

Robertson County School 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.): By May 2020, Robertson County Schools will increase the percentage of students scoring at or above proficiency by at least 5% in all content areas on the 2019-20 KPREP assessment and ACT state benchmarks.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2019- Elementary Reading from 62% to 67% P/D Elementary Math from 67% to 72% MS Reading from 64% to 69% MS Math from 37% to 42%</p> <p>Objective 2: By May 2019 – HS Reading (ACT) from 27% to 32%. HS Math (ACT) from 42% to 47%.</p>	<p>Strategy – KCWP2: Design and Deliver Instruction All teachers will maintain a focus on the District's Common Language through collaborative professional teaching and learning opportunities</p>	<p>Activity: Classroom Observations Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.</p>	Observation notes, PGES, walkthrough and formal observation data, teacher conference data		None needed
		<p>Activity: Curriculum mapping/alignment 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.</p>	Standards mastery checks from iReady, K-Prep data and pacing guides		None needed
		<p>Activity – PLC meetings Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.</p>	PLC meeting documentation, lesson plans		None needed

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
 By May 2020, Robertson County Schools will increase the percentage of students scoring at or above proficiency by at least 5% in all separate academic indicator content areas on the 2019-2020 KPREP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020 – 4 th Science from 39% to 44% 5 th OD from 57% to 62% 5 th SS from 59% to 64% 7 th Science from 18% to 23% 8 th OD from 45% to 50% 8 th SS from 57% to 62% HS OD from 55% to 60%	Strategy – KCWP2: Design and Deliver Instruction All teachers will maintain a focus on the District’s Common Language through collaborative professional teaching and learning opportunities	Activity – Professional Development 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.	Observation notes, PGES, , teacher conference data		New Science Curriculum, scheduling changes in elementary (specials teacher to focus to science/social studies and writing). Fishbowl PD with NKU – Standards work with new grant implementation
		Activity – Adjusting Curriculum Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Standards mastery checks from iReady, K-Prep data and pacing guides		
		Activity – Analyzing Assessment data Use formative and summative evidence to inform what comes next for individual students and groups of students.	PLC meeting documentation, lesson plans, classroom walk-throughs		

3: Growth

Goal 3 (State your separate academic indicator goal.): By May 2020, Robertson Co. School will achieve a higher cut score threshold as set by KDE from 2018-2019 KPrep Data.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Elementary Growth will increase from 66.5 (high) a 69 (very high) Middle School Growth will increase from 40.6 (very low) to 51 (medium).	Strategy – KCPW4: Review, Analyze, Apply Data Results All schools will be engaged in data based decision making. Strategy – KCWP1: Design and Deliver Instruction RCS Admin will support teachers with the implementation of high impact strategies.	Activity – Goal Setting and Predictions All teachers will analyze assessment data on a regular basis to initiate goal-setting structures with all students and identify students who are at risk of scoring novice.	K-Prep scores on the 19-20 assessment in elementary/middle school reading and math		None needed
		Activity – PLC’s All teachers will actively participate in PLC’s – effectively analyze student work samples and use data to			None needed
		Activity – high yield instructional strategies The DLT will support schools in implementing high yield instructional strategies with fidelity to ensure 100% student engagement.			None needed

4: Achievement Gap

Goal 4 (State your growth goal.): By May 2020, Robertson County Schools will increase the percentage of demographically identified students (free/reduced lunch) scoring at or above proficiency on the 2019-20 KPREP assessment by 5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2020 – <i>Elementary</i> will increase reading for F/R lunch population proficiency from 54% to 59% <i>Elementary</i> will increase math for F/R lunch population proficiency from 47.6% to 52.6%</p> <p><i>Middle school</i> will increase F/R reading proficiency from 61.4% to 66.4% <i>Middle school</i> will increase F/R math proficiency from 35.7% to 40.7% <i>Middle school</i> will increase F/R science proficiency from 22.2% to 27.2%</p> <p><i>High School</i> will increase F/R lunch population reading proficiency from 15.8% to 20.8% <i>High School</i> will increase F/R lunch population math proficiency from 33.3% to 38.3%</p>	<p>Strategy – KCWP5: Design, Align, and Deliver Support Processes All teachers will be equipped to provide appropriate interventions and support services to students.</p>	<p>Activity – RTI Develop 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</p>	iReady growth monitoring monthly, classroom formative and summative assessments, Americorp reports		None – Americorp worker to be funded through MSU grant
		<p>Activity – Response to Intervention The DLT will support schools in implementing the District RtI Process with fidelity.</p>	DLT agendas and meeting minutes to verify monitoring student data		None needed

5: Transition Readiness

Goal 5 (State your transition readiness goal.):
 By May 2019, Robertson County High School Transition Readiness Indicator will increase by 5 points according to KDE Threshold indicator cut scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, High school students will demonstrate an increase in Transition Readiness from 83 (high) to 88 (very high).	Strategy - KCWP4: Review, Analyze, Apply Data Results All students will receive appropriate support to ensure transition readiness.	Activity - Intervention Identification RCS Admin will support teachers and counselors in identifying students for intervention services to ensure transition readiness.			None needed
	Strategy - KCWP 2: Design and Deliver Instruction RCS Staff will collaborate to ensure all students receive targeted instruction based on individual needs.	Activity - Intentional Scheduling and student conferences to ensure college courses and CTE pathways are scheduled effectively.	College course dual-credit grades, ACT scores and score on Industry Certifications.		None needed
		Activity - Tutoring The DLT, Americorp and RCS teachers will provide targeted and intensive support to students identified as at risk.	Americorp reports, RTI schedules and iReady progress data.		None needed

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By May, 2020 the Robertson County School System will increase the 5 Year Cohort and the 4 Year Cohort rate to a High or Very High Threshold Cut score according to KDE.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, Robertson County Graduation Rate will increase to 96% or higher for both 4 Year Cohort Rate and the 100% 5 Year Cohort Rate.	Strategy - KCWP6: Establishing a Learning Culture and Environment All student will be identified and provided interventions such as course scheduling reflective of ILP career paths, counseling services, and planning meeting with district personnel.	Activity - Truancy Diversion RCS Admin will collaborate with external agencies to support student graduation rates.	Overall Graduation rate and student success after afterschool – transition status		None needed – resources provided by Ky Court Systems
		Activity - Career Awareness Counselors will coordinate services to ensure students are provided with opportunities to experience career presentations, CTE opportunities, and ILP planning.	Overall Graduation rate and student success after afterschool – transition status.		None needed
		Activity - Student conferencing Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning as well as intentional scheduling that ensures student success.	Overall Graduation rate and student success after afterschool – transition status.		None needed