

Oldham County 2019-20 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.

1: Proficiency Goal

Goal 1 (State your proficiency goal.):

Increase proficiency in reading and math as measured by the KPREP Assessment according to the following table:

Level	Reading		Math	
	From Spring 2019	To Spring 2023	From Spring 2019	To Spring 2023
Elementary	65.9%	70%	61.6%	67%
Middle	73.6%	78%	65.4%	70%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency in reading and math, as measured by the KPREP Assessment as follows: Elementary: Reading –from 65.9 (2019) to 67.5 (2020) Math – from 61.6 (2019) to 63.5 (2020) Middle: Reading –from	KCWP: Design and Deliver Assessment Literacy Focus: Create and support district and school-wide systems to ensure the development, and effective utilization, of various assessments for increased student achievement in reading and mathematics.	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs for elementary and middle school students relating to performing on grade level.	School leadership is able to articulate and provide evidence of: <ul style="list-style-type: none"> the impact of curriculum meetings on curriculum development and adjustments adjustments to assessments responses to students or groups of students, based on assessment results 	<u>District Quality Assurances and Site Visit Review</u>	General Fund Title 2
	KCWP: Design and Deploy Standards Focus: Developing assurances that the current curriculum is valid and that monitoring systems are in place to ensure curriculum is taught at a high level of fidelity.	Develop a process to ensure schools have regularly scheduled curriculum meetings to review the alignment between standards, learning targets and assessments, including vertical alignment.			
	Ensure ongoing professional learning in the areas of best-practice instructional strategies used in developing and making adjustments to curriculum to ensure all students reach mastery.	Professional learning opportunities provide teachers with strategies that show immediate impact on student achievement in the	Evaluation criteria for professional learning and implementation		

<p>73.6 (2019) to 75.6 (2020) Math – from 65.4 (2019) to 67.5 (2020)</p>	<p>KCWP: <u>Design and Deliver</u> <u>Assessment Literacy</u> –</p> <p>Focus: Support to school leaders to assist in identifying priorities and implementation of actionable steps to increase the percent of students scoring at high levels (distinguished) to include, but not limited to analyzing and monitoring data and providing FEEDBACK to proficient students who have met the standards to improve in their learning and continue to grow to distinguished performance</p>	<p>Professional learning, to include coaching, for staff to increase rater reliability in assigning of performance levels to student work. This will ensure expectations for distinguished work are understood and that this understanding translates to appropriate feedback for students at this level.</p>	<p>classroom and as evidenced by student growth/achievement on MAP assessments, DRA and progress monitoring.</p>	<p>are analyzed at the district level to assess effectiveness on raising student achievement and/or changing teacher behaviors.</p>	
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

Increase proficiency in writing and science, as measured by the KPREP Assessment according to the following table:

Level	Writing		Science	
	From Spring 2019	To Spring 2023	From Spring 2019	To Spring 2023
Elementary	60.7	65	41.1	50
Middle	39.4	50	38.4	50
High	63.2	68	47.8	54

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase proficiency in writing as measured by the KPREP Assessment as follows:</p> <p>Elementary: Writing –from 60.7 (2019) to 62 (2020)</p> <p>Middle: Writing –from 39.4 (2019) to 43 (2020)</p> <p>High: Writing –from 63.2 (2019) to 65.5 (2020)</p>	<p>KCWP: <u>Design and Deploy Standards</u></p> <p>Focus: Assure the establishment of a protocol for reviewing and revising curriculum beyond pacing and to include vertical curriculum work.</p>	<p>Protocol development to ensure a fully executed district writing plan to include support resources such as: Common prompts, exemplars and analysis protocols.</p>	<p>Writing Plan demonstrates effectiveness with writing to learn and writing to demonstrate learning including - Increased proficiency performance in the area of On Demand Writing at all level.</p>	<p>Building Review <u>District Quality Assurances and Site Visit Review</u></p>	<p>General Fund Title 2</p>
	<p>KCWP: <u>Design and Deliver Assessment Literacy –</u></p> <p>Focus: Ensure the appropriate assessment design is used that will best evaluate the level of student learning.</p>	<p>Professional learning to 1) ensure all assessments produce accurate evidence at the desired level and 2) to evaluate the quality of: test items, tasks, scoring rubrics and student exemplars.</p>		<p>Evaluation criteria for professional learning and implementation is analyzed at the district level to assess effectiveness on raising student achievement and/or changing teacher behaviors.</p>	

Goal 2 (State your separate academic indicator goal.):

Increase proficiency in writing and science, as measured by the KPREP Assessment according to the following table:

Level	Writing		Science	
	From Spring 2019	To Spring 2023	From Spring 2019	To Spring 2023
Elementary	60.7	65	41.1	50
Middle	39.4	50	38.4	50
High	63.2	68	47.8	54

