

## 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

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.

The greatest area of weakness is at the middle school level. Reading and math scores in the middle school are not where they need to be. We have addressed this weakness by making some adjustments to personnel, which in turn will assist in implementing the activities that are listed in the CDIP.

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.

The focus of Dayton Schools is on literacy. Dayton Schools is on the forefront of implementing the Science of Reading at all levels. This is indicated in our CDIP in a few different goals.

Indicator

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

Explanations/Directions

<b>Goal:</b> 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
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.	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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach	Describe the actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	List the specific federal, state, or local funding source(s) used to support each improvement initiative.
Indicator			Status	Change	
State Assessment Results in reading and mathematics			Yellow	Increased	
State Assessment Results in science, social studies and writing			Green	Increased Significantly	
English Learner Progress			N/A	N/A	
Quality of School Climate and Safety			Blue	Increased Significantly	
Postsecondary Readiness (high schools and districts only)			Green	Increased	
Graduation Rate (high schools and districts only)			Green	Increased	

<b>Goal:</b> 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
	(i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i> ).				

## 1: State Assessment Results in Reading and Mathematics

Goal 1: By the end of the 2026 school year, Lincoln Elementary will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 45% to 65% and on the KSA math assessment from 32% to 52%. Dayton MS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 29% to 49% and on the KSA math assessment from 19% to 39%. Dayton HS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 43% to 63% and on the KSA math assessment from 22% to 42%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA reading assessment from 45% to 55% at LES, from 29% to 39% at DMS and from 43% to 53% at DHS.</p> <p>Collaborate to increase the percentage of students scoring P/D on the KSA math assessment from 32% to 42% at LES, from 19% to 33% at DMS and from 22% to 40% at DHS.</p>	Design, Align and Deliver Support Processes	<b>The Science of Reading</b> – The District will support LES and participate in the collaboration with The Reading League to provide intentional professional learning on the science of reading and writing. The district will also have MS and HS English teachers participate in this professional learning this school year.	Increased Percentage of Students Scoring P/D on Reading KSA		
	Establishing Learning Culture and Environment	<b>On Going Learning Opportunities</b> - Using our Deeper Learning Plan, teachers and staff will have the opportunity to engage in new learning with their colleagues.	Increased Percentage of Students Scoring P/D on Reading KSA		
	Review, Analyze, and Apply Data	<b>STAR Testing</b> – Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Improved percentages of students scoring P/D on the KSA math and reading assessment.		
	Design and Deliver Instruction	<b>Amplify Reading Series</b> – Dayton High School has adopted the Amplify Reading Series for grades 7 and 8 in an effort to teach reading skills through texts and help develop	Improved percentages of students scoring P/D on the KSA reading assessment		

Goal 1: By the end of the 2026 school year, Lincoln Elementary will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 45% to 65% and on the KSA math assessment from 32% to 52%. Dayton MS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 29% to 49% and on the KSA math assessment from 19% to 39%. Dayton HS will improve the percentage of students scoring Proficient/Distinguished on the KSA reading assessment from 43% to 63% and on the KSA math assessment from 22% to 42%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students’ abilities for building meaning thorough reading.			
	Design and Deliver Instruction	<b>Envisions Math Program</b> - this school year all grade levels (K - 8) will fully implement the Envisions Math Program focusing on problem based learning and visual learning,	Increased Percentage of Students Scoring P/D on Math KSA		
	Design and Deliver Instruction	<b>Successmaker</b> - all students in grades K - 8 participate in 15 minutes daily in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.	Increased Percentage of Students Scoring P/D on Math KSA		
Objective 2					

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

Goal 2: By the end of the 2025 school year, Lincoln Elementary will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 19% to 39%, the KSA social studies assessment from 43% to 63%, and the KSA writing assessment from 49% to 69%. Dayton MS will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 11% to 35%, the KSA social studies assessment from 27% to 47%, and the KSA writing assessment from 39% to 60%. Dayton High School will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 4% to 30%, the KSA social studies assessment from 32% to 52%, and the KSA writing assessment from 47% to 67%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Writing</p> <p>Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA writing assessment from 49% to 60% at LES, from 39% to 50% in MS and from 47% to 60% in HS.</p> <p>Social Studies</p> <p>Collaborate to increase the percentage of students scoring proficient/distinguished on the KSA social studies assessment from 43% to 53% at LES, from 27% to 37% in MS and from 32% to 45% in HS.</p> <p>Science</p> <p>Collaborate to increase the percentage of students scoring proficient/distinguished on</p>	Design and Deliver Instruction	<b>LTQ's</b> – Science and Social Studies are implementing an instructional strategy titled LTQ, which stands are Look, Think, Question. Teachers are using this to strategy to engage students thinking and engagement	Increased Science, Social Studies, and On Demand Writing Scores		
	Design and Deliver Instruction	<b>Daily Fix It's</b> – Science and Social Studies teachers are implementing Daily Fix It's which are grammatically incorrect sentences that are content based. Teachers and students are fixing the sentences and discussing the content of the sentence.	Increased Science, Social Studies, and On Demand Writing Scores		
	Design, Align, and Deliver Support Processes.	<b>Writing Revolution Book Study</b> – Teachers in grades 4 – 6 are participating in a book study on The Writing Revolution. Teachers will then implement the strategies in The Writing Revolution.	Increased Science, Social Studies, and On Demand Writing Scores		
	Design and Deliver Instruction	<b>Bell Ringers</b> – Teachers are implementing bell ringers in which students are writing five sentence paragraphs. Teachers are then anonymously sharing a few paragraphs that the students score using the KDE on demand rubric.	Increased Science, Social Studies, and On Demand Writing Scores		

