership will attend PLC Meetings monthly to provide support for process implementation and monitor progress through plus delta Rx.</p>	<p>District 30-60-90 Day Report MAP and CERT Assessments</p>	
<p>Objective 2 By May 2021, Bourbon County Schools will increase the percentage of students scoring proficient/distinguished in math as follows:</p> <p>Elementary Math from 42.9 to 50.1 Middle School Math from 47.8 to 54.3 High School Math from 39.4 to 45.8</p>	<p>Develop and implement a system to continually assess, review, revise, and receive support in curricular alignment in math.</p>	<p>District and school leadership will ensure curricular, assessment, and instructional alignment reviews are an ongoing action of the PLC's planning process.</p>	<p>District Leadership will attend PLC Meetings monthly to provide support for process implementation and monitor progress through plus delta Rx.</p>	<p>District 30-60-90 Day Report MAP and CERT Assessments</p>	

2: Separate Academic Indicator

Goal 2: By May 2024, Bourbon County Schools will increase the percentage of students scoring Proficient/Distinguished in Writing as measured by the state accountability system as follows:
 Elementary Writing from 55.3 to 77.6
 Middle School Writing from 37.5 to 68.7
 High School Writing from 50.3 to 75.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, Bourbon County Schools will increase the percentage of students scoring Proficient/Distinguished in Writing as follows: Elementary Writing from 55.3 to 60.9 Middle School Writing from 37.5 to 45.3 High School Writing from 50.3 to 56.5	Develop and implement a system to continually assess, review, revise, and receive support in curricular alignment in writing	District and school leadership will ensure regularly scheduled vertical curriculum meetings and provide coaching in standards, learning targets, and assessment measures for alignment in writing for all content areas.	District leadership will analyze the data from the District Learning Checks to determine areas of support needed.	District 30-60-90 Day Report MAP and CERT Assessments	

3: Growth

Goal 3: By May 2024, Bourbon County Schools will decrease percentage of students scoring below proficiency as measured by the state accountability as follows: Elementary Reading from 50.9 to 26.4 Elementary Math from 57.1 to 40.0 Middle School Reading from 40.3 to 20.0 Middle School Math from 52.2 to 38.0 High School Reading from 56.0 to 34.0 High School Math from 60.6 to 40.9					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2021, Bourbon County Schools will decrease percentage of students scoring below proficiency as follows: Elementary Reading from 50.9 to 44.8 Middle School Reading from 40.3 to 35.2 High School Reading from 56.0 to 50.5	Develop and implement a system to continually assess, review, revise, and receive support in curricular alignment in reading.	District and School Leadership will ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development in gradual release phases, and arrival at standards mastery in reading content.	District Leadership will attend PLC Meetings monthly to provide support for process implementation and monitor progress through plus delta Rx.	District 30-60-90 Day Report MAP and CERT Assessments	
Objective 2 By May 2021, Bourbon County Schools will decrease percentage of students scoring below proficiency as follows: Elementary Math from 57.1 to 52.8 Middle School Math from 52.2 to 48.6 High School Math from 60.6 to 55.7	Develop and implement a system to continually assess, review, revise, and receive support in curricular alignment in math.	District and School Leadership will ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development in gradual release phases, and arrival at standards mastery in math content.	District Leadership will attend PLC Meetings monthly to provide support for process implementation and monitor progress through plus delta Rx.	District 30-60-90 Day Report MAP and CERT Assessments	

4: Achievement Gap

Goal 4: By May 2024, Bourbon County Schools will increase percentage of students in the Consolidated Student Group scoring Proficient and Distinguished as measured by the state accountability system as follows:

Elementary Reading from 35.6 to 60.0

Elementary Math from 35.1 to 60.0

Middle School Reading from 45.0 to 60.0

Middle School Math from 30.0 to 50.0

High School Reading from 24.1 to 45.0

High School Math from 19.2 to 35.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2021, Bourbon County Schools will increase percentage of students scoring proficient and distinguished as follows: Elementary Reading from 35.6 to 41.7 Middle School Reading from 45.0 to 48.8 High School Reading from 24.1 to 29.3</p>	<p>Develop a system in reading to design and deliver assessment literacy that enables students to take responsibility and control of their own learning and improves student motivation.</p>	<p>District and School Leadership will develop a progress monitoring system to monitor standards mastery for each student and support students in using assessments to monitor their own growth and adjust their learning.</p>	<p>District Leadership Team will facilitate the implementation of the data protocol to support student ownership of their learning.</p>	<p>District 30-60-90 Day Report MAP and CERT Assessments</p>	
<p>Objective 2 By May 2021, Bourbon County Schools will increase percentage of students scoring proficient and distinguished as follows: Elementary Math from 35.1 to 41.3 Middle School Math from 30 to 35.0 High School Math from 19.2 to 23.2</p>	<p>Develop a system in math to design and deliver assessment literacy that enables students to take responsibility and control of their own learning and improves student motivation.</p>	<p>District and School Leadership will develop a progress monitoring system to monitor standards mastery for each student and support students in using assessments to monitor their own growth and adjust their learning.</p>	<p>District Leadership Team will facilitate the implementation of the data protocol to support student ownership of their learning.</p>	<p>District 30-60-90 Day Report MAP and CERT Assessments</p>	

5: Transition Readiness

Goal 5: By May 2024, Bourbon County Schools will increase percentage of students graduating as Transition Ready from 65.2% to 80.0% as measured by the state accountability system.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2021, Bourbon County Schools will increase the percentage of students graduating as Transition Ready from 65.2% to 68.9%.</p>	<p>Develop a system in college and career pathways to design and deliver assessment literacy that enables students to take responsibility and control of their own learning and improves student motivation.</p>	<p>District and School Leadership will develop a college and career pathways system to monitor progress toward Transition Readiness for each student and support students through their Individual Learning Plans to monitor their own growth and adjust their progress.</p>	<p>District and School Leadership Team will facilitate the implementation of the college and career pathways system to support student ownership of their Transition Readiness preparedness.</p>	<p>District 30-60-90 Day Report MAP and CERT Assessments</p>	

6: Graduation Rate

Goal 6: By May 2024, Bourbon County Schools will increase the 4 year adjusted cohort graduation rate from 89.6% to 92% as measured by the state accountability system.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, Bourbon County Schools will increase the percentage of students graduating from 89.6% to 90.2%.	Develop a system in college and career pathways to design and deliver assessment literacy that enables students to take responsibility and control of their own learning and improves student motivation.	District and School Leadership will develop a communication protocol (goal setting at all levels; ILP Platform for MS/HS) to support students in soft skills development and work ready transition.	District and School Leadership Team will facilitate the implementation of the college and career pathways system to support student ownership of their Transition Readiness preparedness and successful completion of 4 year coursework.	District 30-60-90 Day Report MAP and CERT Assessments	