

East Bernstadt 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 By 2024, East Bernstadt School will increase the proficiency indicator rating to 93.1 (elementary) and 95.1 (middle). | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By 2020, East Bernstadt School will increase the percent of students scoring proficient/distinguished by at least 5 percentage pts. for elementary and middle in the areas of reading. | KCWP 1: Design and Deploy Standards | All teachers will utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | Lesson Plans Assessments MAP Growth | Formative and Summative Assessments MAP and K-PREP score | No funding needed |
| | | All teachers will ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | Curriculum Maps | Formative and Summative Assessments MAP and K-PREP scores | No funding needed |
| | | Ensure curricular alignment reviews are an ongoing action of PLC's planning process. | | | |
| | KCWP 2: Design and Deliver Instruction | A committee will revise the RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. | RTI Manual Revisions | RTI Manual | No funding needed |
| Objective 2: By 2020, East Bernstadt School will increase the percent of students scoring proficient/distinguished by at least 6 percentage pts. for elementary and 10 | KCWP 1: Design and Deploy Standards | All teachers will utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | Lesson Plans Assessments MAP Growth | Formative and Summative Assessments MAP and K-PREP scores | No funding needed |
| | | All teachers will ensure that vertical curriculum mapping is occurring to identify instructional gaps, including | Curriculum Maps | Formative and Summative Assessments MAP and K-PREP scores | No funding needed |

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| percentage pts. for middle in the areas of math. | | planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | | | |
| | | Ensure curricular alignment reviews are an ongoing action of PLC's planning process. | | | |
| | Design, Align and Deliver Support | A committee will revise the RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. | RTI Manual Revisions | RTI Manual | No funding needed |

2: Separate Academic Indicator

| Goal 2 By 2024, East Bernstadt School will increase the separate academic indicator rating to 88.5 (elementary) and 93.2 (middle). | | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
| Objective 1: By 2020, East Bernstadt School will increase the percent of students scoring proficient/distinguished by at least 10 percentage pts. for elementary and and 5 percentage pts. for middle in the areas of science. | KCWP 1: Design and Deploy Standards | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. | Lesson Plans, curriculum pacing guides | formative and summative assessments, IXL, K-Prep scores (when appropriate) | Gear-up (IXL) | |
| | | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. | Lesson Plans, certificates of completion from PD's | formative and summative assessments, K-Prep scores | PD included with new textbooks | |
| | Design, Align and Deliver Support | Create and monitor a "Watch List" for students performing below proficiency. | student grades, IXL, progress reports | formative and summative assessments, IXL | Gear-up (IXL) | |
| | | Assure consideration and addressment of non-academic barriers to learning. | PBIS data (decreased parent meetings, fewer write-ups) | PBIS, behavior RTI, behavior marks | No funding needed | |
| | KCWP 6: Establishing Learning Culture and Environment | Ensure the effective implementation and monitoring of character education practices. | Decrease in discipline referrals | Infinite Campus Data | FRYSC/District Funds | |
| | | Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments and within classroom daily operations. | Lesson Plans, formative and summative assessments | formative and summative assessments, IXL, K-Prep scores (when appropriate) | No funding needed | |
| | Objective 2: By 2020, East Bernstadt School will increase the percent of students scoring | KCWP 1: Design and Deploy Standards | Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the | Lesson Plans, curriculum pacing guides | writing portfolios, K-Prep scores | No funding needed |

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| proficient/distinguished by at least 5 percentage pts. for elementary and 5 percentage pts. for middle in the areas of writing. | | standard, development and gradual release phases, and arrival at standards mastery. | | | |
| | Design, Align and Deliver Support | Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. | Writing RTI, writing portfolios | Utilize CBM's to monitor progress, writing portfolios, K-Prep scores | No funding needed |
| | KCWP 6: Establishing Learning Culture and Environment | Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. | Lesson Plans reflecting the Writing Process, rubrics for feedback utilized | writing portfolios, K-Prep scores | No funding needed |

3: Achievement Gap

| Goal 3 By 2024, East Bernstadt School will show a decrease in the achievement gap rate in the students with disabilities subgroup from 30.1 to 20.1 for elementary and 39.8 to 29.8 for middle school. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By 2020, East Bernstadt will decrease the gap by 2 pts. from 30.1 to 28.1 for elementary and from 39.8 to 37.8 for middle school. | Design, Align and Deliver Support | Refocus and implement (PBIS) school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback. | School wide training on PBIS strategies, school wide implementation, lesson plans, IEP goals, progress monitoring, accommodations/modifications | PBIS, behavior RTI, behavior marks, behavior checklist, BIP, "Caught being good", office referrals | No funding needed |
| | | Refocus on a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. | data driven RTI process, progress monitoring, special education referrals, standards mastery checklist | PBIS, behavior RTI, behavior marks, RTI meetings, ARC meetings, parent/teacher conferences | No funding needed |
| | KCWP 6: Establishing Learning Culture and Environment | Adopt a district/school-wide system or initiative to build character development. | trauma informed care, create school wide plan, teach character education, lesson plans, PLC's, attendance | checklist, committee development | FRYSC /District Funds |
| | | Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom. | PBIS, ABRI behavior strategies, attendance | checklist, PBIS | No funding needed |
| KCWP 1: Design and Deploy Standard | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular | RTI, progress monitoring, IEP goals, lesson plans, professional | walk throughs, lesson plans, student growth | No funding needed | |

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| | | adjustments when students fail to meet mastery. | development, instructional strategies | | |
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4: Growth

| Goal 4: By 2024, East Bernstadt School will have a growth rate of 10 points for both elementary and middle school. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By 2020, East Bernstadt Elementary will increase the growth rate from 58.0 to 60.0 and middle school from 51.2 to 53.2. | KCWP 5: Design, Align and Deliver Support | Create and monitor a “Watch (Cusp) List” for students performing below proficiency. | RTI, mentoring program | Formative and Summative Assessments MAP and K-PREP score | No funding needed |
| | | Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math- numeracy). | Lesson plans, standards checklists, fluency notebooks | Formative and Summative Assessments MAP and K-PREP score | No funding needed |
| | KCWP 1: Design and Deploy Standard | Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. | Lesson plans, standard mastery, student logs for assessments | Formative and Summative Assessments MAP and K-PREP score | No funding needed |

5: Other (Optional)

| Goal 5 (State your separate goal.): | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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