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Increase proficiency in science as measured by the KPREP Assessment as follows:</p> <p>Elementary: Science—from 41.1 (2019) to 44 (2020)</p> <p>Middle: Science –from 38.4 (2019) to 43 (2020)</p> <p>High: Science –from 47.8 (2019) to 50 (2020)</p>	<p>KCWP: <u>Design and Deploy Standards-</u></p> <p>Focus: Create a system to monitor the curriculum used in each school to ensure it is valid/aligned to NGSS standards and has components that support instruction and assessment.</p>	<ul style="list-style-type: none"> District ensures curricular alignment reviews are taking place at all schools and are an ongoing component of PLC planning work. District provided support in curriculum and assessment design work. District provided Professional learning opportunities to assist schools in the creation and/or adjustment of classroom formative assessments to align with testing formats and expectations. 	<p><i>Increased percentage of proficiency on the Science KPREP assessment.</i></p>	<p><u>District Quality Assurances and Site Visit Review</u></p> <p>Evaluation criteria for professional learning and implementation is analyzed at the district level to assess effectiveness on raising student achievement and/or changing teacher behaviors.</p>	<p>Title 2 General Fund</p>

3: Growth

Goal 3 (State your growth goal.):

Increase the conditional school growth percentiles for all schools, (Grades K-8), in reading and math to at least 60% by 2023 according to MAP (NWEA). *Note growth was based on MAP data vs. KPREP data due to concerns that changes in the acct. model may impact the ability for data to be directly compared.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Elementary and Middle reading and math: Increase the school growth percentiles for all schools, grades K-8 in reading and math to a minimum of 50% by 2020 according to Fall-Spring %iles (MAP)</p>	<p>KCWP: <u>Review, Analyze and Apply Data Results</u> Focus: Create a district system to ensure that school wide data is collected, analyzed and being used to improve school conditional growth percentiles.</p>	<p>Provide training to school leaders on school conditional growth percentiles, including setting goals and expectations for data analysis.</p>	<p>Each school will show a school conditional growth percentile on MAP grades K-8, in reading and math of at least 50% with a goal of 60%.</p>	<p>District and school analysis of school conditional growth percentiles for: Fall-Winter Winter – Spring Fall – Spring</p>	<p>No Funding Needed</p>

4: Achievement Gap

Goal 4 (State your achievement gap goal.):

Increase the percentage of Disabled students scoring at proficiency in Reading and Math, by 2023, as measured by KPREP proficiency, as follows:

Level	Reading		Math	
	From Spring 2019	To Spring 2023	From Spring 2019	To Spring 2023
Elementary	34.9	50	31.6	50
Middle	34.3	50	23.6	45
High	39.5	50	21.7	45

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase proficiency through Novice Reduction - in reading and math for students with disabilities as measured by the KPREP Assessment as follows:</p> <p>(Novice Reduction Data)</p> <p>Elementary: Reading –from 36.2 (2019) to 33 (2020) Math –from 35.7 (2019) to 30 (2020)</p> <p>Middle: Read (2020) Math –from 32 (2019) to 28 (2020)</p> <p>High: Reading –from 43.2 (2019) to 38 (2020) Math –from 50.6 (2019) to 45 (2020)</p>	<p>KCWP: Design and Deliver Instruction</p> <p>Focus: Assure processes and systems, such as Co-Teaching, are in place to ensure Tier 1 instruction and assessments meet the intent of the grade level standards and that school/district leadership determine the most appropriate and effective high-yield strategies are implemented with students' cultural, social, and developmental needs in mind.</p>	<p>Ensure co-teaching teams are provided: on-going, job-embedded professional learning to improve educational effectiveness in working with Students with Disabilities.</p>	<p>Classroom observations reveal an understanding and compliance with expectations as related to:</p> <ul style="list-style-type: none"> • “Look for Tool” • co-teaching plans • walkthrough observations 	<p><u>District Quality Assurances and Site Visit Review</u></p> <p>Check In Meetings</p>	<p>General Fund IDEA Funds</p>
		<p>To the extent possible, ensure co-teaching teams have co-planning opportunities so that teaching teams can effectively design instruction to respond to the needs of Students with Disabilities.</p>	<p>Master schedule reveals co-planning opportunities</p> <p>Planning Structures</p>		
		<p>Ensure that Students with Disabilities have access to grade level content to the maximum extent appropriate with their non-disabled peers, including formative and summative assessments of grade level content.</p>	<p>IEP reviews, Master Schedules, Classroom Observations.</p>		
	<p>KCWP: Review, Analyze and Apply Data Results–</p> <p>Focus: Ensure a balanced use of different types of formative, summative and diagnostic data to monitor Students with Disabilities' progress as individuals and as a demographic group.</p>	<p>Develop a protocol for systematically monitoring data from various district and state assessments to assist schools in making adjustments or changes necessary for increased student performance with Students with Disabilities.</p>	<p>Protocol</p>		

