Comprehensive District Improvement Plan (CDIP) for 2019-22

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.

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.

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 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.*).

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

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

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 six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: By May 2022 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 40.1 % to 45.1% (ES), 40.1% to 45.1% (MS) and 40.6% to 45.6.% (HS).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2022 increase reading proficiency scores from ES (54.8) to 59.8; MS (61.8) to 66.8; HS (49.3) to 54.3 **Objective 2:** By May 2022 increase math proficiency scores from ES (53.8) to 58.8; MS (51.2) to 56.2; HS (40.2) to 45.6.	**KCWP 1: Design and Deploy Standards:** Continue to refine our system to assess, review and revise school curricula to support the assurance that all students have the knowledge, skills and dispositions for future success.	1.1-2 a. Continue to provide a system for which schools request and receive professional learning opportunities that support district shared curriculum initiatives and address school-specific needs (i.e., evidence-based strategies, strategies to support Culturally Responsive Teaching and Learning (CRTL), and standards deconstruction and formative assessment practices.) *Grade Level Assignments, Strong Instruction, High Expectations, Deep Engagement*	Professional Learning Request Agendas/Sign In Sheets from CRTL Professional Learning Sessions	**Data Reported and Monitored by:** Chief of Schools and Academic Services	Title II

		1.1-2 b. Continue to provide professional learning around best practices in literacy and math (i.e. literacy cadre, literacy and math cohorts, math learning walks). *Grade-level assignments*	Agendas/Sign In Sheets from Professional Learning Sessions PLC Meetings with PDSA Model linked to curriculum K-8 MAP Results	**Data Reported and Monitored by:** Chief of Schools and Academic Services
		1.1-2 c. Support and monitor implementation of a comprehensive framework to ensure all students achieve grade level numeracy and literacy expectations. *High expectations*	Semester Finals in English and Mathematics. Implementation report of standards implementation	

		Walkthrough data for implementation of blended learning and CRTL Comprehensive Literacy Plan for Birth - 12.		
	KCWP 2: Design and Delivery Instruction: Refining our system to ensure the instructional program is intentional and of the highest quality.	1.1-2 d. Provide school leaders and teachers through ongoing professional learning experiences on effective implementation of **culturally responsive teaching and learning** strategies in reading and mathematics. *Strong Instruction* 1.1-2 e. Develop a **districtwide system** to ensure consistency of standards implementation in reading and mathematics. (i.e. Guaranteed and viable curriculum implementation.) *Grade level assignments* 1.1-2 f.Provide ongoing professional learning experiences on effective implementation of **blended learning** strategies in reading and mathematics with a focus on deep engagement. *Deep engagement*	PLC Meetings with PDSA Model linked to curriculum K-8 MAP Results Semester Finals in English and Mathematics. Implementation report of standards implementation Walkthrough data for implementation of blended learning and CRTL	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II Funds

		KCWP 3: Design and Deliver Assessment Literacy: Refine our system to analyze data in order to identify priorities and implement actionable steps that impact instruction/student learning	1.1-2 g.Strengthen the capacity of school leadership teams to facilitate a process to utilize multiple data points to inform school improvement. *High Expectations*	PLC Agenda and Minutes that include data analysis	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Funds
		KCWP 4: Review, Analyze and Apply Data: Continue to ensure that teachers have an established system for examining and interpreting all data in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	1.1-2 h.Implement a district wide analysis protocol to inform instructional decisions and respond to student learning needs. *Strong Instruction, High Expectations*	Protocol completion PLC Agenda and Minutes Student achievement data specific to protocol.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Funds

2: Separate Academic Indicator

Goal 2: By May 2022 will increase the percentage of all students scoring proficient/distinguished in:
Science from 31.3% to 37.5 in elementary; 30.9% to 37.2% in middle; and 34.7% to 40.6% in high school.
Social Studies from 55.1% to 59.2 % in elementary and 61.0% to 64.5% in middle.
Writing from 50.4% to 54.9 % in elementary; 36.4% to 42.2% in middle; and 48.6% to 53.3% in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2022 increase all Science proficiency scores from (ES) 31.3% to 37.5%; (MS) 30.9% to 37.2% and (HS) 34.7% to 40.6% **Objective 2:** By May 2022 increase all Social Studies proficiency scores from (ES) 55.1% to 59.2% and (MS) 61.0% to 64.5% **Objective 3:** By May 2022 increase all Writing proficiency scores from (ES) 50.4% to 54.9%; (MS) 36.4% to 42.2% and (HS) 48.6% to 53.3%.	**KCWP 1: Design and Deploy Standards** Revise and deploy an instructional process system that includes monitoring systems to ensure the standards are taught at a high level of fidelity and create grade appropriate standards based- learning targets. *What students should know (content/context) and be able to do (skill).*	2.2 a. Create and hire an Instructional Specialist for Social Studies to provide support for social studies teachers across the district to ensure development of Social Studies curriculum that is aligned vertically to KAS for Social Studies. Curriculum mapping will identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Social Studies curriculum documents will indicate that the curriculum is fully aligned to standards.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund $90,000 Title II
	KCWP 2: Design and Deliver Instruction Teachers design Tier 1 instruction through standards based lesson /units to deliver and assess for mastery **KCWP 4: Review, Analyze, and Apply Data** District design a data reporting system for analysis of student data to determine standards mastery to inform	2.1-3 b. Continue support to schools in the implementation of PLCs to review the alignment between standards and learning targets, success criteria and assessment measures.	PLC minutes, agendas indicate that PLCs are conducting reviews, drafting success criteria and analysis of assessment data;	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II

		2.1-3 c. Provide guidance for district and teacher teams to conduct a K-12 analysis of writing standards through grade-level common writing assessments. School leaders will facilitate student work analysis sessions using a common rubric and will share results with district	Professional Learning Agendas will indicate progress of rollout, implementation, and analysis.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II

	instructional practice and to report at ELT.	2.1-3 d Instructional Specialists. The district Instructional Specialists will facilitate data analysis sessions in Dept. Chair/Content lead meetings to identify trends, patterns, and next steps. The Teaching and Learning Directors and School Chiefs will review data with PGES Coaches and Principals/APs to review next steps.	Self- assessment, common assessment results and data analysis process will inform instructional next steps. Student achievement trend data will indicate progress on improving student achievement	**Data Reported and Monitored by:** Chief of Schools and Academic Services	
		2.1-3 e Continue to support school leaders and teachers with implementation of the FCPS Instructional Process in every classroom (e.g., standards deconstruction, the use of learning intentions, success criteria and formative assessment practices, a process for determining grade appropriate assignments, and strategies that enhance active engagement of students).	Professional learning documentation and data analysis documentation and progress monitoring data will indicate progress implementation of the instructional process.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Tile II

Goal 3: By May 2022 will increase the growth indicator score for elementary schools from 64.2% to 74.2%; middle schools from 54.2% to 64.2%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2022, increase elementary school students' reading growth indicator score from 64.0% to 69%. By May 2022, increase middle school students' reading growth indicator score from 59.2% to 64.2%.	**KCWP 1: Design and Deploy Standards** Continue to refine our system to assess, review and revise school curricula to support the assurance that all students have the knowledge, skills and dispositions for future success.	3.1.a Engage instructional staff (e.g., teachers, PGE Coaches, instructional specialists, and building and district administrators) in professional learning on grade level Kentucky Academic Standards for reading.	Common assessment data will show growth for all students in reading.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II
	KCWP 2: Design and Deliver Instruction Teachers design Tier 1 instruction through standards based lesson /units to deliver and assess for mastery	3.1.b Engage instructional staff in professional learning in the four key resources identified in *The Opportunity Myth.*	Records indicate professional learning completion.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II
		3.1.c Utilize assessment results to provide tiered instruction to accelerate measurable learning outcomes in reading for all students.	Assessment data will show growth for all students in reading.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Tile II

		3.1.d. Implement strategies to ensure English Learners have access to core instruction with language acquisition supports.	ACCESS will show growth in English language acquisition.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II Title III
		3.1.e. Implement strategies to ensure students with disabilities have access to core instruction in reading.	MAP and common assessment data will show growth for students with disabilities	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund IDEA
		3.1.f. PreK - 8 implementation of Imagine Language & Literacy and Imagine Reading	Imagine Learning, Galileo	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund
Objective 2: By May 2022, increase elementary school students' math growth	**KCWP 1: Design and Deploy Standards**	3.2.a. Engage instructional staff in professional learning on the grade	Common assessment data will show growth	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II

indicator scores from 64.3% to 69.3% By May 2022, increase middle school students' math growth indicator scores from 49.2% to 54.2%.	Continue to refine our system to assess, review and revise school curricula to support the assurance that all students have the knowledge, skills and dispositions for future success.	level Kentucky Academic Standards for mathematics.	for all students in math.		
	KCWP 2: Design and Deliver Instruction Teachers design Tier 1 instruction through standards based lesson /units to deliver and assess for mastery	3.2.b. Engage instructional staff in professional learning in the four key resources identified in *The Opportunity Myth.*	Records indicate professional learning completion.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II
		3.2.c. Use assessment results to provide tiered instruction to accelerate measurable learning outcomes in math for all students.	MAP data will show growth for all students in mathematics.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund Title II
		3.2.d Implement strategies to ensure students with disabilities have access to core instruction in mathematics.	MAP and common assessment data will show growth for students with disabilities	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund IDEA

		3.2.e. PreK - 8 implementation of Imagine Math and Math Facts	Imagine Learning	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund

4: Achievement Gap

Goal 4: By May 2022 will increase the percentage of African American students and students with disabilities scoring proficient/distinguished in mathematics: African American - elementary from 30.9 to 37.2, middle from 24.7 to 31.5, high from 13.3 to 21.2; Students with Disabilities - elementary from 19.1 to 26.5, middle from 9.2 to 17.5, high from 3.1 to 11.9; in reading: African American - elementary from 35.6 to 41.5, middle from 39.6 to 45.1, high from 22.9 to 29; Students with Disabilities - elementary from 23.7 to 30.6, middle from 15.4 to 23.1, high from 10.6 to 18.7.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2022, increase elementary school students with disabilities **math** proficiency score from 19.1% to 26.5%, increase middle school students with **disabilities** math proficiency score from 9.2% to 17.5%, and to increase high school students with disabilities math proficiency score from 3.1% to 11.9%. By May 2022, increase elementary school African American students **math** proficiency score from 30.9% to 37.2%, increase middle school **African American** students math proficiency score from middle from 24.7% to 31.5%, and to increase high school African American students math proficiency score from 13.3% to 21.2%.	**KCWP 2: Design and Deliver Instruction** Teachers design Tier 1 instruction through standards based lesson and units to deliver and assess for mastery	4.1.a. Provide school leaders and teachers with support around the FCPS Instructional Process (e.g., standards deconstruction, the use of learning intentions, success criteria and formative assessment practices, a process for determining grade appropriate assignments, and strategies that enhance active engagement of students, and beyond the core).	MAP data will show growth in mathematics for African American students and students with disabilities -Records of attendance at professional learning -Walk-through instrument data -Increase in the number of grade level appropriate assignments -AP Course Completion (increase in number of minority students completing an AP course(s)) -Galileo demographic and mastery report details	**Data Reported and Monitored by:** Chief of Schools and Academic Services	Title II

			4.1.b. Provide professional learning for leaders on Culturally Responsive Leadership and inclusive practices and policies that includes restorative and supportive disciplinary practices.	-SLI session attendance -DLM attendance -Cadre attendance -Records of attendance at professional learning	**Data Reported and Monitored by:** Chief of Schools and Academic Services	Title II
			4.1.c. Execute and implement the 4 tenets of the FCPS Equity Statement, clearly define and provide professional learning on Culturally Responsive Teaching & Learning (CRTL) practices to impact outcomes for all students, including unconscious bias, bias, discrimination, prejudice, and racism.	Equity component/session embedded in every DLM/SLI/SSPI/TLC/NTO	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund
	KCWP 6: Establishing Learning Culture and Environment Establish a process to communicate with students in order to address barriers to learning	4.1.d. Address disproportionality of African American, Two or More Races, Hispanic, and students with disabilities discipline data to increase time in class: ● Decrease exclusionary discipline practices- Out of School Suspension(OSS) ● Decrease exclusionary discipline practices- In School Suspension(ISS)	PBIS Data will reflect: -African American, Two or More Races, Hispanic, and students with disabilities Out of School (OSS) suspension rates decrease -African American, Two or More Races, Hispanic, and students with disabilities In	**Data Reported and Monitored by:** Chief of Schools, Academic Services, Student Support Services	Title IV General Fund

		● Increase the use of restorative and supportive disciplinary practices	School Suspension (ISS) decrease -Increase instructional hours gained		
Objective 2: By May 2022, increase elementary school **students with disabilities reading** proficiency score from 23.7% to 30.6%, increase middle school students with disabilities reading proficiency score from 15.4% to 23.1%, and to increase high school students with disabilities reading proficiency score from 10.6% to 18.7%. By May 2022, increase elementary school **African American** students **reading** proficiency score from 35.6% to 41.5%, increase middle school African American students reading proficiency score from 39.6% to 45.1%, and to increase high school African American students reading proficiency score from 22.9% to 29.9%.	**KCWP 2: Design and Deliver Instruction** Teachers design Tier 1 instruction through standards based lesson /units to deliver and assess for mastery	4.2.a. Provide school leaders and teachers with support around the FCPS Instructional Process (e.g., standards deconstruction, the use of learning intentions, success criteria and formative assessment practices, a process for determining grade appropriate assignments, and strategies that enhance active engagement of students).	-Common assessment and MAP data will show growth in mathematics for African American students and students with disabilities -Records of attendance at professional learning -Walk-through instrument data -Increase the number of grade level appropriate assignments -AP Course Completion (increase in number of minority students completing an AP course(s)) -Galileo demographic and mastery report details	**Data Reported and Monitored by:** Chief of Schools and Academic Services	Title II

		4.2.b. Unpack the FCPS Equity Statement, clearly define and provide professional learning on Culturally Responsive Teaching & Learning (CRTL) practices to impact outcomes for all students, including but not limited to unconscious bias, bias, discrimination, prejudice, and racism.	Equity component/session embedded in every DLM/SLI/SSPI/TLC/NTO	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Fund
	KCWP 6: Establishing Learning Culture and Environment Establish a process to communicate with students in order to address barriers to learning	4.2.c. Address disproportionality of African American, Two or More Races, Hispanic, and students with disabilities discipline data to increase time in class: • Decrease exclusionary discipline practices- Out of School Suspension(OSS) • Decrease exclusionary discipline practices- In School Suspension(ISS) • Increase the use of restorative and supportive disciplinary practices	PBIS Data will reflect: -African American, Two or More Races, Hispanic, and students with disabilities Out of School (OSS) suspension rates decrease -African American, Two or More Races, Hispanic, and students with disabilities In School Suspension (ISS) decrease -Increase instructional hours gained	**Data Reported and Monitored by:** Chief of Schools, Academic Services, and Student Support Services	Title IV General Fund

Goal 5: Increase transition readiness districtwide from 59.4% to 63.9 % by May 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2022 increase the percent of students who are transition ready from 59.4% to 62.4%.	**KCWP 6: Establishing Learning Culture and Environment** Establish a process to communicate with students in order to address barriers to learning **KCWP 4: Review, Analyze and Apply Data** Increase participation and diversity of students enrolled in AP and Dual Credit courses.	5.1.a. Expand dual credit and AP opportunities and accelerate rigor in partnership with post-secondary institutions to increase student enrollment and student diversity in AP, IB, and Dual credit courses by early identification of students with potential to succeed in these courses.	Increase in AP Offerings and Enrollment Increase in AP Assessed/Success rates Increase in Dual Credit Enrollment and Success rates	**Data Reported and Monitored by:** Chief of Schools and Academic Services	district funds district assessment budget
	KCWP 4: Review, Analyze and Apply Data Ensure alignment of CTE pathways to post-secondary programs, increase student enrollment in CTE pathways, and provide support for success. **KCWP 1: Design and Deploy Standards** Establish and monitor a system that ensures the district's CTE pathway courses are evaluated for	5.1.b. Implement and monitor process for assessing school Career Technical Education (CTE) programming that supports transition readiness and includes rigorous standards for CTE instruction, strategic guidance and advising of students toward CTE pathway completion, integration of core academic and CTE curriculum, and alignment to post-secondary requirements and workforce demands. 5.1.c. Review CTE programs and functions at the district and schools.	Increase in 12th grade students meeting technical benchmarks for transition readiness Increase in the number of students enrolled in CTE courses district-wide Increase the number of students completing at	**Data Reported and Monitored by:** Chief of Schools and Academic Services	

			least 1 CTE Pathway		
		5.1.d. Create and hire an Instructional Specialist for Career and Technical education to provide support for CTE teachers across the district to complete vertical curriculum mapping in CTE occurring to identify instructional gaps, including planning for the introduction of the standard, pedagogy, development and gradual release phases, and arrival at standards mastery.	Career and technical education curriculum documents will indicate that curriculum is fully aligned to standards.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Funds
	KCWP 5: Design, Align and Deliver Support Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.	5.1.e. Continue to effectively utilize placement/assignment of college and career coaches (CCR) within all high schools and district operated A5/A6 programs to support students with guidance, college/career readiness, post-secondary transitions and facilitating the Individual Learning Plan process.	Increase number of students who achieve college and career readiness	**Data Reported and Monitored by:** Chief of Schools and Academic Services	District funds
		5.1.f. Continue to support transition readiness by implementing Career Academies and engage additional business partners to support student career readiness and offering before, during, and after school support to ensure successful completion of AP/IB/DC courses.	Increase in students meeting transition readiness benchmarks. Increase in number of business partners working with the Career Academies.	**Data Reported and Monitored by:** Chief of Schools and Academic Services	Perkins DIstrict Perkins Match

	KCWP 4: Review, Analyze and Apply Data District leadership will ensure school personnel use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?	5.1.g. Use an early warning indicator system, RIOS, MTSS structures, FAFSA completion tools, postsecondary success predictive analytics, and the Strategic Data Project's College Going Success Toolkit to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	Increase in the usage of early warning indicator system and ROIS Increase the usages of on-time graduation predictive analytics reports Post-secondary student enrollment, persistence and completion Improved on-time high school graduation rates Improved FAFSA completion rates	**Data Reported and Monitored by:** Chief of Schools and Academic Services	

Goal 6: By May 2022 increase the 4 year cohort graduation rate in high schools from 87.9% to 90.1%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2022 increase the 4 year cohort graduation rate in high schools from 87.9% to 90.1%.	**KCWP 5**: **Design, Align and Deliver Support** Establish and monitor a system that ensures appropriate academic interventions are in place that meets the needs of all students.	6.1.a. Provide academic support for identified at-risk students including alternate schedules/settings, credit recovery, performance-based credits, individualized computer based learning opportunities, and other alternative learning opportunities.	Increased Graduation Rates	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Funds
	KCWP 6: Establish Learning Culture and Environment Implement and monitor a process that -Reduces barriers to learning	6.1.b. Support the Career Academy model at 3 high schools that employs small learning communities that allow for early detection to support academics and behavior.	Increased Graduation Rates	**Data Reported and Monitored by:** Chief of Schools and Academic Services	Perkins General Funds
		6.1.c. Analyze behavior data monthly and progress monitor individual students. Identify students in need of behavior intervention and provide support for individual students. Implement incentive programs to maintain positive recognition and celebrate successes.	Increased Graduation Rates	**Data Reported and Monitored by:** Chief of Schools and Academic Services	
	KCWP 4: Review, Analyze, and Apply Data School/district leadership ensure teachers use data to determine students' needs (e.g.,tiers of intervention, grouping, teacher	6.1.d. Use the Return on Investment System (ROIS) and the data dashboard to assist in identifying students at risk for remediation, failure, and/or untimely graduation. (Early Warning and Student Success PMOCs)	ROIS and Data Dashboard usage of early warning indicator system & on-time graduation predictive analytics reports; improved on-time HS	**Data Reported and Monitored by:** Chief of Schools and Academic Services	General Funds

	placement, scheduling)		graduation rates	

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI 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. Include in your response information regarding the process for local board review and approval.   **Response:** The school Chief will review the CSIP and offer suggestions on ways to improve it. Once the CSIP is satisfactory, the Chief will approve it. The Chief will conduct monthly site visits to monitor the school's 30-60-90 day plan and make sure the strategies and activities are being implemented. The district will provide the necessary support to help the school implement the plan.