

2021-22 McCracken County Schools 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 (State your proficiency goal.): Increase the averaged combined Reading & Math proficiency ratings for all students from 59.9% to 84.5% by 2024 as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of all students demonstrating proficiency in reading from 65.5% to 72.3% by 2021 as measured by state assessments.	The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.	Continue to support professional learning on the use of exemplars and anchor papers to increase reading achievement.	PLC Agendas	January 2021-December 2021	District School
		Established protocol for reviewing and revising the curriculum.	Professional Learning	January 2021-December 2021	District
	Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	Analyze benchmark assessment data to identify individual student instructional needs.	Quarterly Assessments	January 2021-December 2021	District / School
		Increase practice and use of formative assessments in all classrooms district wide.	Professional Learning	January 2021-December 2021	District
		All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is	Implement Teach Like a Champion techniques to increase student engagement in all classrooms.	PLC Agendas	January 2021-December 2021

Goal 1 (State your proficiency goal.): Increase the averaged combined Reading & Math proficiency ratings for all students from 59.9% to 84.5% by 2024 as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	the highly effective, culturally responsive, evidence- based core instruction, provided to all students in the classroom. Teachers must implement evidence- based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.	Continue to support and provide specific professional development on how to differentiate instruction to meet all academic levels in all classrooms.	Professional Learning	January 2021-December 2021	District
Objective 2 Increase the percentage of all students demonstrating proficiency in math from 54.4% to 59.6% by 2021 as measured by state assessments.	The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.	Established protocol for reviewing and revising the curriculum.	Professional Learning	January 2021-December 2021	District
	Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for	Analyze benchmark assessment data to identify individual student instructional needs.	Quarterly Assessments	January 2021-December 2021	District/School
		Increase practice and use of formative assessments in all classrooms district wide.	Professional Learning	January 2021-December 2021	District

Goal 1 (State your proficiency goal.):

Increase the averaged combined Reading & Math proficiency ratings for all students from 59.9% to 84.5% by 2024 as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success				
	All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence- based core instruction, provided to all students in the classroom. Teachers must implement evidence- based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.	Implement Teach Like a Champion techniques to increase student engagement in all classrooms.	PLC Agendas	January 2021-December 2021	District / School
Continue to support and provide specific professional development on how to differentiate instruction to meet all academic levels in all classrooms.		Professional Learning	January 2021-December 2021	District	
Implement Math Academy / Cadre for 15-20 teachers to meet over the summer and monthly throughout the school year		Professional Learning	June 2021-May 2022	District	
Implement Co Teaching Academy / Cadre consisting of Regular Ed and Special Ed teachers to meet over the summer and monthly throughout the school year		Professional Learning	June 2021-May 2022	District	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the Separate Academic Indicator percentage from 51.1% to 75% by 2024 as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students demonstrating proficiency in science from 32.7% to 40.7% by 2021 as measured by state assessments.	The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.	Established protocol for reviewing and revising the curriculum.	Professional Learning	January 2021-December 2021	District
	All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence- based core instruction, provided to all students in the classroom. Teachers must implement evidence- based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.	Implement Teach Like a Champion techniques to increase student engagement in all classrooms.	PLC Agendas	January 2021-December 2021	District / School
		Continue to support and provide specific professional development on how to differentiate instruction to meet all academic levels in all classrooms.	Professional Learning	January 2021-December 2021	District

Goal 2 (State your separate academic indicator goal.): Increase the Separate Academic Indicator percentage from 51.1% to 75% by 2024 as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the percentage of students demonstrating proficiency in writing from 49.5% to 61.8% by 2021 as measured by state assessments.	The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.	Established protocol for reviewing and revising the curriculum.	Professional Learning	January 2021-December 2021	District

