

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

Updated June 2023

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.

- Math - all students
- Math - students with disabilities

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.

- Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.
- Utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Develop a progress monitoring system to monitor standards mastery for each student.

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.

Explanations/Directions

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	68/69.2/62.7	4.2/2.9/-3.9
State Assessment Results in science, social studies and writing	71.5/68.6/57.3	4.8/2.5/3.4
English Learner Progress	69.6/19/18.7	11.8/10/0
Quality of School Climate and Safety	75.3/66.8/61.3	-0.7/-1.0/-1.2
Postsecondary Readiness (high schools and districts only)	91.2	8
Graduation Rate (high schools and districts only)	93.3	-0.4

Goal: 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
<p>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.</p>	<p>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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase combined reading and math achievement for all elementary schools from 72.2 in 2023 to 81 in 2027; for all middle schools from 72.1 in 2023 to 83 in 2027; and for all high schools from 58.8 in 2023 to 87 in 2027 as measured by KSA’s math and reading indicator rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By June 2024, the combined reading and math achievement will increase for all elementary school students to 74.4; all middle school students to 74.9; and all high school students to 65.9 as measured by KSA.</p>	<p>Strategy 1:</p> <p>KCWP 1: Design and Deploy Standards</p> <p>The district will put a support system in place to ensure the curriculum is taught at a high level of fidelity.</p>	<p>The district will guide/support principals and teachers in establishing a process to ensure curriculum alignment reviews are on ongoing action of the PLC’s planning process.</p>	<p>PLC attendance and minutes, KSA scores</p>	<p>District achievement team will monitor PLCs monthly</p>	<p>0</p>
		<p>The district will support school teams to establish units of study that are grounded in deconstructed standards, clarity, and best practice.</p>	<p>Evidence Google drive, PLC minutes, and KSA scores.</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, District title 1, ESSER, ARP funds</p>
		<p>The district will guide/support principals and teachers in establishing a process to ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures for reading and math.</p>	<p>PLC attendance and minutes, KSA scores.</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, District title 1, ESSER, ARP funds</p>
		<p>The district will support the Math Design Collaborative work in the district by providing a math coach to Kirksville Elementary, Daniel Boone Elementary, Silver Creek Elementary, Glenn Marshall Elementary, Kit Carson Elementary, Waco Elementary, Clark Moores</p>	<p>BIT & DIT minutes; coaching logs, OTISS data, MDC Fidelity data, I-Ready scores, and KSA scores.</p>	<p>The district implementation facilitators will monitor MDC implementation.</p>	<p>District funds, District Title 1, and Deeper Learning</p>

Updated June 2023

Goal 1 (State your reading and math goal.): Increase combined reading and math achievement for all elementary schools from 72.2 in 2023 to 81 in 2027; for all middle schools from 72.1 in 2023 to 83 in 2027; and for all high schools from 58.8 in 2023 to 87 in 2027 as measured by KSA’s math and reading indicator rating.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Middle School, Foley Middle School, and Madison Middle School.			
	<p>Strategy 2: KCWP 2: Design and Deliver Instruction</p> <p>The district will ensure that tier 1 instruction is highly effective, culturally responsive, evidence-based core instruction to <u>all</u> students in the classroom.</p>	<p>The district will provide District Coaches to support schools with strengthening tier 1 instruction. This team will work with the building coach to establish a professional learning system that supports all work related to curriculum and the development of curriculum documents. Regular data will be collected on the progress towards meeting curricular goals for tier 1.</p>	<p>Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas</p>	<p>The district implementation facilitators will monitor AI intervention team implementation and success.</p>	<p>District funds, ESSER</p>
		<p>District Coaches will support tier 1 instruction in schools by increasing collaboration in deconstruction of standards and developing congruent learning targets for reading and math.</p>	<p>Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, ESSER</p>
		<p>District Coaches will support tier 1 instruction in schools by ensuring that all users of assessment data use information to benefit student learning in reading and math.</p>	<p>Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, ESSER</p>
		<p>District Coaches will support tier 1 instruction in schools by ensuring that effective communication is used to guide instructional</p>	<p>Evidence Google drive, I-Ready growth and achievement data,</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, ESSER, Deeper Learning</p>

Updated June 2023

Goal 1 (State your reading and math goal.): Increase combined reading and math achievement for all elementary schools from 72.2 in 2023 to 81 in 2027; for all middle schools from 72.1 in 2023 to 83 in 2027; and for all high schools from 58.8 in 2023 to 87 in 2027 as measured by KSA's math and reading indicator rating.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		planning, student grouping, etc. for reading and math. <ul style="list-style-type: none">· Use formative/Summative data· Develop students' assessment capabilities· Success Criteria· Instructional modifications as needed	OTISS data, KSA scores, PLC agendas		

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Increase combined science, social studies, and writing achievement for all elementary schools from 76.3 in 2023 to 86 in 2027; for all middle schools from 68.6 in 2023 to 79 in 2027; and for all high schools from 60.7 in 2023 to 73 in 2027 as measured by KSA’s combined science, social studies, and writing indicator rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By June 2024, the combined science, social studies, and writing achievement will increase for all elementary school students to 78.8; all middle school students to 71.2; and all high school students to 63.8 as measured by KSA.</p>	<p>Strategy 1:</p> <p>KCWP 1: Design and Deploy Standards</p> <p>The district will put a support system in place to ensure the curriculum is taught at a high level of fidelity.</p>	<p>The district will support curriculum alignment reviews by providing each school with an academic coach to support the work.</p>	<p>Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, District title 1, ESSER, ARP funds</p>
		<p>The district will ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.</p>	<p>Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, District title 1, ESSER, ARP funds</p>
		<p>The district will provide training to teachers for the continuous classroom improvement model. (CCI)</p>	<p>Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, District title 1, ESSER, ARP funds</p>
		<p>The district will provide ongoing professional development in the area of best practice/high yield instructional strategies to aid in meeting the learning needs of all students.</p>	<p>Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas</p>	<p>District achievement team will monitor & provide trainings for district/school-level coaching teams.</p>	<p>District funds, District title 1, ESSER, ARP funds</p>

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Goal 2 (State your science, social studies, and writing goal.): Increase combined science, social studies, and writing achievement for all elementary schools from 76.3 in 2023 to 86 in 2027; for all middle schools from 68.6 in 2023 to 79 in 2027; and for all high schools from 60.7 in 2023 to 73 in 2027 as measured by KSA’s combined science, social studies, and writing indicator rating.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The district will assist with professional learning and implementation to support the development and review of school-level writing plans.	Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas	District achievement team will monitor & provide trainings for district/school-level coaching teams.	District funds, District title 1, ESSER, ARP funds
		The district will partner with BCCS Science Learning to engage 4 th and 5 th grade science teachers across the district.	STeLLA updates, KSA scores	PIMSER, District achievement team will monitor	District funds
	<p>Strategy 2: KCWP 2: Design and Deliver Instruction</p> <p>The district will ensure that tier 1 instruction is highly effective, culturally responsive, evidence-based core instruction to <u>all</u> students in the classroom.</p>	District Coaches will support tier 1 instruction in schools by increasing collaboration in deconstruction of standards and developing congruent learning targets for science, social studies, and writing.	Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas	District achievement team will monitor & provide trainings for district/school-level coaching teams.	District funds, ESSER
		District Coaches will support tier 1 instruction in schools by ensuring that all users of assessment data use information to benefit student learning in science, social studies, and writing.	Evidence Google drive, I-Ready growth and achievement data, OTISS data, KSA scores, PLC agendas	District achievement team will monitor & provide trainings for district/school-level coaching teams.	District funds, ESSER
		District Coaches will support tier 1 instruction in schools by ensuring that effective communication is used to guide instructional	Evidence Google drive, I-Ready growth and achievement data,	District achievement team will monitor & provide trainings for district/school-level coaching teams.	District funds, ESSER, Deeper Learning

Updated June 2023

Goal 2 (State your science, social studies, and writing goal.): Increase combined science, social studies, and writing achievement for all elementary schools from 76.3 in 2023 to 86 in 2027; for all middle schools from 68.6 in 2023 to 79 in 2027; and for all high schools from 60.7 in 2023 to 73 in 2027 as measured by KSA’s combined science, social studies, and writing indicator rating.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		planning, student grouping, etc. for science, social studies, and writing. · Use formative/Summative data · Develop students’ assessment capabilities · Success Criteria Instructional modifications as needed	OTISS data, KSA scores, PLC agendas		

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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>Objective 1:</p> <p>By June 2024, the reading index scores for all students with disabilities will increase for elementary school students to 57.5; for middle school students to 46.6; and for high school students to 44.0 as measured by KSA.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Selected teachers will be trained in the Continuous Classroom Improvement model to begin classroom implementation.</p>	<p>Training log; KPREP & ACT scores</p>	<p>District Achievement Team will monitor training provided.</p>	<p>District funds & District Title 1;</p> <p>School funds & School Title 1</p>
	<p>Teachers will use a system to monitor students' progress on standards.</p>	<p>Teachers will use a PLC protocol (like PDSA in Continuous Classroom Improvement model) with an effective cyclical process for standards, deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p>	<p>PLC minutes; KSA & ACT scores</p>	<p>District Achievement Team will monitor school PLCs monthly.</p>	<p>NA</p>
<p>Objective 2:</p> <p>By June 2024, math index scores for all students with disabilities will increase for elementary school students to 46.3; for middle school students to 41.1; and for high school students to 40.0 as measured by KSA.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>Selected teachers will be trained in the Continuous Classroom Improvement model to begin classroom implementation.</p>	<p>Training log; KPREP & ACT scores</p>	<p>District Achievement Team will monitor training provided.</p>	<p>District funds & District Title 1;</p> <p>School funds & School Title 1</p>
	<p>Teachers will use a system to monitor students' progress on standards.</p>	<p>Teachers will use a PLC protocol (like PDSA in Continuous Classroom Improvement model) with an effective cyclical process for standards, deconstruction, designing of assessment measures, resource sharing and collaborative</p>	<p>PLC minutes; KSA & ACT scores</p>	<p>District Achievement Team will monitor school PLCs monthly.</p>	<p>NA</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		lesson creation, and analysis of data.			

4: English Learner Progress

Goal 4 (State your English learner goal.): By the end of the 2025-26 school year, the district English Learner indicator in elementary school will increase from 81.4 to 83.0, middle school will increase from 9.0 to 30.0, and high school will increase from 18.7 to 21.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2023-24 school year, 100% of ELL students will increase their composite score on the ACCESS assessment by 0.5.	KCWP 5: Design Align and Deliver Support The district will put a support system in place to ensure appropriate academic interventions are taking place to meet the needs of students in the ELL/ESL program.	Students will be provided with up to 20 minutes of Imagine Learning up to four times per week.	Imagine Learning reports; ACCESS results	Director of Districtwide Services and District ELL staff will collectively monitor ELL student data on a monthly basis.	District Title I
		Students will set attainable goals with the ELL teacher based on ACCESS results within Ellevation.	Ellevation reports; ACCESS results	Director of Districtwide Services and District ELL staff will collectively monitor ELL student data on a monthly basis.	District Title III
		Teachers will use Ellevation strategies to assist ELL students in reaching their ELL goals.	Ellevation reports; ACCESS results	Director of Districtwide Services and District ELL staff will collectively monitor ELL student data on a monthly basis.	District Title III

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By June of 2026, Madison County Schools will increase the School Climate and Safety index in Elementary School from 74.6 to 76.75, in Middle School from 65.8 to 67.8, and in High School from 60.1 to 62.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: During the 23-24 school year, Madison County Schools will implement and utilize a system of Behavior and Mental Health Supports through a multi-tiered implementation approach.	KCWP5: Design, Align and Deliver Support - Create district wide tiered behavioral support system.	The district will monitor school implementation of PBIS.	Office Discipline Reports/Incident Forms PBIS Checklist Universal Behavior Screener (SRSS-IE) School Climate and Safety Survey (KSA)	Office Discipline Reports/Incident Forms - Monthly MTSS meetings Universal Behavior Screener (SRSS-IE) - 3 times per year at Monthly MTSS meetings School Climate and Safety Survey - KSA one time per year	Title IV General Fund
		The district will develop a MTSS/Trauma Team to facilitate the integration of trauma informed practices in all schools.	Professional Development (Trauma informed)	Attendance of PD District and School Level Meeting Agenda/Notes	
		The district will monitor the implementation of SEL (K-8) and Suicide Prevention Curriculum(6-12).	Program implementation Monthly School Level MTSS Agenda and Notes	Office Discipline Reports/Incident Forms - Monthly MTSS meetings Universal Behavior Screener (SRSS-IE) - 3 times per year at Monthly MTSS meetings School Climate and Safety Survey - KSA one time per year	Title IV General Fund

