

Montgomery County Schools District Improvement Plan



2022 - 2023

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.

State Assessment Goal for Reading and Math - Montgomery County Schools will increase the number of students scoring at the Proficient/Distinguished levels in all subject areas by 25% by 2028.

Annual Goal(s)

Elementary: (Current KSA percentages - Reading 50% and Math 41%)

By the end of the 2022-2023 school year, 55% or more of all students in grades K-5 will perform at the proficient/distinguished levels in reading as measured by MAP and Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 47% or more of all students in grades K-5 will perform at the proficient/distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

Middle: (Current KSA percentages - Reading 53% and Math 36%)

By the end of the 2022-2023 school year, 58% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in reading as measured by MAP and Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 43% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

High: (Current KSA percentages - Reading 49% and Math 33%)

By the end of the 2022-2023 school year, 54% or more of all students in grades 9-10 will perform at the proficient/distinguished levels in reading and as measured by MAP and/or Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 40% or more of all students in grades 9-10 will perform at the proficient/distinguished levels in math as measured by MAP and/or Kentucky Summative Assessment.

Strategy

Establish a learning culture and environment.

CORRESPONDING STATE GOAL AREA
Proficiency

Key Core Work Process Strategies REFERENCE
KCWP # 1, 2, 3, 4, and 5

DEPLOYMENT ACTIVITIES

(At the end of each cycle, color code progress and add progress notes under each activity)

GREEN = completed, **YELLOW = in progress but not yet completed**, **WHITE = not started/move to next cycle**, **RED = abandoned/eliminating from plan**

30 Day Activities (1/23/23 - 2/28/23)	60 Day Activities (3/1/23 - 4/30/23)	90 Day Activities (5/01/23 - 6/30/23)	120 Day Activities (7/1/23 - 9/01/23)	150 Day Activities (9/02/23 - 10/31/23)	180 Day Activities (11/01/23 - 12/31/23)
<p>District Literacy Initiative: Elem: - Train on implementing standards-based reading mini-lessons and district created literacy framework (Funding Source - Title 1, Title II, and ESSER) Middle/High - Continued work on unit creation with Kentucky Writing Project (Funding Source - Title II and ESSER)</p>	<p>District Literacy Initiative: Elem: - Implementation of literacy framework - principal progress monitoring and feedback -Train intermediate teachers on Shared Reading -Principal coaching with literacy specialist Middle/High - Implementation of units Continued training with Kentucky Writing Project (ongoing modeling and coaching)</p>	<p>District Literacy Initiative: Training for elementary teachers on standards deconstruction and curriculum alignment Elem: -LETRS participation (KDE funded)</p>	<p>District Literacy Initiative: Monitor plan implementation Elem: -LETRS participation (KDE funded)</p>	<p>District Literacy Initiative: Monitor plan implementation Elem: -LETRS participation (KDE funded)</p>	<p>District Literacy Initiative: Monitor plan implementation Elem: -LETRS participation (KDE funded)</p>

<p>District Implementation of Instructional Blueprint (The MoCo Method)</p> <p>-Continue working with principals and staff on implementing blueprint -Continue implementing district walkthrough document aligned to blueprint and providing feedback to schools</p> <p>(Funding Source - ESSER)</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method)</p> <p>-School visits utilizing district walkthrough form to provide feedback</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method)</p> <p>-School visits utilizing district walkthrough form to provide feedback</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method)</p> <p>-School visits utilizing district walkthrough form to provide feedback</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method)</p> <p>-School visits utilizing district walkthrough form to provide feedback</p>	<p>District Implementation of Instructional Blueprint (The MoCo Method)</p> <p>-Evaluate implementation of blueprint through survey data and academic data (MAP and CASE 21)</p>
	<p>-Leadership learning around <i>Clarity for Learning and Teacher Clarity Playbook</i></p>	<p>-Leadership learning around <i>Clarity for Learning and Teacher Clarity Playbook</i></p>	<p>-Introduce <i>Clarity for Learning</i> book study with principals</p>	<p>-Book Study - <i>Clarity for Learning</i></p>	<p>-Book Study - <i>Clarity for Learning</i></p>
<p>Review proficiency goals with all schools</p>	<p>Planning and PLC work</p>	<p>Formative and summative data monitoring, alignment of assessments</p>	<p>Formative and summative data monitoring, alignment of assessments</p>	<p>Formative and summative data monitoring, alignment of assessments</p>	
<p>Selection of math textbooks and instructional materials</p> <p>Train teachers on Waggle and begin implementation</p>	<p>Order new math materials</p> <p>Waggle implementation</p>	<p>Begin curriculum alignment and pacing documents around new math materials</p> <p>Waggle implementation and</p>	<p>Implement new math</p> <p>Waggle implementation and monitoring of data</p>	<p>Monitor new math materials implementation.</p> <p>Analyze data around common assessments</p>	<p>Monitor new math materials implementation.</p> <p>Analyze data around common assessments</p>

		monitoring of data		Waggle implementation and monitoring of data	Waggle implementation and monitoring of data
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MEASURE OF SUCCESS

Surveys feedback from training sessions.
 PLC agendas
 Walkthrough data
 Instructional blueprint created
 Literacy Plan created and shared
 Proficient/Distinguished percentages increase

State Assessment Goal for Science, Social Studies, and Writing - Montgomery County Schools will increase the number of students scoring at the Proficient/Distinguished levels in all subject areas by 34% by 2028.

Annual Goal(s)

Elementary: (Current KSA percentages - Science 32%, Social Studies 43%, Writing 43%)

By the end of the 2022-2023 school year, 39% or more of all students in grades K-5 will perform at the proficient/distinguished levels in science as measured by Kentucky Summative Assessment.

By the end of the 2021-2022 school year, 49% or more of all students in grades K-5 will perform at the proficient/distinguished levels in social studies as measured by Kentucky Summative Assessment.

By the end of the 2021-2022 school year, 49% or more of all students in grades K-5 will perform at the proficient/distinguished levels in writing as measured by Kentucky Summative Assessment.

Middle: (Current KSA percentages - Science 27%, Social Studies 40%, Writing 35%)

By the end of the 2022-2023 school year, 35% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in science as measured by Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 50% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in social studies as measured by Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 45% or more of all students in grades 6-8 will perform at the proficient/distinguished levels in writing as measured by Kentucky Summative Assessment.

High: (Current KSA percentages - Science 6%, Social Studies 26%, Writing 33%)

By the end of the 2022-2023 school year, 11% or more of all students in grade 11 will perform at the proficient/distinguished levels in science as measured by Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 31% or more of all students in grade 11 will perform at the proficient/distinguished levels in social studies as measured by Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 38% or more of all students in grade 11 will perform at the proficient/distinguished levels in writing as measured by Kentucky Summative Assessment.

Strategy

Establish a learning culture and environment.

CORRESPONDING STATE GOAL AREA
Proficiency

[Key Core Work Process Strategies](#) REFERENCE
KCWP # 1, 2, 3, 4, and 5

DEPLOYMENT ACTIVITIES

(At the end of each cycle, color code progress and add progress notes under each activity)

GREEN = completed, **YELLOW = in progress but not yet completed**, **WHITE = not started/move to next cycle**, **RED = abandoned/eliminating from plan**

30 Day Activities <i>(1/23/23 - 2/28/23)</i>	60 Day Activities <i>(3/1/23 - 4/30/23)</i>	90 Day Activities <i>(5/01/23 - 6/30/23)</i>	120 Day Activities <i>(7/1/23 - 9/01/23)</i>	150 Day Activities <i>(9/02/23 - 10/31/23)</i>	180 Day Activities <i>11/01/23 - 12/31/23)</i>
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<p><u>Science:</u> -Continue meeting with science textbook committee to determine adoption materials to implement during the 23-24 school year</p> <p><u>Social Studies:</u> -Continue meeting with science textbook committee to determine adoption materials to implement during the 23-24 school year</p> <p><u>Writing:</u> Create a district writing committee to develop a vision and strategic plan for writing</p> <p>Partner with Kentucky Writing Project to assist with strategic plan and professional learning</p> <p>(Funding ESSER III and Title II)</p>	<p><u>Science:</u> -Textbook committee will present purchasing and professional learning plan to board</p> <p><u>Social Studies:</u> -Textbook committee will present purchasing and professional learning plan to board</p> <p><u>Writing:</u> Develop a vision and strategic plan for writing</p> <p>Partner with Kentucky Writing Project to assist with strategic plan and professional learning with a focus on middle and high school</p>	<p><u>Science:</u> -Order materials and plan for professional learning for teachers</p> <p><u>Social Studies:</u> -Order materials and plan for professional learning for teachers</p> <p><u>Writing:</u> Work with 6-12th grade ELA teachers to create common units of study in ELA that combine reading and writing standards</p> <p>KWP will provide writing professional learning through PLCs and classroom modeling</p>	<p><u>Science:</u> -Professional learning for new materials for teachers</p> <p><u>Social Studies:</u> -Professional learning for new materials for teachers</p> <p><u>Writing:</u> Work with 6-12th grade ELA teachers to create common units of study in ELA that combine reading and writing standards</p> <p>KWP will provide writing professional learning through PLCs and classroom modeling</p>	<p><u>Science:</u> -Monitor implementation of new materials</p> <p>-Analyze common assessments</p> <p><u>Social Studies:</u> -Monitor implementation of new materials</p> <p>-Analyze common assessments</p> <p><u>Writing:</u> Work with 6-12th grade ELA teachers to create common units of study in ELA that combine reading and writing standards</p> <p>KWP will provide writing professional learning through PLCs and classroom modeling</p>	<p><u>Science:</u> -Monitor implementation of new materials</p> <p>-Analyze common assessments</p> <p><u>Social Studies:</u> -Monitor implementation of new materials</p> <p>-Analyze common assessments</p> <p><u>Writing:</u> Review data around writing to determine implementation effectiveness and next steps</p>
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Achievement Gap Goal - Montgomery County Schools will increase the combined percentage of students scoring Proficient/Distinguished in Reading and Math for students with disabilities by 40% by 2028.

Annual Goal(s) (Current KSA percentages - Reading 21%, Math 10%, Science 14%, Social Studies 14%, Writing 7%)

By the end of the 2022-2023 school year, 26% or more of all students with disabilities in grades K-5 will perform at the proficient or distinguished levels in reading as measured by MAP and Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 15% or more of all students with disabilities in grades K-5 will perform at the proficient or distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

Middle: (Current KSA percentages - Reading 9%, Math 8%, Science 0%, Social Studies 9%, Writing 0%)

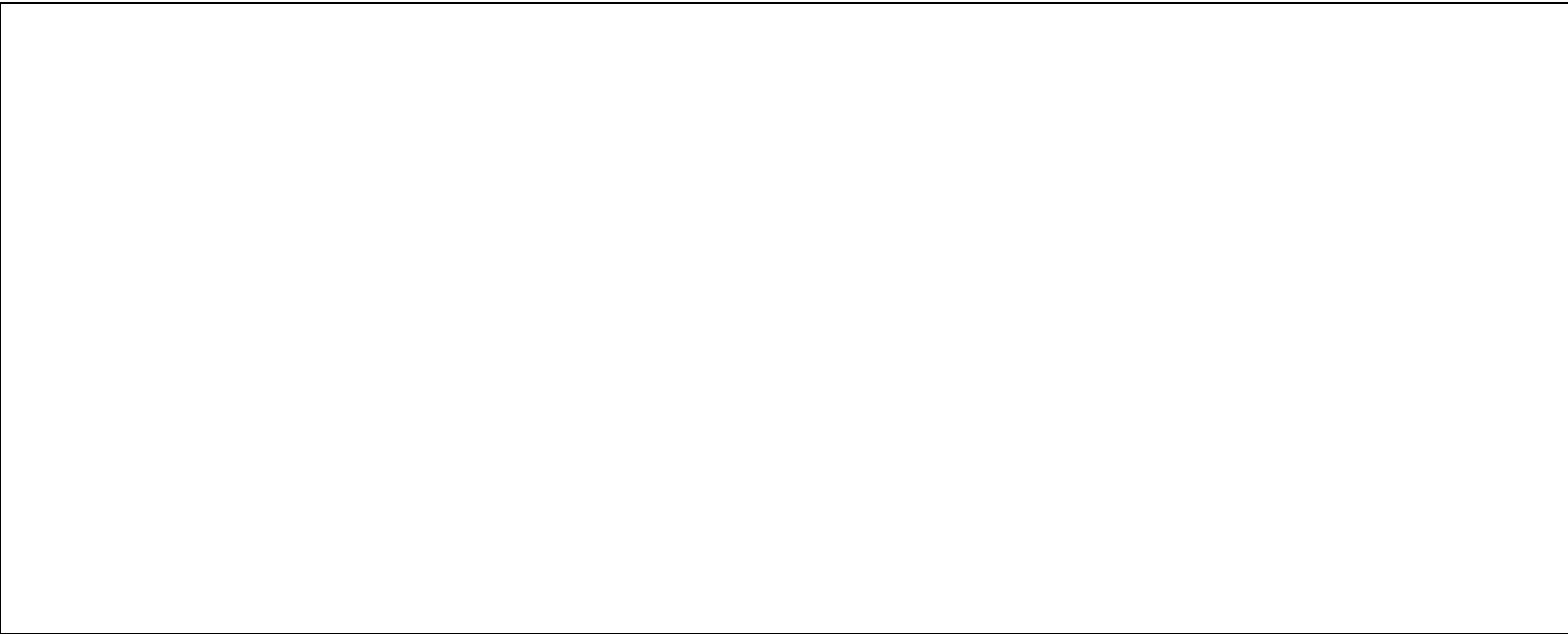
By the end of the 2022-2023 school year, 14% or more of all students in grades 6-8 will perform at the proficient or distinguished levels in reading as measured by MAP and Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 13% or more of all students in grades 6-8 will perform at the proficient or distinguished levels in math as measured by MAP and Kentucky Summative Assessment.

High: (Current KSA percentages - Reading 5%, Math 0%, Science 0%, Social Studies 9%, Writing 9%)

By the end of the 2022-2023 school year, 10% or more of students with disabilities at 10th grade will perform at the proficient or distinguished levels in reading and as measured by MAP and Kentucky Summative Assessment.

By the end of the 2022-2023 school year, 4.5% or more of students with disabilities at the 10th grade will perform at the proficient or distinguished levels in math as measured by MAP and Kentucky Summative Assessment.



APPROACH

Design, Align and Deliver Support

CORRESPONDING STATE GOAL AREA Gap	<u>Key Core Work Process Strategies</u> REFERENCE KCWP # 6
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DEPLOYMENT ACTIVITIES
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<p><i>Leadership Book Study with Great Instruction and Great Achievement</i></p> <p><i>Start looking at master schedules. Admin must include DOSE and CAO</i></p>	<p>Transition and ESY discussions, students DD cog to Kindergarten, transition to new buildings</p> <p>Review ESY procedures and data collection</p>	<p>Master Schedules completed with special education emphasis</p> <p>Sped Department: Plan for summer PD for Goal Monitoring and sped training</p> <p>Sped Department develop a MOCO Method for Co Teaching and Resource classrooms</p>	<p>Develop PLC schedule for once a nine weeks for SPED data to be reviewed with Gen Ed teachers.</p> <p>Develop monthly meeting schedule for other departments.</p> <p>Develop monthly meeting schedule for each building to focus on professional learning.</p>		
<p>All Teachers, Eligibility PD with Abby and Marti Sped Teachers, SDI with CKEC</p>	<p>All Teachers</p> <p>Sped Teachers: Share out KSA V. Case 21 data, and have teachers claim. Like first week of March</p>	<p>SPED EOY data with written analysis submitted to DOSE.</p>	<p>All Teachers: Co Teaching training, for teams identified by schools.</p> <p>Sped Teachers, progress monitoring training</p> <p>Sped Teachers, EOY data v. BOY data expectations, and knowledge of the data.</p>	<p>SPED Teachers continuous PD during monthly meetings about SDI and book study.</p>	

Data Review KSA v. Case 21 for sped students, specific MS and HS	Data: KSA, Case 21 and reading data shared at school level and analyzed.			First student spotlight, 23 KSA data and reading level, at each building	
Monitoring Admin monitor if teachers are using IC for progress monitoring.	Monitoring, Student spotlight, specific to reading again.	Compliance Record Review document and eligibility record review. SPED EOY data to DOSE for then monitoring and prepare for where to being instruction.	Goal Monitoring training for all sped teachers. You have your goals, do you know how to progress monitor and do you know what SDI to use	Monthly check of PD, IC progress monitoring use by teachers,	

MEASURE OF SUCCESS

Compliance Record Review Data
 ARC notes review
 Notes and next steps from school and district level meetings
 Student Google sheet with data

Graduation Rate Goal - Montgomery County Schools will increase the graduation rate indicator to 95% or above by 2025.

Annual Goal(s)

Current Graduation Rate Indicator: 91.4

Montgomery County Schools will increase the graduation rate from 91.4% to 93%.

APPROACH

Establishing a Learning Culture and Environment

CORRESPONDING STATE GOAL AREA

**Key Core Work Process Strategies REFERENCE
KCWP #**

DEPLOYMENT ACTIVITIES

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<p>Review structures in place for drop-out prevention</p> <p>Identify struggling students who need extra supports, Sterling School</p> <p>Ensure each student is connected to an adult in the building</p> <p>Utilize MTSS coordinator to provide SEL supports as needed</p>	<p>MCHS admin team will meet weekly to discuss progress on students and identify additional supports</p> <p>MCHS MTSS team will meet monthly to determine effectiveness and additional supports needed for students</p>	<p>Identify struggling students who need extra supports, Sterling School and continue to monitor identified at-risk students</p>	<p>Identify struggling students who need extra supports, Sterling School and continue to monitor identified at-risk students</p>	<p>Identify struggling students who need extra supports, Sterling School and continue to monitor identified at-risk students</p>	<p>Identify struggling students who need extra supports, Sterling School and continue to monitor identified at-risk students</p>
			<p>Work with the MCHS leadership team to create ways to promote engagement</p>	<p>Develop a plan for promoting engagement and relationships</p>	<p>Develop a plan for promoting engagement and relationships</p>

			and relationships for students to become more connected.		
					Complete the YOYO End of Year Report to assist with successful year after graduation
Measure of Success					
<p>Portrait of a Graduate is completed Review Employment Specialist Data, such as students with employment, secondary plans</p>					

English Learner Progress Goal - Montgomery County School's EL students will increase their ACCESS score by .5 each year .
<p>Annual Goal(s) (Current 52.7)</p> <p>By the end of the 2022-2023 school year, we will increase the elementary English Learner Progress Indicator from 52.7 to 55.0 as measured by KSA and ACCESS.</p>
APPROACH

Design and Deploy Standards; Design and Deliver Instruction

CORRESPONDING STATE GOAL AREA			Key Core Work Process Strategies REFERENCE KCWP		
DEPLOYMENT ACTIVITIES					
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<p>All EL students will set a growth goal for ACCESS assessment</p> <p>Good Faith strategies will implemented with all assessments for all students</p> <p>EL teachers will provide professional learning for all teachers on strategies for meeting EL learner needs in general classrooms</p>	<p>Vocabulary instruction will be an area of focus for all teachers</p> <p>EL students' progress will be monitored on all common and benchmark assessments</p> <p>EL teachers will provide resource opportunities and specialized instruction to further enhance ELD.</p> <p>Digital programming will be utilized to enhance ELD.</p>	<p>Vocabulary instruction will be an area of focus for all teachers</p> <p>EL students' progress will be monitored on all common and benchmark assessments</p> <p>EL teachers will provide resource opportunities and specialized instruction to further enhance ELD.</p> <p>Digital programming will be utilized to enhance ELD.</p>	<p>Data will be reviewed and analyzed to determine what changes need to occur</p>	<p>Vocabulary instruction will be an area of focus for all teachers</p> <p>EL students' progress will be monitored on all common and benchmark assessments</p> <p>EL teachers will provide resource opportunities and specialized instruction to further enhance ELD.</p> <p>Digital programming will be utilized to enhance ELD.</p>	<p>Vocabulary instruction will be an area of focus for all teachers</p> <p>EL students' progress will be monitored on all common and benchmark assessments</p> <p>EL teachers will provide resource opportunities and specialized instruction to further enhance ELD.</p> <p>Digital programming will be utilized to enhance ELD.</p>
MEASURE OF SUCCESS					

- Feedback data from teachers and administration is positive
- Common Planning protocol (PDSA) is implemented in every building
- Student achievement increases as measured by common assessment, local and state data

Postsecondary Readiness Goal - Montgomery County Schools will increase our Postsecondary Readiness Indicator 20 points by 2027.

Annual Goal(s)

Montgomery County Schools will increase the Postsecondary Readiness Indicator from 73.3 in 2022 to 77.3 in 2023.

APPROACH

CORRESPONDING STATE GOAL AREA

Key Core Work Process Strategies REFERENCE KCWP

DEPLOYMENT ACTIVITIES

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Review Postsecondary readiness requirements with high school to ensure understanding of	Prepare students for benchmark assessments	Fall practice exams 9-11 KYOTE administered to seniors Dual credit courses	Preparation for benchmark assessments, preparation for EOP/Industry certifications	EOP/IC exams administered, Junior ACT, spring KYOTE for seniors	Data collection and evaluation Dual credit courses

changes that have taken place over the last year.					
Identify all 12th grade students who have not met postsecondary readiness requirements and develop a plan to ensure one indicator has been met.	Identify all students currently in pathways, develop a plan to increase % of students in pathways for next school year.	(Continued)Identify all students currently in pathways, develop a plan to increase % of students in pathways for next school year.	Identify all 12th grade students who have not met postsecondary readiness requirements and develop a plan to ensure one indicator has been met.	ILP will be completed by students and plan developed to implement results in student academic plan	Monitor postsecondary readiness rates monthly through monthly MTSS meetings and weekly admin team meetings.
MEASURES OF SUCCESS					
Postsecondary readiness %, ACT benchmark %, CPE/KYOTE scores, EOP scores, Industry certification passing scores, ILP completion rate, dual credit grades					

Quality of School Climate and Safety Goal - Montgomery County Schools will increase the Quality of School Climate and Safety indicator by 10% or more at each level by 2027.

Elementary Quality of School Climate and Safety Indicator will increase from 77.0 in 2022 to 79.0 in 2023.
Middle Quality of School Climate and Safety Indicator will increase from 64.4 in 2022 to 66.4 in 2023.
High Quality of School Climate and Safety Indicator will increase from 59.5 in 2022 to 61.5 in 2023.

APPROACH

CORRESPONDING STATE GOAL AREA			<u>Key Core Work Process Strategies</u> REFERENCE KCWP		
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<p>District and school MTSS teams will continue to meet monthly to monitor academic, behavior, mental health, and attendance data.</p> <p>The district MTSS coordinator and school counselors will meet monthly to review SRSS data and discuss support services for at-risk students</p>	<p>The district MTSS coordinator and school counselors will work together to develop a comprehensive counseling program and ensure trauma-informed training is delivered at each school</p>	<p>School and district MTSS teams will meet to determine effectiveness of programs and action plans to adjust for next school year.</p> <p>The district MTSS coordinator will continue working with school counselors on developing and implementing a comprehensive counseling program and services for students at each school</p>	<p>MTSS teams will review common area expectations and review plans for sharing with students and staff.</p> <p>District and schools will begin implementation of comprehensive counseling plan</p>	<p>District and school MTSS teams will continue to meet monthly to monitor academic, behavior, mental health, and attendance data.</p> <p>Each school will complete the SRSS screener to identify students who need targeted support</p>	<p>District and school MTSS teams will continue to meet monthly to monitor academic, behavior, mental health, and attendance data.</p> <p>Each school will analyze the data from the SRSS screener to begin targeted support and small groups for intervention</p>
MEASURES OF SUCCESS					
<p>-PBIS system will be implemented at each school -Behavior incidents will be reduced at each school by 10%</p>					

- Bullying incidents will be reduced at each school by 10%
- Student survey data will indicate that students feel connected to staff and school environment. (Goals will be determined after baseline data is collected.)
- Staff diversity percentage is equivalent to the student diversity percentage

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

Consider: 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.

Response:

Each identified TSI school developed a targeted plan for implementation with the collaboration of various stakeholders including teachers, parents, and administration. The plan was reviewed and approved through the school's SBDM Council and then was taken to the local Board of Education for review and approval. In addition to the approved TSI plans, the district leadership is meeting monthly with each school identified for TSI to review data and progress of implementation plan. In addition, the district will provide targeted support for identified schools through school visits focused on the targeted population for which the school was identified. In addition, district leadership is partnering with school administration to provide additional professional learning for leaders in the area of identification to support the leaders as they advance the work in their school.