Goal 2: By the end of the 2025 school year, Lincoln Elementary will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 19% to 39%, the KSA social studies assessment from 43% to 63%, and the KSA writing assessment from 49% to 69%. Dayton MS will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 11% to 35%, the KSA social studies assessment from 27% to 47%, and the KSA writing assessment from 39% to 60%. Dayton High School will increase the percentage of students scoring Proficient/Distinguished on the KSA science assessment from 4% to 30%, the KSA social studies assessment from 32% to 52%, and the KSA writing assessment from 47% to 67%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
the KSA science assessment from 19% to 33% at LES, from 11% to 25% in MS and from 4% to 20% in HS.					
Objective 2					



### 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 LES Collaborate to increase the percentage of students with disabilities scoring P/D on the KSA reading assessment from 25% to 35%</p> <p>Collaborate to increase the percentage of Homeless students scoring P/D on the KSA math assessment from 42% to 52%.</p> <p>MIDDLE SCHOOL Only 26% of economically disadvantaged MS students are scoring P/D on the KSA reading assessment and only 20% are scoring P/D on the KSA math assessment. Because of that, these activities are for all students.</p> <p>We will collaborate to increase 26% to 35% in reading and 20% to 33% in math.</p> <p>HIGH SCHOOL Collaborate to increase the percentage of economically disadvantaged HS students scoring P/D on the KSA</p>	Design and Deliver Instruction	<b>WIN TIME</b> – During WIN time, students scoring below the 30 <sup>th</sup> percentile in one or more literacy skills will receive explicit instruction for that missing skill set with an intervention specialist or certified grade level teacher.	Increased percentage of students with disabilities scoring P/D on Reading KSA		
	Establishing Learning Culture and Environment	<b>Flex Groups</b> – All students will be placed in a Flex group for academic interventions. These Flex groups will also focus on reviewing academic status with students monthly.	Increased percentage of positive responses on the QSCS.		
	Design and Deliver Instruction	<b>STAR Testing</b> – Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Increased percentage of Economically Disadvantaged Students and Students with disabilities scoring proficient/distinguished on the KSA reading and math assessment		
	Design, Align and Deliver Support Processes.	<b>Tiered Attendance System</b> – Lincoln Elementary and Dayton High School have implemented a Tiered attendance intervention system. All students are in Tier I and receive daily phone calls home if they are absent. Students that miss more frequently are placed in Tier II and students that have been chronically	Increase the attendance percentage of individual students and LES.		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
reading assessment from 36% to 50% and the math assessment from 21% to 33%.		absent in the past are placed in Tier III.			
Objective 2	Design and Deliver Instruction	<b>Envisions Math Program</b> - this school year all grade levels (K - 8) will fully implement the Envisions Math Program focusing on problem based learning and visual learning,	Increased Percentage of Students Scoring P/D on Math KSA		
	Design and Deliver Instruction	<b>Successmaker</b> - all students in grades K - 8 participate in 15 minutes daily in an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.	Increased Percentage of Students Scoring P/D on Math KSA		
	Design and Deliver Instruction	<b>STAR Testing</b> – Students will take the reading and math STAR assessment three times a year to determine students' instructional reading level and math level. Students will be placed in appropriate interventions based on the results on the STAR assessment.	Increased percentage of Economically Disadvantaged Students and Students with disabilities scoring proficient/distinguished on the KSA reading and math assessment		
	Design, Align and Deliver Support Processes.	<b>Tiered Attendance System</b> – Lincoln Elementary has implemented a Tiered attendance intervention system. All students are in Tier I and receive daily phone calls home if they are absent. Students that miss more frequently are placed in Tier II and students that have been chronically absent in the past are placed in Tier III.	Increase the attendance percentage of individual students and LES.		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: English Learner Progress

Goal 4: Dayton Schools does not have enough EL students to receive an English Learner Progress score, therefore, we do not have any goals.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## 5: Quality of School Climate and Safety

<p>Goal 5: By the end of the 2025 school year, Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question, “Students being mean or hurtful to other students is NOT a problem for this school,” from 63% to 73% and Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question, “Students being mean or hurtful to other students online is NOT a problem for my school,” from 76% to 86%.</p> <p>By the end of the 2026 school year, Dayton High School will improve the percentage of positive responses on the QSCS survey question, “Bullying is NOT a problem for this school,” from 22% to 50% and Dayton High School will improve the percentage of positive responses on the QSCS survey question, “Internet bullying is NOT a problem for my school,” from 26% to 50%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Elementary Collaborate to increase the percentage of positive responses on the QSCS survey question, “Students being mean or hurtful to other students in NOT a problem for this school,” from 63% to 73%.</p> <p>Collaborate to increase the percentage of positive responses on the QSCS survey question, “Students being mean or hurtful to other students online is NOT a problem for my school,” from 76% to 86%.</p> <p>High School Collaborate to increase the percentage of positive responses on the QSCS survey question, “Bullying is NOT a problem for this school,” from 22% to 40%.</p>	Establishing Learning Culture and Environment	<b>Health Therapists</b> – Dayton Schools has hired a Mental Health Coordinator to oversee the mental health services being provided to students in the district. Dayton Schools has also hired a Mental Health Therapist to provide services to students at Dayton High School and Lincoln Elementary School. This therapist will meet with students weekly and handle any crisis situations that arise with students.	Increased percentage of positive responses on the QSCS.		
	Establishing Learning Culture and Environment	<b>Parent Engagement Days</b> – Dayton Schools has three Parent Engagement Days built into the schedule. Lincoln Elementary School and Dayton High School use these three days to meet with parents to review academic data, attendance data and students’ growths as determined by the Gallup Strengths Finder Assessment.	Increased percentage of positive responses on the QSCS.		
	Establishing Learning Culture and Environment	<b>FRYSC/YSC</b> – The Family Resource Center at Lincoln Elementary School and the Youth Service Center at DHS reduce barriers to learning for all students at LES/DHS. The FRYSC/YSC	Increased percentage of positive responses on the QSCS.		

<p>Goal 5: By the end of the 2025 school year, Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question, “Students being mean or hurtful to other students is NOT a problem for this school,” from 63% to 73% and Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question, “Students being mean or hurtful to other students online is NOT a problem for my school,” from 76% to 86%.</p> <p>By the end of the 2026 school year, Dayton High School will improve the percentage of positive responses on the QSCS survey question, “Bullying is NOT a problem for this school,” from 22% to 50% and Dayton High School will improve the percentage of positive responses on the QSCS survey question, “Internet bullying is NOT a problem for my school,” from 26% to 50%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Collaborate to increase the percentage of positive responses on the QSCS survey question, “Internet bullying is NOT a problem for my school,” from 26% to 40%.		provides students with school supplies, clothes, meals, and other necessities that students need to be successful in school.			
	Establishing Learning Culture and Environment	<b>Academic Pep Rallies</b> – Lincoln Elementary and Dayton High School have begun having Academic Pep Rallies to recognize outstanding academic accomplishments of students. Students will be rewarded with games, prizes, and other rewards to students for performing well academically.	Increased percentage of positive responses on the QSCS.		
	Design and Deliver Instruction	<b>Transiency Intervention</b> – Students that enroll at LES before the school year will be assessed using the AIMSweb fluency assessment, the QPS assessment, and PAST assessment. Students falling below the required benchmarks will be placed in tiered intervention groups when school starts and before LES WIN groups starts. Students will continue working in a WIN group and will continue their instruction throughout the year when WIN is not taking place.	Increased percentage of students scoring P/D on the KSA assessment.		
	Establishing Learning Culture and Environment	<b>Energy Bus School</b> – Dayton High School has become a certified Energy Bus School. All students	Increased percentage of positive responses on the QSCS.		

Goal 5: By the end of the 2025 school year, Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question, “Students being mean or hurtful to other students is NOT a problem for this school,” from 63% to 73% and Lincoln Elementary will improve the percentage of positive responses on the QSCS survey question, “Students being mean or hurtful to other students online is NOT a problem for my school,” from 76% to 86%.

By the end of the 2026 school year, Dayton High School will improve the percentage of positive responses on the QSCS survey question, “Bullying is NOT a problem for this school,” from 22% to 50% and Dayton High School will improve the percentage of positive responses on the QSCS survey question, “Internet bullying is NOT a problem for my school,” from 26% to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		participate in weekly Social-Emotional Learning lessons and monthly SEL pep rallies.			
Objective 2					

## 6: Postsecondary Readiness

Goal 6: By the spring of 2026, Dayton High School will increase its Postsecondary Readiness Rate from 83% to 95%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the Postsecondary Readiness Rate from 83% to 90%	Design and Deliver Instruction	<b>ACT Prep</b> – All junior students will participate in a class titled, “ACT Prep.: This class will familiarize students with the ACT and go over effective strategies for taking the English, Math, Reading, and Science sections of the ACT.	Increased percentage of students becoming College Ready on the ACT		
	Design and Deliver Instruction	<b>FLEX RTI</b> – students who are on track to complete three business courses and the Administrative Support pathway exams/certifications will participate in small group exam/certification prep during FLEX time. Senior students who are missing either the Reading or Math ACT benchmark will participate in a KYOTE math and/or Reading prep during FLEX time.	Increased Transition Readiness percentages		
	Design and Deliver Assessment Literacy	<b>STAR Testing</b> – all grade levels will participate in STAR testing three times a year to assess current instructional level, which can assist in directing students to career pathways.	Increased Transition Readiness percentages		
	Design and Deliver Assessment Literacy	<b>College Readiness/Career Readiness Assessments</b> – the District ACT will be offered free of charge to all seniors twice a year. KYOTE will be given 4 times a year for students to	Increased Transition Readiness percentages		



Goal 6: By the spring of 2026, Dayton High School will increase its Postsecondary Readiness Rate from 83% to 95%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meet benchmarks and the ASK exam will be given four times a year to students in the Administrative Support Pathway. MOS testing will be completed as needed			
	Design, Align and Deliver Support Processes	<b>Transition Readiness Monitoring</b> – The district and school will monitor the various transition readiness opportunities and will update and present numbers quarterly. The School counselor and Dual Credit Advisor are doing regular grade checks with Dual Credit students to monitor grades and make academic plans for students struggling.	Increased Transition Readiness percentages		
	Design, Align and Deliver Support Processes	<b>Increase Pathway Options</b> – The school counselor and College and Career Coordinator will research potential new Business/Computer pathways that are approved by KDE. Research how to implement a Skilled Trade program at Dayton High School. They will also continuously monitor post-secondary partnerships for new CTE course opportunities.	Increased Transition Readiness percentages		
Objective 2	Review, Analyze and Apply Data	<b>College and Career Readiness Coordinator</b> – A college and career readiness coordinator will work with individual students to review current academic standing	Increased Transition Readiness percentages		

Goal 6: By the spring of 2026, Dayton High School will increase its Postsecondary Readiness Rate from 83% to 95%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		specifically towards College and Career Readiness			

7: Graduation Rate

Goal 7: By the spring of 2026, Dayton High School will improve its four-year graduation rate from 95.1% to 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 During the 2023-2024 school year, DHS will collaborate to increase the four-year graduation rate from 95.1% to 97%.	Establishing Learning Culture and Environment Establishing Learning Culture and Environment	<b>Credit Recovery</b> – The district will fund a position for Dayton High School that will oversee Credit Recovery. Credit Recovery will oversee students who have fallen behind with credits will be given the opportunity to recover credits in the online learning platform.	Increase 4-year graduation rate		
		<b>Youth Service Center</b> – The district funds a Youth Service Center at Dayton High School that will oversee a variety of programs will be offered to reduce barriers to learning and provide support for students.	Increase 4-year graduation rate		
	Review, Analyze, and Apply Data Review, Analyze, and Apply Data	<b>Monthly Monitoring</b> – The district staff will work with high school staff to set up a FLEX period. During this class period, staff will meet with students once a month to discuss grades/goals and develop a plan to help each student earn all credits and achieve their behavior, attendance, and academic goals.	Increase 4-year graduation rate		
		<b>Grad Rate Tracking</b> – District and building administrators will monitor and track cohort graduation rates. Admin team will use a spreadsheet and will monitor and discuss students’ progress towards graduation.	Increase 4-year graduation rate		

Goal 7: By the spring of 2026, Dayton High School will improve its four-year graduation rate from 95.1% to 100%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establishing Learning Culture and Environment Establishing Learning Culture and Environment	<b>Additional Pathways/Opportunities</b> – The Director of Teaching and Learning will work with the school counselor and assistant principal and they will work with KDE and outside partners such as Gateway/NKU to research and implement additional career pathways and opportunities that are of interest to students in an attempt to meet the needs of all students.	Increase 4-year graduation rate		
		<b>Mentoring</b> – Seniors failing classes and/or in danger of not graduating will be paired with an adult mentor who will monitor the student’s progress towards graduation and meet with the student to ensure success. District administrators will serve as mentors for seniors falling behind.	Increase 4-year graduation rate		
Objective 2					

8: Other (Optional)

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

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
<p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>

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
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p>