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Goal 5 (State your climate and safety goal.): By June of 2026, Madison County Schools will increase the School Climate and Safety index in Elementary School from 74.6 to 76.75, in Middle School from 65.8 to 67.8, and in High School from 60.1 to 62.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The district will monitor implementation of the School level MTSS teams.	Monthly School Level MTSS Agenda and Notes	District MTSS Team/Coordinator Office Discipline Reports/Incident Forms Monthly MTSS meetings Universal Behavior Screener (SRSS-IE) - 3 times per year at Monthly MTSS meetings School Climate and Safety Survey - KSA one time per year	Title IV General Fund
		The district will request school level input for district approved behavior interventions.	Develop a district list of evidence-based practices for behavior intervention.	Office Discipline Reports/Incident Forms - Monthly MTSS meetings Universal Behavior Screener (SRSS-IE) - 3 times per year at Monthly MTSS meetings School Climate and Safety Survey - KSA one time per year	Title IV General Fund
		The district will continue relationships with Outside Agencies for provision of Behavioral/Social/Mental Health Services.	Ongoing direct services to support students	MOA Data Sheet Mental Health Agency Sign in Office Discipline Reports/Incident Forms - Monthly MTSS meetings Universal Behavior Screener (SRSS-IE) - 3 times per year at Monthly MTSS meetings School Climate and Safety Survey - KSA one time per year	Title IV General Fund

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Goal 5 (State your climate and safety goal.): By June of 2026, Madison County Schools will increase the School Climate and Safety index in Elementary School from 74.6 to 76.75, in Middle School from 65.8 to 67.8, and in High School from 60.1 to 62.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP5: Design, Align and Deliver Support - Utilize School Safety Monitors throughout the district.	The district plans to employ School Safety Monitors at each school.	Employ one at each school	Human Resources Employment Records	

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6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): Increase Postsecondary Readiness Indicator from 99.2 to 99.3 as measured by the PR formula by June 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By June 2025, increase Postsecondary Readiness Indicator to 99.3.	KCWP 5: Design, Align, and Deliver Support The district will provide support and resources to principals for transition readiness.	Expand educational opportunities through the two Ignite Academies for Career Readiness.	Postsecondary Transition Readiness formula results.	District Achievement Team will monitor transition readiness worksheets through the school counseling office and/or DAC and meeting when necessary.	District Funds
		Provide an expanded tracking worksheet that will allow counselors to accurately provide scheduling consultation for career pathways, EOP results, Industry Certification results, and AP/Dual Credit results by the completion of high school.			

7: Graduation Rate

Goal 7 (State your graduation rate goal.): Increase the average graduation rate indicator from 92.9 in 2023 to 93.9 in 2026 as measured by the graduation rate indicator formula.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By June 2024 increase the average graduation rate indicator to 93.3 as measured by the graduation rate indicator formula.	KCWP 5: Design, Align, and Deliver Support The district will have a system in place to ensure the appropriate academic interventions are taking place to help high school students meet the requirements for graduation.	High schools will utilize the Persistence to Graduation Tool and Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Graduation percentage	District Achievement Team will monitor progress through school counseling office and District Assessment Coordinator.	0
		Expanded credit opportunities for students to gain credits toward grade completion, grade acceleration, and/or graduation through the use of Edgenuity and/or enrollment in the Focus and Finish program.	Graduation percentage, grade retention	District Achievement Team will monitor progress through school counseling office and District Assessment Coordinator.	District funds

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8: Other (Optional)

Goal 8 (State your other goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated June 2023

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:

We are continuing to focus on providing a solid Tier 1 foundation within all schools, utilizing academic, intervention, and math coaches, diagnostic results from iReady, PLC-focused work on unit development, and implementation of Continuous Classroom Improvement. To address our special education gap group, the Achievement Team will continue to meet with schools to review student progress data, monitor transition readiness progress on tracking sheet and failure reports, and evaluate RTI impact data. High-quality instructional resources will be made available and implemented at elementary and middle schools. Equitable access to Tier 1 instruction will be implemented through effective scheduling. The Madison County Board of Education reviews and approves the evidence-based intervention/s that TSI schools submit after approving through their SBDM approval process.

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

Consider: 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?

Response: