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, Baldridge, 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
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal (*both SSS and FHS*)

<table>
<tr><td colspan="6"><strong style="color:red">Goal 1:
Frankfort Independent Schools will increase by 10% of the number of ALL students scoring at least at the proficient level in COMBINED READING/MATHEMATICS to 78.2 (68.2 in 2019) for Second Street Elementary School (SSES), 86.1 (76.1 in 2019) for Second Street Middle School (SSMS), and 80.3 (70.3 in 2019) for Frankfort High School (FHS) by September 15, 2024 as measured by Kentucky's State Assessment System.</td></tr>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
<tr>
<td rowspan="7">Objective 1:
A 2% increase of 3rd-12th graders (to 70.2 for SSES, 78.1 for SSMS, 72.3 for FHS) will demonstrate at least at a proficient level in COMBINED READING/MATHEMATICS by Sept. 15, 2020 as measured by the Kentucky State Assessment System.</td>
<td rowspan="2">KCWP 1: Design and Deploy Standards</td>
<td>Analysis of KPREP data (SSS)</td>
<td>Comparison of KPREP data</td>
<td>Quarterly</td>
<td>$0</td>
</tr>
<tr>
<td>Progress monitor using MAP data 3x per year in reading and math K-8 through PLC's (SSS)</td>
<td>MAP data analysis</td>
<td>Quarterly</td>
<td>$0</td>
</tr>
<tr>
<td rowspan="2">KCWP 5: Review, Analyze, and Apply Data</td>
<td>Progress monitor using Mastery Connect through PLC's (SSS)</td>
<td>Formative assessments and proficiency of standards</td>
<td>Quarterly</td>
<td>$0</td>
</tr>
<tr>
<td>Student goal setting through weekly PLC's (SSS)</td>
<td>Weekly checks for academic goals</td>
<td>Quarterly</td>
<td>$0</td>
</tr>
<tr>
<td rowspan="2">KCWP 3: Design and Deliver Assessment Literacy</td>
<td>Develop a student tracking system that travels with the student from level to level containing pertinent academic achievement and student goals and progress towards mastery. (FHS)</td>
<td>The development and enactment of the student tracking system.</td>
<td>Use of MAP, ACT, CERT data to track all 9-11 students</td>
<td>TBD</td>
</tr>
<tr>
<td>Ensure that grades effectively and accurately communicate student achievement to all appropriate stakeholders. (FHS)</td>
<td>Appropriate stakeholders (parents, students, counselors, teachers, social worker, etc.) are informed of student achievement through various meetings and other channels.</td>
<td>Quarterly</td>
<td>TBD</td>
</tr>
<tr>
<td>KCWP 4 Review, Analyze, and Apply Data</td>
<td>Implement data teaming methodologies including collection and charting of data, analysis of strengths and obstacles to student learning (SWOT analysis), creation of SMART goals and quality assurance monitoring. (FHS)</td>
<td></td>
<td>Quarterly</td>
<td>TBD</td>
</tr>
</table>

Goal 1:

Frankfort Independent Schools will increase by 10% of the number of *ALL* students scoring at least at the proficient level in **COMBINED READING/MATHEMATICS** to **78.2** (68.2 in 2019) for **S**econd **S**treet **E**lementary **S**chool (SSES), **86.1** (76.1 in 2019) for **S**econd **S**treet **M**iddle **S**chool (SSMS), and **80.3** (70.3 in 2019) for Frankfort High School (FHS) by September 15, 2024 as measured by Kentucky's State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Assure that attendance issues are rectified as to not pose an interference with the educational process of the student (FHS)		Quarterly	TBD
	KCWP 5: Design, Align, and Deliver Support	Implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. (FHS)		GLT bi-weekly meetings	TBD

2: Separate Academic Indicator (*both SSS and FHS*)

Goal 2:
Frankfort Independent Schools will increase by 10% the separate academic indicator (science/social studies/writing for elementary/middle and science and writing for high school) rating for Second Street Elementary School (SSES) to 78.9 (68.9 in 2019); Second Street Middle School (SSMS) to 78.3 (68.3 in 2019), and 79.1 (69.1 in 2019) for Frankfort High School (FHS) by September 15, 2024 as measured by Kentucky's State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: A 2% increase of **SSES** (to **70.9**) *and* **SSMS** (to **70.3**) students will demonstrate at least at a proficient level in **SCIENCE, SOCIAL STUDIES, and WRITING** by Sept. 15, 2020 as measured by the Kentucky State Assessment System.	KCWP 1: Design and Deploy Standards	Analysis of KPREP data (SSS)	Comparison of KPREP data	Quarterly	$0
		Progress monitor using MAP data 3x per year in reading and math K-8 through PLC's (SSS)	MAP data analysis	Quarterly	$0
	KCWP 5: Review, Analyze, and Apply Data	Progress monitor using Mastery Connect through PLC's (SSS)	Formative assessments and proficiency of standards	Quarterly	$0
		Student goal setting through weekly PLC's (SSS)	Weekly checks for academic goals	Quarterly	$0
		Progress monitor ODW proficiency levels (SSS)	Proficiency levels	Quarterly	$0
		Create opportunities for authentic learning experiences in the areas of (SSS)	Proficiency levels	JA Biztown, Science teacher trainings	$2400
Objective 2: A 2% increase of **FHS** students (to **71.1**) will demonstrate at least at a proficient level in **WRITING and SCIENCE** by Sept. 15, 2020 as measured by the Kentucky State Assessment System.	KCWP 3: Design and Deliver Assessment Literacy	Create formative and summative assessments that are aligned with the standards.	Assessments created to align with standards.	Use of Cognitive Skill data from writing pieces aligned with KDE writing standards	TBD
		Ensure that all assessments evolve from high quality content standards	Assessments created to align with standards.	Use of Cognitive Skill data from writing pieces aligned with KDE writing standards	TBD

3: Growth Goal (*SSS only*)

Goal 3:

Frankfort Independent Schools will decrease by 10% the number of students scoring below proficiency (combined reading/math scores) thus demonstrating academic growth from 50.0% in 2019 to **40.0%%** for **SSES** and from 43.9% in 2019 to **33.9%** for **SSMS** by Sept. 15, 2024 as measured by the Kentucky State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frankfort Independent Schools (SSES) will decrease by 2% the number of 5th grade students scoring below proficiency (combined reading/math scores) thus demonstrating a reduction from 50.0% in 2019 to **48.0%** by Sept. 15, 2020 as measured by the Kentucky State Assessment System.	KCWP 1: Design and Deploy Standards KCWP 5: Review, Analyze, and Apply Data	Analysis of KPREP data	Comparison of KPREP data	Annually	$0
		Progress monitor using MAP data 3x year in reading and math K-8 through PLC's	MAP data analysis	Quarterly	$0
		Progress monitor using Mastery Connect through PLC's	Formative assessments and proficiency of standards	Quarterly	$0
		Student goal setting through weekly PLC's	Weekly checks for academic goals	Weekly	$0
Objective 2: Frankfort Independent Schools (SSMS) will decrease by 2% the number of 8th grade students scoring below proficiency (combined reading/math scores) thus demonstrating a reduction from 43.9% in 2019 to **41.9%** by Sept. 15, 2020 as measured by the Kentucky State Assessment System.	Same as above				

Goal 4:

Frankfort Independent Schools will increase the level of achievement (proficient/distinguished) by 10% in **READING/MATH** scores for our <u>lowest performing subgroups</u> to **44.5/43.6** (34.5/33.6 in 2019) for *Free/Reduced Lunch* students at **S**econd **S**treet **E**lementary **S**chool (SSES), **61.7/49.0** (51.7/39.0 in '19) for *Free/Reduced Lunch* students at **S**econd **S**treet **M**iddle **S**chool (SSMS) by September 15, 2024 as measured by Kentucky's State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: A 2% increase of 3rd-12th graders will demonstrate at least at a proficient level in **READING** (SSE to 36.5; SSMS to 63.7; FHS to 72.6/males and 54.0/females) by Sept. 15, 2020 as measured by the Kentucky State Assessment System.	The development of the Urban Core Early Childhood Council	A district developed council is currently collecting and assessing the current state of school readiness within district boundaries to streamline access of resources to families, community providers and other stakeholders.(SSS)	Kindergarten Brigance	Twice Yearly Goal Setting	$0
	Profile for Kindergarten Entry	This comprehensive district school readiness tool has been developed to assess additional indicators that are desired for students to have as they enter Kindergarten. These indicators align with our district's Profile of a Graduate indicators (SSS)	Kindergarten Brigance and Profile for Kindergarten Entry	Quarterly Data Meetings	$0
	FISD-Early Childhood Training and Resource Center

Involvement in Regional and State Early Childhood Professional Councils | This training center provides the only regional opportunity to training in both state compliance and responsive preparation for professional learning opportunities (SSS) | Logs of hours and checkout systems | Weekly Updates with Director of Student Services and Preschool Consultant | TBD-Grant Funds |
| | | Early Childhood staff/consultants/ and administration are actively involved in Franklin County Community Early Childhood Council, GOEC Early Childhood Advisory Council, Members of | Attendance at Meetings | Weekly Updates with Director of Student Services and Preschool Consultant

Weekly PLCs | $0 |

Goal 4:

