

## 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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

### Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

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**Alignment to Needs:**

Results of the Phase Two needs assessment process should inform the development of the comprehensive district improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Districts**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Districts that will be thoroughly addressed in the strategies and activities outlined in this template.

**Maximize proficiency in each content area (R, M, Sc, SS, CW):**  
**-Increase number of proficient/distinguished**  
**-Decrease number of novice and apprentice**  
-Strengthen SSE achievement across all content areas  
-Strengthen ACHS achievement results in Reading & Math  
  
Improve QSCS Survey outcomes at SSE  
  
Focus on improving high school post-secondary readiness

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the District Key Elements Template that the district will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction  
  
KCWP 4: Review, Analyze and Apply Data  
  
KCWP 5: Design, Align and Deliver Support

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	Elem=69.2 Mid=63.3 High=64.4	Elem=-0.2 Mid=5.4 High=-3.5
State Assessment Results in science, social studies and writing	Elem=70.6 Mid=59.5 High=56.8	Elem=1.4 Mid=15.1 High=2.6
English Learner Progress	Elem=N/A Mid=N/A High=N/A	Elem=N/A Mid=N/A High=N/A
Quality of School Climate and Safety	Elem=80.6 Mid=64.3 High=62.4	Elem=3.1 Mid=1.3 High=3.1
Postsecondary Readiness (high schools and districts only)	High=89.2	High=9.3
Graduation Rate (high schools and districts only)	High=94.3	High=0.9

<b>Goal:</b> Districts should determine long-term goals that are three- to five-year targets for each required district level indicator. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Districts should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Districts. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).	Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.

1: State Assessment Results in Reading and Mathematics

<p>Goal 1 (State your reading and math goal.):</p> <p>By spring 2027, Anderson County Schools will increase the percentage of students scoring proficient/distinguished in <b>reading</b> to 70% (elementary), 70% (middle), &amp; 70% (high) as measured by state summative assessments.</p> <p>By spring 2027, Anderson County Schools will increase the percentage of students scoring proficient/distinguished in <b>math</b> to 70% (elementary), 70% (middle), &amp; 70% (high) as measured by state summative assessments.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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<p>By spring 2025, Anderson County Schools will reduce the percentage of students scoring novice in <b>reading</b> to 15% or less across all levels as measured by state summative assessments.</p> <p>and</p> <p>By spring 2025, Anderson County Schools will reduce the percentage of students scoring novice in <b>math</b> to 15% or less across all levels as measured by state summative assessments.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>1) Coupling Kagan Cooperative Learning Structures and High-Yield Instructional Strategies to engage students in rigorous and relevant learning opportunities. Teachers, instructional coaches and principals will partner to ensure quality lessons are designed congruent to standards, and delivered in ways (LTF, etc.) to elicit high levels of student learning. That is, content is aligned to Kentucky Academic Standards (KAS), supports the acquisition of learning targets/objectives, is conducive to valid and reliable forms of assessment, and is paced with accuracy. Providing targeted interventions to students that are research and/or evidence-based. Promoting high levels of engagement by personalizing learning pathways and making content relevant for students.</p> <p>2) Refining implementation of progressive data teams (enhance professional collaboration &amp; sharing of best practices). Related training and resources will be provided to instructional coaches and administrators to help build capacity with respect to implementing progressive data teams and improving collaborative efforts among teachers related to instructional design, use of student performance data, and provision of mutual support.</p>	<p>Student performance on CFAs and summative assessments, teacher &amp; administrative feedback/input</p> <p>Review of student work samples and student performance outcomes</p> <p>Based on evidence of administrative and coaching efforts impacting and improving student learning.</p>	<p>Weekly progress monitoring</p> <p>Weekly and bi-weekly data team meetings; monthly G2P meetings, monthly Administrative PLC meetings</p> <p>G2P meetings, monthly Administrative PLC meetings</p>	<p>Title I &amp; Title II, RTA, MAF, ESSER, etc. (as applicable and allowable)</p>
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		3) Maximizing executive coaching and embedded PD/training experiences for staff. Teachers, instructional coaches, principals, and district leaders will use a common monitoring tool (created via G-Suite) to ensure best practices are implemented across classrooms and school levels. Goal is for a common document/template to be used consistently and collaboratively among staff with opportunities for constructive feedback to be provided frequently.			
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2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By spring 2027, Anderson County Schools will increase the percentage of students scoring proficient/distinguished in <b>science</b> to 70% (elementary), 70% (middle), &amp; 70% (high) as measured by state summative assessments.</p> <p>By spring 2027, Anderson County Schools will increase the percentage of students scoring proficient/distinguished in <b>social studies</b> to 70% (elementary), 70% (middle), &amp; 70% (high) as measured by state summative assessments.</p> <p>By spring 2027, Anderson County Schools will increase the percentage of students scoring proficient/distinguished in <b>writing</b> to 70% (elementary), 70% (middle), &amp; 70% (high) as measured by state summative assessments.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By spring 2025, Anderson County Schools will reduce the percentage of students scoring novice in <b>science</b> to 15% or less across all levels as measured by state summative assessments.</p> <p>and</p> <p>By spring 2025, Anderson County Schools will reduce the percentage of students scoring novice in <b>social studies</b> to 15% or less across all levels as measured by state summative assessments.</p> <p>and</p> <p>By spring 2025, Anderson County Schools will reduce the percentage of students scoring novice in <b>writing</b> to 15% or less across all</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>1) Coupling Kagan Cooperative Learning Structures and High-Yield Instructional Strategies to engage students in rigorous and relevant learning opportunities. Teachers, instructional coaches and principals will partner to ensure quality lessons are designed congruent to standards, and delivered in ways (LTF, etc.) to elicit high levels of student learning. That is, content is aligned to Kentucky Academic Standards (KAS), supports the acquisition of learning targets/objectives, is conducive to valid and reliable forms of assessment, and is paced with accuracy. Providing targeted interventions to students that are research and/or evidence-based. Promoting high levels of</p>	<p>Student performance on CFAs and summative assessments, teacher &amp; administrative feedback/input</p> <p>Review of student work samples and student performance outcomes</p> <p>Based on evidence of administrative and coaching efforts impacting and improving student learning.</p>	<p>Weekly progress monitoring</p> <p>Weekly and bi-weekly data team meetings; monthly G2P meetings, monthly Administrative PLC meetings</p> <p>G2P meetings, monthly Administrative PLC meetings</p>	<p>General, Title I, Title II, Title IV, RTA, MAF, ESSER, etc. (as applicable and allowable)</p>



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levels as measured by state summative assessments.		<p>engagement by personalizing learning pathways and making content relevant for students.</p> <p>2) Refining implementation of progressive data teams (enhance professional collaboration &amp; sharing of best practices). Related training and resources will be provided to instructional coaches and administrators to help build capacity with respect to implementing progressive data teams and improving collaborative efforts among teachers related to instructional design, use of student performance data, and provision of mutual support.</p> <p>3) Maximizing executive coaching and embedded PD/training experiences for staff. Teachers, instructional coaches, principals, and district leaders will use a common monitoring tool (created via G-Suite) to ensure best practices are implemented across classrooms and school levels.</p> <p>Goal is for a common document/template to be used consistently and collaboratively among staff with opportunities for constructive feedback to provided frequently.</p>			
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3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By spring 2025, Anderson County Schools will reduce the percentage of students in the special education gap group scoring novice in <b>reading</b> to 20% or less across all levels as measured by state summative assessments.</p> <p>and</p> <p>By spring 2025, Anderson County Schools will reduce the percentage of students in the special education gap group scoring novice in <b>math</b> to 20% or less across all levels as measured by state summative assessments.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>1) Coupling Kagan Cooperative Learning Structures and High-Yield Instructional Strategies to engage students in rigorous and relevant learning opportunities. Teachers, instructional coaches and principals will partner to ensure quality lessons are designed congruent to standards, and delivered in ways (LTF, etc.) to elicit high levels of student learning. That is, content is aligned to Kentucky Academic Standards (KAS), supports the acquisition of learning targets/objectives, is conducive to valid and reliable forms of assessment, and is paced with accuracy. Providing targeted interventions to students that are research and/or evidence-based. Promoting high levels of engagement by personalizing learning pathways and making content relevant for students.</p> <p>2) Refining implementation of progressive data teams (enhance professional collaboration &amp; sharing of best practices). Related training and resources will be provided to instructional coaches and administrators to help build capacity with respect to</p>	<p>Student performance on CFAs and summative assessments, teacher &amp; administrative feedback/input</p> <p>Review of student work samples and student performance outcomes</p> <p>Based on evidence of administrative and coaching efforts impacting and improving student learning.</p>	<p>Weekly progress monitoring</p> <p>Weekly and bi-weekly data team meetings; monthly G2P meetings, monthly Administrative PLC meetings</p> <p>G2P meetings, monthly Administrative PLC meetings</p>	<p>General, Title I, Title II, Title IV, RTA, MAF, ESSER, etc. (as applicable and allowable)</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>implementing progressive data teams and improving collaborative efforts among teachers related to instructional design, use of student performance data, and provision of mutual support.</p> <p>3) Maximizing executive coaching and embedded PD/training experiences for staff. Teachers, instructional coaches, principals, and district leaders will use a common monitoring tool (created via G-Suite) to ensure best practices are implemented across classrooms and school levels.</p> <p>Goal is for a common document/template to be used consistently and collaboratively among staff with opportunities for constructive feedback to provided frequently.</p>			

Goal 4 (State your English learner goal.): By spring 2027, Anderson County Schools will increase the percentage of students identified as English Learners reaching English Language proficiency to 70% (elementary), 70% (middle), & 70% (high) as measured by state summative assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring 2025, Anderson County Schools will reduce the percentage of students not reaching English Language proficiency to 40% or less across all levels as measured by state summative assessments.	KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support	1) Coupling Kagan Cooperative Learning Structures and High-Yield Instructional Strategies to engage students in rigorous and relevant learning opportunities. Teachers, instructional coaches and principals will partner to ensure quality lessons are designed congruent to standards, and delivered in ways (LTF, etc.) to elicit high levels of student learning. That is, content is aligned to Kentucky Academic Standards (KAS), supports the acquisition of learning targets/objectives, is conducive to valid and reliable forms of assessment, and is paced with accuracy. Providing targeted interventions to students that are research and/or evidence-based. Promoting high levels of engagement by personalizing learning pathways and making content relevant for students.  2) Refining implementation of progressive data teams (enhance professional collaboration & sharing of best practices). Related training and resources will be provided to instructional coaches and	Student performance on CFAs and summative assessments, teacher & administrative feedback/input  Review of student work samples and student performance outcomes  Based on evidence of administrative and coaching efforts impacting and improving student learning.	Weekly progress monitoring  Weekly and bi-weekly data team meetings; regular EL Team meetings, monthly G2P & Administrative PLC meetings	General, Title I, Title II, Title IV, RTA, MAF, ESSER, etc. (as applicable and allowable)

		<p>administrators to help build capacity with respect to implementing progressive data teams and improving collaborative efforts among teachers related to instructional design, use of student performance data, and provision of mutual support.</p> <p>3) Maximizing executive coaching and embedded PD/training experiences for staff. Teachers, instructional coaches, principals, and district leaders will use a common monitoring tool (created via G-Suite) to ensure best practices are implemented across classrooms and school levels. Goal is for a common document/template to be used consistently and collaboratively among staff with opportunities for constructive feedback to provided frequently.</p> <p>4) Provide high quality EL supports and services as detailed in individual student PSPs</p>			
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5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By spring 2027, each Anderson County school will reach at least “High” indicator status on the Quality of School Climate and Safety indicator as measured by state summative assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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By spring 2025, three Anderson County schools will improve their QSCS status by at least one performance level/indicator rating.	KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support Processes  KCWP 6: Establishing Learning Culture and Environment	Analyze QSCS survey data to determine priority areas of improvement  Implement strategies to effectively improve school climate and safety in the identified priority areas  Institute interim assessments/surveys and clarify any misconceptions or ambiguous language within QSCS survey questions	Performance on QSCS survey state summative assessments	Use interim school-based school climate and safety assessments/surveys, monitor student responses, and take actions to improve school conditions based on survey data  Monthly G2P meetings, monthly Administrative PLC meetings	General, Title I, Title II, Title IV, RTA, MAF, ESSER, etc. (as applicable and allowable)
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6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): ACS will increase the percent of Postsecondary Ready students to 100% by spring 2027, as measured/demonstrated through the state education agency’s postsecondary readiness criteria.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding



Updated June 2023

By spring 2025, ACS will increase the percent of Postsecondary Ready students by 5% or more annually as determined by the number of students successfully earning a high school diploma or being classified as a grade 12 non-graduate –and- meeting one type of readiness--Academic or Career. (Once the Postsecondary Readiness goal of 100% of students is met, the yearly objective will be to maintain that goal)	KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	1) Coupling Kagan Cooperative Learning Structures and High-Yield Instructional Strategies to engage students in rigorous and relevant learning opportunities. Teachers, instructional coaches and principals will partner to ensure quality lessons are designed congruent to standards, and delivered in ways (LTF, etc.) to elicit high levels of student learning. That is, content is aligned to Kentucky Academic Standards (KAS), supports the acquisition of learning targets/objectives, is conducive to valid and reliable forms of assessment, and is paced with accuracy. Providing targeted interventions to students that are research and/or evidence-based. Promoting high levels of engagement by personalizing learning pathways and making content relevant for students. 2) Refining implementation of progressive data teams (enhance professional collaboration & sharing of best practices). Related training and resources will be provided to instructional coaches and administrators to help build capacity with respect to implementing progressive data teams and improving collaborative efforts among teachers related to instructional design, use of student performance data, and provision of mutual support.	Student performance on CFAs and summative assessments, teacher & administrative feedback/input  Review of student work samples and student performance outcomes  Based on evidence of administrative and coaching efforts impacting and improving student learning.  Number of students meeting/exceeding KY minimum high school graduation requirements and meeting one type of readiness.	Weekly progress monitoring  Weekly and bi-weekly data team meetings; monthly G2P meetings, monthly Administrative PLC meetings  G2P meetings, monthly Administrative PLC meetings  Ongoing monitoring necessary to track student progress toward attaining graduation requirements and meeting at least one type of readiness.	General, Title I, Title II, Title IV, RTA, MAF, ESSER, etc. (as applicable and allowable)
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		<p>3) Maximizing executive coaching and embedded PD/training experiences for staff. Teachers, instructional coaches, principals, and district leaders will use a common monitoring tool (created via G-Suite) to ensure best practices are implemented across classrooms and school levels. Goal is for a common document/template to be used consistently and collaboratively among staff with opportunities for constructive feedback to provided frequently.</p> <p>4) Provide additional supports and personalized learning experiences to students in need of alternate pathways to meet graduation requirements.</p>			
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Goal 7 (State your graduation rate goal.): Increase the ACS Graduation Rate to 100% by spring 2027, as measured by the 4-Year Adjusted Cohort Graduation Rate.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the ACS Graduation Rate by increments of 2.5% or more annually, as measured by the 4-Year Adjusted Cohort Graduation Rate. (Once the Graduation Rate Goal of 100% is met, the yearly objective will be to maintain that goal)	KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data  KCWP 5: Design, Align and Deliver Support  KCWP 6: Establishing Learning Culture and Environment	1) Coupling Kagan Cooperative Learning Structures and High-Yield Instructional Strategies to engage students in rigorous and relevant learning opportunities. Teachers, instructional coaches and principals will partner to ensure quality lessons are designed congruent to standards, and delivered in ways (LTF, etc.) to elicit high levels of student learning. That is, content is aligned to Kentucky Academic Standards (KAS), supports the acquisition of learning targets/objectives, is conducive to valid and reliable forms of assessment, and is paced with accuracy. Providing targeted interventions to students that are research and/or evidence-based. Promoting high levels of engagement by personalizing learning pathways and making content relevant for students.  2) Refining implementation of progressive data teams (enhance professional collaboration & sharing of best practices). Related training and resources will be provided to instructional coaches and administrators to help build capacity	Student performance on CFAs and summative assessments, teacher & administrative feedback/input  Review of student work samples and student performance outcomes  Based on evidence of administrative and coaching efforts impacting and improving student learning.  4-year cohort graduation rate	Weekly progress monitoring  Weekly and bi-weekly data team meetings; monthly G2P meetings, monthly Administrative PLC meetings  G2P meetings, monthly Administrative PLC meetings  Use of PLP Function in IC, monitor attendance and target at-risk students	General, Title I, Title II, Title IV, RTA, MAF, ESSER, etc. (as applicable and allowable)

		<p>with respect to implementing progressive data teams and improving collaborative efforts among teachers related to instructional design, use of student performance data, and provision of mutual support.</p> <p>3) Maximizing executive coaching and embedded PD/training experiences for staff. Teachers, instructional coaches, principals, and district leaders will use a common monitoring tool (created via G-Suite) to ensure best practices are implemented across classrooms and school levels. Goal is for a common document/template to be used consistently and collaboratively among staff with opportunities for constructive feedback to provided frequently.</p> <p>4) Provide additional supports and personalized learning experiences to students in need of alternate pathways to graduation.</p>			
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Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools**

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b> N/A</p>

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions
<p><b>Consider:</b> List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?</p> <p><b>Response:</b> N/A</p>