3: Growth

Goal 3 (State your growth goal.): The percentage of students scoring novice and apprentice in combined reading and math will decrease from 37.8% to 19.8% by 2024 as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the percentage of students scoring novice and apprentice in reading from 30% to 25% by 2021 as measured by state assessments.	Strategies utilized for proficiency as well as for gap will result in the increase of scores for students previously scoring novice or apprentice.	Activities utilized for proficiency as well as for gap will result in the increase of scores for students previously scoring novice or apprentice.	PLC Agendas Quarterly Assessments State Assessments Professional Learning	January 2021-December 2021	District
Objective 2 Decrease the percentage of students scoring novice and apprentice in math from 45.6% to 40.2% by 2021 as measured by state assessments.	Strategies utilized for proficiency as well as for gap will result in the increase of scores for students previously scoring novice or apprentice.	Activities utilized for proficiency as well as for gap will result in the increase of scores for students previously scoring novice or apprentice.	PLC Agendas Quarterly Assessments State Assessments Professional Learning	January 2021-December 2021	District

4: Achievement Gap

Goal 4 (State your achievement gap goal.): Increase the percentage of students in the consolidated gap group scoring proficient or distinguished from 44.2 to 67.7 in both reading and math by 2024 as measured by state assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students in the Disability with IEP group scoring proficient or distinguished in reading & math from 35.4 to 38.9 by 2021 as measured by KPREP.	<ul style="list-style-type: none"> • KCWP 3: Design and Deliver Assessment Literacy • KCWP 2: Design and Deliver Instruction 	KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities Refine practice and use of formative assessments in all classrooms.	PLC data analysis	January 2021-December 2021	District School
		KCWP2: Design and Deliver Instruction - Continuous Improvement Activities Provide specific professional development in differentiating instruction.	Professional Development calendar, agendas, sign-in sheets	January 2021-December 2021	School
		KCWP2: Design and Deliver Instruction - Continuous Improvement Activities . Provide professional development in multi sensory reading instruction to target students scoring below the 25 percentile on universal screeners for k-3 students	Increase in ACT Benchmark percentage for students with disabilities.	January 2021-December 2021	CEIS IDEA-B
Objective 2 Increase the percentage of students in the African American group scoring proficient or distinguished in reading & math from 35.7 to 39.3 by 2021 as measured by KPREP.	<ul style="list-style-type: none"> • KCWP 3: Design and Deliver Assessment Literacy • KCWP 2: Design and Deliver Instruction 	KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities Refine practice and use of formative assessments in all classrooms.	PLC data analysis	January 2021-December 2021	District School
		KCWP2: Design and Deliver Instruction - Continuous Improvement Activities Provide specific professional development in differentiating instruction.	Professional Development calendar, agendas, sign-in sheets	January 2021-December 2021	District

5: Transition Readiness

Goal 5 (State your transition readiness goal.):

Support schools in their Transition Readiness efforts to result in 100% of all district schools successfully reaching their respective Transition Readiness goals through 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 District and school administrators work collaboratively in monthly meetings.	District Supervisor of Instruction for respective school levels will meet monthly with administrative teams from elementary, middle, and high school levels.	District administration will facilitate data review and discussions related to Transition Readiness efforts in order to continually monitor the successes and areas where support is needed. Administrators sharing progress and successes will allow for replication in other schools.	Monthly administrative meetings.	January 2021-December 2021	District

6: Graduation Rate

Goal 6 (State your graduation rate goal.): Increase the high school graduation rate indicator from 94.5 in 2020 to 95.5 in 2021 as evidenced through the Kentucky Department of Education District Report Card.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 District and schools will collaborate to increase the graduation rate indicator through effective utilization of the McCracken County Open Campus Program and the changes associated with graduation requirements.	Targeted Interventions: students that have not earned the appropriate number of credits will be provided with methods to recover those credits to ensure graduation.	Counseling: students will be counseled on the best course of action for timely graduation by appropriate staff at both MCHS and MOCS.	Total number of credits earned through digital curriculum.	January 2021-December 2021	District
		Implement summer session for student remediation.	Total number of credits earned through summer session.	January 2021-December 2021	District
	Counseling: students will be counseled on the best course of action for timely graduation by appropriate staff at both MCHS and MOCS.	Cohort reports and failure reports will be generated to identify students in the cohort that are below the appropriate grade levels. These reports will be utilized to counsel students in regards to next steps toward graduation.	Counseling Logs	January 2021-December 2021	District
		Analysis of the current level of support available for assisting students in becoming College and Career Ready will occur.	Counseling Logs	January 2021-December 2021	District

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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: