

# 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 <b>measures</b> 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

State your **Proficiency** Goal

Goal 1: County Schools will increase the number of students scoring at the Proficient/Distinguished levels in Reading and Math by 15% by 2025.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:  Montgomery County Schools will increase the percentage of students scoring Proficient/Distinguished in reading from 56.8% to 58.8% in elementary, 59.8% to 61.6 % in middle, and 55.2% to 57.2% in high school.	Design and Deliver Assessment Literacy	The district will train school leadership in the CASL work and assist each school in developing and implementing a school implementation plan.	The combined P/D percent will increase.	-School Administration was trained during 17-18 school year.  School leadership are in the process of implementing schoolwide plans based on individual needs.	\$0
		The district will have a new teacher cadre to provide professional learning on the elements of CASL and using CASL to improve student achievement.	The combined P/D percent will increase	Ongoing each school year for new teachers (monthly meetings)	\$0
	Review, Analyze and Apply Data	Teachers and school administration will work together in Professional Learning Communities to develop common assessments as well as analyze student work and assessment results.	The combined P/D percent will increase	ongoing	\$0
		The district will lead two data retreats for school leadership teams to analyze current data (MAP, KPREP, EOC, etc.) and develop intervention plans.	The combined P/D percent will increase	One held in Fall and one in Spring	\$200
	Design and Deploy Standards	All teachers will meet in grade-level/content area Professional Learning Communities to deconstruct standards, create learning targets, create curriculum maps, and share instructional strategies.	The combined P/D percent will increase	ongoing	\$0
		All elementary school students in K-3 will participate in the Kids Read Now Summer Reading Program to prevent summer regression.	Fall 2018 Map Data	Program completion on 8/31/19.  Map data will be analyzed following the fall window.	\$58,000
		All schools will analyze and review student work samples to ensure student learning is taking place at the depth of the standards. The district will train principals through monthly leadership meetings to analyze and review student work samples to ensure student learning is taking place at the depth of the standards.	The combined P/D percent will increase	Student work was analyzed in monthly leadership meetings during 18-19. Work will continue through 19-20	\$0

Goal 1: County Schools will increase the number of students scoring at the Proficient/Distinguished levels in Reading and Math by 15% by 2025.					
<p>Objective 2:</p> <p>Montgomery County Schools will increase the percentage of students scoring Proficient/Distinguished in math from 50.7% to 52.9% in elementary, 43.7% to 46.3% in middle, and 32.3% to 35.4% in high school.</p>	Design, Align, and Deliver Support	<p>The district will conduct targeted instructional monitoring visits focused on individual school needs.</p>	<p>The combined P/D percent will increase</p>	<p>Started monitoring during 18-19 school year.</p> <p>3 schools will be monitored 2x a month (19-20)</p> <p>3 schools will be monitored 1x a month (19-20)</p>	<p>\$0</p>
		<p>School principals will conduct two visits to high performing schools of their choosing.</p>	<p>The combined P/D percent will increase</p>	<p>Ongoing each year</p> <p>*District visited Boyle County to observe co-teaching model</p>	<p>\$1,000</p>
		<p>Teachers will participate in ongoing, job-embedded professional development to increase teachers' knowledge of content standards. PD opportunities could include student engagement, technology integration, guided reading, guided math, and student self-reflection.</p>	<p>The combined P/D percent will increase</p>	<p>*Summer PD academies for elementary and secondary were completed in 17-18.</p> <p>*19-20 PD is focused on implementation and deconstruction of new KAS standards. Individualized PL will be provided through curriculum coaches and be ongoing.</p> <p>*20-21 PD will continue the PD Academy for teachers</p>	<p>\$0</p>

## 2: Gap

State your **Gap** Goal

Goal 2: Montgomery County Schools will increase the combined percentage of students scoring Proficient/Distinguished in Reading and Math for students with disabilities by 15% by 2025.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Montgomery County schools will increase the combined percentage of students scoring Proficient/Distinguished in Reading for students with disabilities from 25.7% to 29.1% in elementary, 17.3% to 21.1% in middle, and 12.5% to 16.5% in high school.	Review, Analyze, and Apply Data	Each school will facilitate professional learning communities for the purpose of answering DuFour's PLC questions. Teachers will review and analyze data and develop action plans.	MAP and state assessment data; common assessment data	*PLCs are developed and facilitated at each school through administration and teacher leaders.	\$0
		The district will facilitate two data retreats each year. One retreat will be in the fall semester and one retreat will be in the spring semester.	Student Achievement increases based on both MAP and state assessment data; Students scoring Novice in the Non-duplicated Gap will decrease.	November 4, 2019 (Fall)  February 3, 2020 (Spring)	\$200
Objective 1: Montgomery County schools will increase the combined percentage of students scoring Proficient/Distinguished in Math for students with disabilities from 19.3% to 23.0% in elementary, 3.9% to 8.3% in middle, and 0.0% to 4.5% in high school.		The district will provide training for all staff in various co-teaching models.	Student Achievement increases based on both MAP and state assessment data; Students scoring Novice in the Non-duplicated Gap will decrease. Teacher feedback	*Boyle County visit completed Spring of 19  *CKEC has provided training to Camargo and McNabb  *Monthly SPED meetings	\$0
	Design, Align, and Deliver Support	The district will host a monthly "Joint Program" committee to allow programs to collaborate to reduce barriers to learning for students. The meeting will include both school and community programs.	Enrollment in individual programs will increase. Attendance will increase.	*September 26, 2019	\$0

### 3: Graduation rate

State your **Graduation rate** Goal

Goal 3: Montgomery County Schools will maintain a graduation rate of 95% or above.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Montgomery County Schools will increase the graduation rate from 94% to 95%.	Design, Align, and Deliver Support	Targeted Intervention – Response to Intervention, Extended School Services, Intentional Scheduling, and Identifying at Risk Students.	Students will be eligible to graduate on time by use of assessment data showing students as proficient.	*Each school has SAT team meetings monthly  **"Blue Bear" meeting at high school	\$0
		Persistence to Graduation or other tool – Counselors at the middle school and high school will use the Persistence to Graduation Tool or another tool to identify students who are “at-risk” of dropping out of school. Appropriate interventions are determined based on the information and implemented by school teams.	Students are no longer are considered “at-risk” based on the Persistence to Graduation tool or another tool used.	*Monthly SAT meetings	\$0
		Operation Blue Bear – Monthly meetings will occur to identify, discuss, and monitor students who have been identified for at risk of not graduating high school. Intervention plans will be created and monitored for these students.	Students are no longer identified as being at risk of not graduating based on assessment scores showing proficiency.	ongoing	\$0
		At-Risk Committee – Teachers recommend students who are having difficulties with behavior or academically to the At-Risk Committee. The At-Risk Committee meets monthly to discuss recommended students and brainstorm suggestions to help students be successful.	Students are no longer recommended to the At-Risk Committee because behavior or academics are no longer a concern based on behavior referrals and assessment results.	Ongoing SAT meetings	\$0
	Establishing Learning Culture and Environment	Truancy Diversion Program – Collaboration between county court services and the school district to monitor and educate students as well as parents on the importance of regular school attendance and address the barriers that create student truancy.	Students are no longer considered truant based on their attendance.	*DPP meets monthly	\$0

#### 4: Growth

State your **Growth** Goal

Goal 4: Montgomery County Schools will increase the percent of students making categorical growth in Reading and Math by 15% in 2025.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Montgomery County schools will increase the percent of students making categorical growth Reading from 72.3% to 75.3% in elementary and 66.7% to 69.7% in middle.	Design and Deliver Instruction	Each school has a Response to Intervention structure in place to provide remediation and enrichment to all students.	MAP percentile data and KPREP growth scores	WIN Time RTI Time TRIBE Time	\$0
		Each school will have a PLC structure in place to analyze current data and develop action plans based on such data.	MAP percentile data and KPREP growth scores	ongoing	\$0
		All classroom teachers will use daily formative assessments to check for student learning.	MAP percentile data/evidence on formative assessment on walk through data and KPREP growth scores	ongoing	\$0
		Each school give the MAP assessment 3 times a year to monitor progress of all students in the areas of Reading and Math (all schools) and Language Arts (Secondary)	MAP percentile data and KPREP growth scores	Fall closes September 27, 2019  Winter closes December 20, 2019  Spring closes May, 2020	\$60,000
Objective 2: Montgomery County schools will increase the percent of students making categorical growth Math from 72.4% to 75.4% in elementary and 55.8% to 58.8% in middle by 2020.		The district will provide training for all staff in various co-teaching models.	Student Achievement increases based on both MAP and state assessment data	*Boyle County visit completed Spring of 19  *CKEC has provided training to Camargo and McNabb  *Monthly SPED meetings	\$0

## 5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Montgomery County Schools will increase our Transition Readiness rate by 15 points by 2025.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:  Montgomery County Schools will increase our transition readiness reate from 69.0 to 72.0 by 2020.	Establishing a learning culture and environment.	The district will create a profile of a Montgomery County graduate.	Profile will be posted on district website. Graduation rate will increase.	-A informational gathering meeting with every school was held during 18-19.  -3 Town Hall meetings to gather stakeholder feedback from parents and community were held in 18-19.	\$0
		Each elementary school will work with the Early Childhood Council/Preschool Coordinator/Headstart programs to implement family engagement nights to help parents prepare their children for Kindergarten.	The Kindergarten readiness percentage for the district will increase.	*Reading and Math night for preschool families was held at Northview (February and Marth 19)  *Kindergarten readiness fair was held at MoCo public library (May 19)  *Kindergarten registration (April 19)  *Jumpstart Kindergarten – August 6 <sup>th</sup> and 7 <sup>th</sup>	United Way Born Learning Grant
		Special education teachers will facilitate transition meetings for students who will be moving to a new building in collaboration with teachers/administration at the student’s new school.	A plan will be in place for incoming SPED students for each building	April and May - 19	\$0



Goal 5: Montgomery County Schools will increase our Transition Readiness rate by 15 points by 2025.					
		All elementary schools will meet together monthly through Teacher Networking Teams (TNTs or horizontal planning) to create curriculum maps, common assessments, and instructional activities to ensure congruency between all three elementary schools. Teachers will work to deconstruct the new standards.	Proficiency rate will increase, curriculum maps and common assessments will be posted in Google Drive	3 <sup>rd</sup> Tuesday of each month	\$0
		The district will create a transition plan for students moving to each level in conjunction with school counselors and administration.	Students make a successful transition to the next level.	*Continued work of Graduate Profile *SPED transition plan	\$0

### 6: Other (optional)

State your **Other Goal** (optional)

Goal 6: Montgomery County Schools will increase access for all students to effective educators by decreasing the teacher turnover rate by 10% in 2025.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: The district will decrease the percent of teacher turnover from 33.1% in 2018-2019 to 29% in 2019-2020.	Design, Align, and Deliver Support	Montgomery County will continue to provide trainings for principals, assistant principals, and district administration in effective classroom instruction. The district will provide calibration training for all administrators.	Principals will provide growth evoking feedback to staff members. Teacher effectiveness will increase as measured by student achievement increasing on MAP and state assessments.	August 26 <sup>th</sup> and 29 <sup>th</sup> , 2019  Monthly admin meetings	\$0
		The district will provide a new teacher orientation session for all new employees to Montgomery County.	Teacher feedback	August 5, 2019	\$500
		Each school will host a monthly new teacher cadre with all new teachers to Montgomery County.	Teacher feedback	Ongoing each month	\$0
		The district will provide 1 day of professional development for all certified staff around the implementation of Kentucky Academic Standards in addition to providing ongoing support throughout the school year.	Classroom walkthrough feedback	August 8 <sup>th</sup> , 2019	\$0

Goal 6: Montgomery County Schools will increase access for all students to effective educators by decreasing the teacher turnover rate by 10% in 2025.					
		District curriculum team will meet with curriculum coaches monthly to support work in the schools and provide professional learning opportunities for curriculum coaches.	Administration feedback	Ongoing	\$0
		The district will provide representation at college/university career fairs.	Number of effective teachers recruited/hired from these days.	ongoing	\$0
		The district will create partnerships with local colleges/universities to promote having student observers/teachers in our school buildings.	Administration feedback	*ongoing  *Educators Rising club created at MCHS	\$0