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the percentage of students who graduate Transition Ready, as measured by the Kentucky Accountability System from 75.3% to 80% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To increase the percentage of African American, Hispanic, Disabled and English Language Learner+ graduates who are transition ready as follows:</p> <p><u>African American Students</u> From 48.1% (2019) to 55% (2020).</p> <p><u>Hispanic Students</u> From 46.2% (2019) to 53% (2020).</p> <p><u>English Language Learner + Students</u> From 22.9% (2019) to 30% (2020).</p> <p><u>Disabled Students</u> From 19.7% (2019) to 25% (2020).</p>	<p><u>KCWP: Establishing Learning Culture and Environment</u></p> <p>Focus: Ensure the district and schools prioritize the commitment to equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps develop their character, and helps them be successful in terms of transition readiness.</p>	<p>Beginning in 8th grade, create a system/protocol to monitor the progress and effectiveness of all program opportunities within each high school, including the Arvin Education Center, to ensure students from underperforming demographics in the area of Transition Readiness:</p> <ul style="list-style-type: none"> • have opportunities to demonstrate transition readiness in various ways • are counseled in opportunities beginning in middle school • have progress monitoring and feedback opportunities aligned with TR • are supported in being successful within the opportunities or paths taken to demonstrate readiness 	<p>Increased percentage of students from underperforming demographics with increased Transition Readiness scores</p>	<p><u>District Quality Assurances and Site Visit Review</u></p>	<p>No Funding Necessary</p>

6: Graduation Rate

Goal 6 (State your graduation rate goal.):

Increase the graduation rate for all students from 96.7 (2019) to 100% (2023), as measured by Kentucky’s Accountability System (4/5 year average cohort rate).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To increase the graduation rate of African American students and disabled students by 2020 as follows:</p> <p><u>African American Students</u> From 89.5% (2019) to 95% (2020).</p> <p><u>Disabled Students</u> From 82% (2019) to 86% (2020).</p>	<p><u>KCWP: Establishing Learning Culture and Environment</u></p> <p>Focus: Ensure the district and schools prioritize the commitment to equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps develop their character and helps them to be successful in terms of graduation.</p> <p><u>KCWP: Design, Align, Deliver Support Processes</u></p> <p>Focus: Ensure schools and district measure the effectiveness of current programs and initiatives implemented.</p>	<p>Increase the options, pathways, and opportunities for Oldham County Students to graduate and enter a post-secondary setting.</p> <p>District offered training, support and guidance to support student advising and scheduling using the various pathways, approved by KDE, designed to assist students in meeting graduation requirements.</p> <p>Create and monitor a fluid and systematic approach to support schools in: solid academic planning, schedule review/creation, advisement and mentoring to ensure that all students are supported in reaching graduation goals, to include removing barriers and responding to non-academic data when necessary.</p>	<p>Each middle and high school in the district identifies and publishes a list of programs, options, and alternatives that are shared with all stakeholders.</p> <p>Schools can articulate a specific plan for outreach to underperforming populations in their quest to improve graduation rates with these students.</p> <p>Increased graduation rate for students from these demographics</p>	<p><u>District Quality Assurances and Site Visit Review</u></p>	<p>No Funding Necessary</p>
<p>Objective 2 To increase the graduation rate of “ALL” students from 96.7 (2019) to 97.5% (2020).</p>		<p>Ensure that Early-Warning Report, Check and Connect, and Chronic Absentee Focus systems are up and running and utilized to support at-risk students.</p>	<p>System is articulated and monitored on a regular basis at the school and district levels.</p>		

7: Other (Optional) Behavior and Mental Health Support

Goal 7 (State your separate goal.):

Goal: To implement a system of Behavior and Mental Health Supports

Data: ODR, Mental Health Assessments, Removals (INSR, OSS) and Counseling Services

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 To implement a system of Behavior and Mental Health Supports through a multi-year implementation approach</p>	<p>KCWP5: <u>Design, Align and Deliver Support</u> Focus: Create a school-wide behavioral support system that aligns with Student Code of Conduct as well as action plans for self-monitoring and immediate feedback.</p>	<p>1a. The district will monitor implementation of PBIS at the school level based on the PBIS Fidelity Checklist (Revised).</p>	<p>Data will show a reduction in removals. Increase in direct services of students in the areas of social/emotional and mental health. Create a baseline for relevant data.</p>	<p>School self-assessment District Quality Assurances and Site Visit Review</p>	<p>Title 2 General Fund CCEIS</p>
	<p>KCWP5: <u>Design, Align and Deliver Support</u> Focus: Implementation of a school/district wide plan for tiered intervention and supports.</p>	<p>1b. The district/school will develop Trauma Teams at each level to facilitate the integration of trauma informed practices in all schools.</p>		<p>School self-assessment (ASA Tool and MTSS Plan Reflection Tool) District Quality Assurances and Site Visit Review</p>	
		<p>1c. The district will monitor implementation of the District MTSS Plan.</p>			
		<p>1d. The district will develop a school/district menu of evidence-based practices for intervention.</p>			
		<p>1e. The district will develop a Comprehensive Plan for Behavior/Mental Health Supports.</p>			