



Kentucky Department of Education | SBDM Newsletter – 2019

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Council verification data

Pursuant to KRS 160.345(6), the principal, through the superintendent, is required to forward to the Kentucky Department of Education (KDE) the names and training verification of all SBDM council members by November 1.

This information is entered into the SBDM verification database that is housed in the [KDE Web Applications](#). If you need access to it, please contact your district WAAPOC. In addition, Comprehensive Support and Improvement (CSI) schools must enter the names of their Advisory Leadership Team (ALT) members.

Writing policy submission

Because reading and writing standards were revised and approved in the spring, councils will need to revise the school's writing policy and resubmit the policy with a completed rubric by Dec. 1 – even if the policy was submitted last year.

The academic standards will be revised again in six years; therefore, after this year, school councils will not need to submit a writing policy again for six years. The [writing policy submission site](#) includes the most up-to-date information regarding the policy and is the link to the writing policy submission site. For questions regarding the writing policy, please email [Pamela Wininger](#).



SAAR minority report

Schools having 8 percent or greater minority membership in their student population based on the Superintendent's Annual Attendance Report (SAAR) are required to have minority membership on their school council [[KRS 160.345\(2\)\(b\)2](#)].

To determine whether a school must have at least one minority member on its council, please consult the [SAAR summary sheet](#). Schools may also reference their own Infinite Campus (IC) data from the preceding Oct. 1. If IC data is used, documentation must be archived on site for five years.

If the council does not have a minority member after the general election and is subsequently required to add a minority parent and a minority teacher member in a special election, the principal must work with parent and teacher organizations to select minority parent and teacher representatives. Traditional six-member council membership will increase to eight (one administrator, three parents and four teachers). For further guidance on the minority election process, please reference the [Minority Election Flow Chart](#).

Continuous improvement diagnostic for schools

Phase one of the Comprehensive School Improvement Plan process is due by Oct. 1 in eProve. The purpose of this diagnostic is to encourage the school's commitment to implementing continuous improvement processes that support student achievement and student growth and to eliminate achievement gaps among groups of students. In this diagnostic, the principal will be required to sign to certify that he or she commits to implementing those continuous improvement processes.

Connect '19 – Kentucky Continuous Improvement Summit

Join AdvancED and Measured Progress and the Kentucky Department of Education at Connect '19 for practical information and inspiring stories to drive improvement. Learn how educators, administrators and industry leaders apply research-driven insights to their unique educational environments. Connect school quality to better outcomes for learners.

Sept. 16, 10 a.m.-3:30 p.m.

Sept. 17, 8:30 a.m.-4 p.m.

Keynote speech by Anthony Muhammed

Lexington Convention Center, 430 W. Vine
St., Lexington

[Registration link and summit flyer](#)

Targeted Support and Improvement (TSI) and the comprehensive improvement plan

The Kentucky Department of Education will be identifying Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI) schools this fall. As a reminder, those schools identified as TSI retain their council authority. Beginning in 2020-2021, Additional Targeted Support and Improvement (ATSI) schools also will be identified. For more guidance on TSI and ATSI and the support offered to them, please review the [TSI and ATSI fact sheet](#).

The additional implications for those schools identified as TSI are primarily associated with the Comprehensive School Improvement Plan (CSIP). TSI schools also must address components of turnaround leadership development and support, identification of critical resources inequities, evidence-based interventions and additional actions that address the causes of consistently underperforming subgroups of students. For additional information on CSIP requirements for TSI schools, please consult the [Targeted Support and Improvement \(TSI\) CSIP requirements](#) resource.

Additionally, the local board of education **must** review and also approve the school improvement plan for TSI schools.

As your councils are working on the required CSIP components, please reference the newest training module, "[Council's Role with Continuous Improvement](#)" for a sample planning timeline, support and resources and best practices. These tools can give councils ideas and guidance of how to effectively contribute to the writing of the CSIP and how to efficiently plan for it.

Website:

www.education.ky.gov



Contact:

502-564-3791



Email:

ashlie.cox@education.ky.gov
