2022-23 Phase Three: WVISD Comprehensive District Improvement Plan

2022-23 Phase Three: Comprehensive District Improvement Plan

Walton-Verona Independent
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2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: WVISD Comprehensive District Improvement Plan - Generated on 03/31/2023

Walton-Verona Independent

Table of Contents

2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: WVISD Comprehensive District Improvement Plan - Generated on 03/31/2023

Walton-Verona Independent

2022-23 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between 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).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.
a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Working on Reading strategies that transcend all grade levels. Solid evidence based practices for teaching how to read.

We will have vetted, through What Works Clearinghouse, an introduction to providing reading interventions for students using 4 specific evidence-based recommendations. Each recommendation includes instructional practices

Recomendation1: Build students' decoding skills so they can read complex multisyllabic words.

How to carry out the recommendation:

A. Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations.

B. Provide ample opportunities for students to collaboratively answer questions

C. Teach students to ask questions about the text while reading

How to carry out the recommendation for Part C

1. Model how to use a routine to generate gist statements

2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: WVISD Comprehensive District Improvement Plan - Generated on 03/31/2023

Walton-Verona Independent

2 Teach students how to use text structures to generate gist statements.

3. Work collaboratively with students to generate gist statements

How to carry out Part D

1. Help students determine when they do not understand the text

2. Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about

3. Provide opportunities for students to reflect on what they have learned

4. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly

How to carry out the recommendation

1. Provide a purpose for each repeated reading

2. Focus some instructional time on reading with prosody.

3. Regularly provide opportunitites for student to read a wide range of texts.

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text

Parts of recommendation 3

Part A: Build students' world and word knowledge so they can make sense of the text

Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part C: Teach students a routine for determining the gist of a short section of text

Part D: Teach students to monitor their comprehension as they read

How to Carry out Part A

1. Develop world knowledge that is relevant for making sense of the passage

2. Teach the meaning of a few words that are essential for understanding the passage

3. Teach students how to derive meanings of unknown words using context

4. Teach prefixes and suffixes to help students derive meanings of words

2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: WVISD Comprehensive District Improvement Plan - Generated on 03/31/2023

Walton-Verona Independent

5. Teach the meaning of Latin and Greek roots

How to carry out Part B of the recommendation

1. Explicitly teach students how to find and justify answers to different types of questions

2. Provide ample opportunities for students to collaboratively answer questions

3. Teach students to ask questions about the text while reading

How to carry out the recommendation for Part C

1. Model how to use a routine to generate gist statements

2 Teach students how to use text structures to generate gist statements.

3. Work collaboratively with students to generate gist statements

How to carry out Part D

1. Help students determine when they do not understand the text

2. Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about

3. Provide opportunities for students to reflect on what they have learned.

Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information

How to carry out the recommendation

1. Prepare for the lesson by carefully selecting appropriate stretch texts, choosing points to stop for discussion and clarification, and identifying words to teach

2. Provide significant support as the group works through a stretch text together

3. After students demonstrate comfort with reading stretch texts with the group, provide students with electronic supports to use when independently reading stretch text to assist with the pronunciation of difficult words and word meanings.

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.

2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: WVISD Comprehensive District Improvement Plan - Generated on 03/31/2023

Walton-Verona Independent

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, as identified in the Needs Assessment for Districts, 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.*).

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

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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 seven (7) required district goals:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness
• Graduation Rate
• Achievement Gap

2022-23 Phase Three: Comprehensive District Improvement Plan - 2022-23 Phase Three: WVISD Comprehensive District Improvement Plan - Generated on 03/31/2023

Walton-Verona Independent

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 WVISD CDIP for 2022-23		•