Frankfort Independent Schools will increase the level of achievement (proficient/distinguished) by 10% in **READING/MATH** scores for our <u>lowest performing subgroups</u> to **44.5/43.6** (34.5/33.6 in 2019) for *Free/Reduced Lunch* students at **S**econd **S**treet **E**lementary **S**chool (SSES), **61.7/49.0** (51.7/39.0 in '19) for *Free/Reduced Lunch* students at **S**econd **S**treet **M**iddle **S**chool (SSMS) by September 15, 2024 as measured by Kentucky's State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the Early Child Council, etc. (SSS)			
	KCWP 1: Design and Deploy Standards KCWP 5: Review, Analyze, and Apply Data	Analysis of KPREP data (SSS)	Determine the progress from previous years KPREP data as well as areas needing reinforcement	Quarterly	$0
	KCWP 3: Design and Deliver Assessment Literacy	Create formative and summative assessments that are aligned with the standards. (FHS)	Assessments created to align with standards.	Use of MAP, ACT, CERT data to track all 9-11 students	TBD
	KCWP 3: Design and Deliver Assessment Literacy	Ensure that all assessments evolve from high quality content standards (FHS)		Use of Cognitive Skill data from writing pieces aligned with KDE writing standards	TBD
Objective 2: A 2% increase of 3rd-12th graders will demonstrate at least at a proficient level in **MATH** (SSE to: 35.6; SSMS to 41.0; FHS to 32.0 FRL/47.5 NFRL) by Sept. 15, 2020 as measured by the Kentucky State Assessment System. *FRL = Free/Reduced Lunch *NFRL = Non Free/Reduced Lunch	KCWP 5: Review, Analyze, and Apply Data	Progress monitor using MAP data 3x year in reading and math K-8 through PLC's (SSS)	Comparison of KPREP data	Quarterly	$0
		Progress monitor using Mastery Connect through PLC's (SSS)	MAP data analysis	Quarterly	$0
	KCWP 5: Review, Analyze, and Apply Data	Student goal setting through weekly PLC's (SSS)	Formative assessments and proficiency of standards	Quarterly	$0
			Weekly checks for academic goals	Quarterly	$0
	KCWP 5: Review, Analyze, and Apply Data	Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems. (FHS)		Weekly communication through mentors, subject area specialists and newsletter	TBD

Goal 4:

Frankfort Independent Schools will increase the level of achievement (proficient/distinguished) by 10% in **READING/MATH** scores for our <u>lowest performing subgroups</u> to **44.5/43.6** (34.5/33.6 in 2019) for *Free/Reduced Lunch* students at **S**econd **S**treet **E**lementary **S**chool (SSES), **61.7/49.0** (51.7/39.0 in '19) for *Free/Reduced Lunch* students at **S**econd **S**treet **M**iddle **S**chool (SSMS) by September 15, 2024 as measured by Kentucky's State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Assure consideration and the addressing of non-academic barriers to student progress. (FHS)		Quarterly	TBD

5: Transition Readiness (*FHS only*)

Goal 5:

Frankfort Independent Schools will increase its percentage by 10% of "transition-ready" students from 89.5% in 2019 to 99.5% in 2024 as measured by the Sept. 15, 2024 Kentucky State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frankfort Independent Schools will increase its percentage of 12th grade "transition-ready" students from 89.5% in 2019 to 91.5% in 2020 as measured by the Sept. 15m 2020 Kentucky State Assessment System.	KCWP 2: Design and Deliver Instruction	Opportunities for Dual Credit courses to be delivered by adjunct faculty on site	Students passing courses with a B or better	Weekly support team meetings, Dual Credit Liaison monitoring, Support staff in classes	TBD

6: Graduation Rate (*FHS only*)

Goal 6:
Frankfort Independent Schools will increase its **GRADUATION RATE** to **100.0%** (97.9 in 2019) by Sept. 15, 2024 as measured by the Kentucky State Assessment System.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Frankfort Independent Schools will improve their **GRADUATION RATE** by 1% to **98.9** by Sept. 15, 2020 as measured by the Kentucky State Assessment System.	KCWP 6: Establishing Learning Culture and Environment	A system will be created to hold students accountable, on an individual basis, to high expectations with at least an 80% mastery of content.	System created	Weekly support team meetings to monitor progress toward graduation and identify students in need of early intervention	TBD
	KCWP 5: Review, Analyze, and Apply Data	Develop district processes to communicate with stakeholders to reduce barriers to learning.	Process developed	Quarterly	TBD
		A system-wide process will be developed to focus on individual learning plans (FHS RISE groups).	Process developed	Rise mentors meeting weekly with students and communicating with content area teachers, support team and parents	TBD
		Utilize the "Persistence to Graduation" tool to identify at-risk students.	Tool will identify at-risk students.	Quaraterly	TBD