

Floyd County Schools 2026 (CDIP)

Rationale

The CDIP is a plan developed by the local school district with the input of parents, faculty, staff and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the district level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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 Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma*, *Shiple*y, *Baldrige*, etc.);
- **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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all districts must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state’s accountability system and deemed priority areas in the Phase Two: Needs Assessment for Districts are optional.

Required Goals

Achievement Gap:

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets.

Objective(s):

By spring of 2026, Floyd County district will increase the percentage of students with disabilities scoring proficient or distinguished in elementary reading from 29% to 39%; middle reading from 16% to 26%; high school reading from 18% to 28%, and in elementary math from 33% to 43%; middle school math from 17% to 27%; high school math from 8% to 18%, as measured by state assessments.

Strategy:

Implement a systematic approach for delivering classroom instruction to ensure that tiered instruction is highly effective, culturally responsive, evidence-based practices, etc. **(KCWP-2)**

Implement a systemic process to review and revise assessment systems at both district and school levels utilizing the Framework for a Balanced Assessment System.
(KCWP 3)

Activities:

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The District Instructional Team will ensure ongoing professional development in the area of best practice/high-yield instructional strategies, as well as math intervention strategies to aid in meeting individual student needs to drive student success.

District Instructional Leaders in conjunction with school principals and teacher leaders will use a collection of assessment artifacts to inform the next steps for individual students and groups of students during monthly PLCs, faculty, IMPACT, and INSPIRE meetings

District and school-level MTSS teams will monitor student achievement and determine needs within student groups. Monthly SIT Meetings, teacher K-12

Students in grades K-4 that did not meet the benchmark in reading or did not meet proficiency in reading in 3rd grade on the state assessment will take a diagnostic assessment to determine focus areas for growth that will be included in a student reading improvement plan.

Interventionists will utilize a common evidence-based intervention tool for intervention strategies and progress monitoring focusing on district new teachers K-12

Grade-level Student Intervention Team Meetings (SIT) will review student achievement and needs for more intensive Tier 2 and Tier 3 interventions and next-step actions.

Monthly School MTSS PLC's - District-Led PLCs will focus on implementation of MTSS model utilizing intervention tools and data driven decision making.

Progress Monitoring:

The **District Instructional Team** will ensure the 30-60-90 Day Plan will be monitored and **updated monthly** during the 25-26 school year.

District MTSS Lead will utilize coaching documents to monitor high-yield instructional strategies. **District MTSS monthly meetings during the 25-26 school year.**

District Administrators will utilize **weekly** PLC data meetings (protocols/agendas/minutes) to monitor instructional planning to effectively close achievement gaps that were identified for the 25-26 school year.

District Administrators will utilize formative and summative classroom assessments to ensure congruence and rigor of assessments weekly during the 25-26 school year **by analyzing weekly lesson plans.**

District Administrators will analyze District Benchmark Assessments in **October, December, and March** to plan for effective instruction that meets individual students' learning needs during the 25-26 school year.

The **District Instructional Team** will analyze **weekly** Lesson plans, walkthroughs, and administrator feedback from District HUB **monthly** during the 25-26 school year to provide feedback for improvement steps to improve daily instructions.

The **District MTSS consultant** will analyze Grade-level **monthly** SIT minutes to monitor student progress documented on Student Intervention Plans to provide schools with feedback for the 25-26 school year.

District administrators and teachers will utilize the **District Monthly Intervention Tracking Tool** to monitor student progress biweekly during the 25-26 school year.

District and school administrators will analyze monthly intervention tool usage data.

Funding:

General Funds, Title one

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all districts.

Three- to Five-Year Goal:

By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in elementary reading from 41% to 60%; middle reading from 43% to 65%; high school reading from 45% to 65%, and in elementary math from 33% to 50%; middle school math from 30% to 50%; high school math from 25% to 50%, as measured by state assessments. District Head Start/Preschool Students will score 80% K Ready on the state screener Brigance.

Objective(s):

By spring of 2026, Floyd County district will increase the percentage of students scoring proficient or distinguished in reading from 43% to 51%; middle reading from 43% to 54%; high school reading from 45% to 55%, and in math from 33% to 42%; middle school math from 30% to 40%; high school math from 25% to 38%, as measured by state assessments. District Head Start/Preschool Students will score 80% K Ready on the state screener Brigance.

Strategy:

Implement monitoring/coaching measures to support high-fidelity instruction to support mastery of reading and math standards in the way of peer formal and informal observations, and classroom observations...

(KCWP 2)

Implement and monitor District Lesson planning documents based on Teacher "Clarity" work.

(KCWP 2)

Implement a systemic process to review and revise assessment systems at both district and school level utilizing the Framework for a Balanced Assessment System.

(KCWP 3)

Activities:

The district leadership team will utilize the district monitoring tool (The Instruction HUB) to measure the implementation of KAS utilizing the school lesson planning template, and coaching document through monthly school monitoring visits.

- Clarity for Learning training with teachers PLC, Faculty meetings

- **District Deeper Learning Plan** will provide teachers with Coaching opportunities to learn deeper learning strategies to utilize in the classroom.

The district instructional leadership team will ensure congruence is present between standards, learning intentions/success criteria, and assessment measures. Monthly monitoring visits, school monitoring visit one per semester (walkthroughs and lesson plans)

All teachers will **monitor data (MAP, KSA, MAP Fluency, formative and summative) after each benchmark assessment and after the KSA data release, PLC meetings & Faculty meetings.**

All teachers engage in **data discussions** with principals and staff, Assessments PLC meetings, Faculty meetings

All schools **share data and goal setting** with students and families after each benchmark, yearly KSA data release

Math curriculum committee will meet periodically throughout the year with the district instructional team to monitor the development progress of the math curriculum.

ELA curriculum will be implemented by K-12 teachers and monitored weekly through lesson plans, coaching visits
TSI PLC's

Instructional classwork will be showcased through students' published pieces via district programs (Christmas Through the Eyes of A Child and Young Authors).

The district will follow a **Literacy Plan** developed with input from a district literacy leadership team. This work is ongoing and updated annually.

EPIC Coaching: All district schools will receive professional coaching on effectively implementing district HQIR's in all district classrooms through the school year.

The district will utilize the **HQIR Pre K On My Way** in all district head start/Preschool classrooms to provide students with a highly qualified instructional resource that is challenging and meets learning needs.

The district will utilize a **KY ELLN Literacy Coach** at SFES providing effective teacher coaching for instruction utilizing district HQIR.

Building Thinking Classroom Math Training for middle school and high school district math teachers.

Admin/Teacher Math Coaching training provided by KVEC

Novice Reduction Plans for all students scoring below Proficient on KSA Assessments.

New Teacher Cohort

Progress Monitoring:

District Instructional Team will ensure

The 30-60-90 Day Plan will be monitored and **updated monthly** during the 25-26 school year.

School Monitoring Visits, **one per school, per year with a second unannounced visit, TSI schools will receive one per school per semester** from the District Instructional team during the 25-26 school year. The District Instructional team and District Principals will complete the visits.

The District Instructional Team will oversee the Implementation of the New Teacher Cohort. **(Monthly)** 25-26 school year.

The District Leadership team will utilize the district Instructional HUB to complete school visits **monthly** to provide instructional feedback for each month during the 25-26 school year.

District Instructional leads will monitor the district lesson planning template at a **minimum of monthly** in **Administrative PLCs each month** during the 25-26 school year.

The District Instructional Team will monitor Walk-through data **weekly** during the 25-26 school year.

District Principals will complete weekly Coaching visits during the 25-26 school year.

Principals will provide feedback on lesson plans and walkthrough data to teachers **weekly** during the 25-26 school year.

Each district school and the District Instructional Supervisors will utilize the 30-60-90 Day Plans to monitor planned improvement strategies and activities at the 30, 60, and 90-day mark of the school's 25-26 school year. **This will take place at the 30, 60, 90, 120-day marks.**

AMS feedback from visits will be communicated via the District Support Team that has been assigned to support AMS weekly. This team includes, School Principals, District Instructional Supervisor, District Sp Education Director, MTSS consultant, district DAC... District Wide Director of school support.

The District Literacy Leadership Team will during the 25-26 school year to monitor and provide feedback to each school regarding the development and implementation of the District Literacy Plan.

The District Instructional Leadership Team will meet once per month during the 25-26 school year to monitor the ongoing EWOK data and to provide feedback to each school regarding the balance of the formative and summative assessments utilized by teachers.

Data analysis completed in each district school after each district MAP benchmark **completed by school Admin/Teacher teams** during the 25-26 school year.

Data analysis performed by classroom teachers, district educational consultant after each PELI assessment, as well as weekly analysis of Brigrance skills.

Data Analysis of after each benchmark assessment as well as KSA yearly assessments.

Utilize KMIT check sheets to monitor student progress

Weekly student assignments complete with feedback, lesson plans

District School Novice Reduction.Plans turned into instructional supervisors.

Teacher coaching visits feedback/Notes

Funding:

-Instructional-General Fund

-Title I Funding

-Title II-A Funding

-General Fund

-Title Funds

Ky CL 25 Grant Funds

KDE KY ELLEN

District PD Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Districts, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the district in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes”, districts must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

- *By spring of 2027, Floyd County district will increase the percentage of students scoring proficient or distinguished in:*
 - science- elementary from 32% to 50%; middle school from 20% to 50%; high school from 14% to 50%
 - social studies- elementary from 31% to 60%; middle school from 38% to 60%; high school from 25% to 60%
 - writing from- elementary from 35% to 50%; middle school from 48% to 70%; high school from 42% to 70%

Objective(s):

By spring of 2026, Floyd County district will increase the percentage of students scoring proficient or distinguished in:

- science- elementary from 32% to 41%; middle school from 20% to 30%; high school from 14% to 36%
- social studies- elementary from 31% to 46%; middle school from 38% to 49%; high school from 25% to 45%

- writing from- elementary from 35% to 43%; middle school from 48% to 62%; high school from 42% to 57%

Strategy:

Implement a systematic approach for delivering classroom instruction to ensure that Tier I instruction is highly effective, culturally responsive, evidence-based practices, etc. **(KCWP 2)**

Implement a systemic process to review and revise assessment systems at both district and school levels utilizing the Framework for a Balanced Assessment System.
(KCWP 3)

Activities:

District Instructional Team will ensure ongoing professional development in the area of best practice/high-yield instructional strategies to aid in curricular adjustments for all teachers k-12 throughout the 2025-2026 school year.

Quarterly, District Instructional Leaders will lead all K-12 teachers in a curriculum development/review process aligned to new standards in K-12 science areas, to meet mastery.

District Instructional Leaders in conjunction with school principals and teacher leaders will use a collection of assessment artifacts to inform the next steps for individual students and groups of students during weekly and monthly PLCs, faculty meetings, and data meetings.

Teachers and school leadership will meet 3 times per year to discuss, review, and analyze data from benchmark testing for Social Studies and Writing and MAP for Science, and will share data and goal setting with students and families each nine-week grading period after benchmarks, KSA, etc.

Amplify Science Training will continue for all K-8 teachers during the 25-26 school year.

Districtwide implementation of newly developed K-12 district Social Studies and science curriculum. Implementation will be documented weekly in lesson plans (k-12).

Utilize the Kentucky Writing Project to develop writing skills that are opinion and argumentative for Science, Social studies.

Science Curriculum Team formed to develop a common K-12 common district curriculum

Progress Monitoring:

The **District Instructional Team** will ensure the 30-60-90 Day Plan will be monitored and **updated monthly during the 25-26 school year.**

The **District Instructional Team** will conduct School Monitoring Visits, **(1) per school year during the 25-26 school year. TSI schools will receive an additional visit in the second semester.**

District Administrators will utilize the district coaching documents to monitor the implementation of high-yield instructional strategies on **weekly lesson plans during the 25-26 school year.**

The **District Instructional team** will utilize **weekly PLC data meetings (protocols/agendas/minutes)** by completing **monthly** monitoring visits for each district school during the 25-26 school year.

District Administrators will analyze student work samples **monthly** to ensure congruence of instruction during the 25-26 school year.

Funding:

Instructional-General Fund
Title I Funding
Title IIA Funding
Instructional-General Fund
District PD Funding

Priority Indicator #2: Graduation Rate

Three- to Five-Year Goal:

Objective(s):

By spring of 2027, Floyd County District will increase their combined graduation rate from 94.3% to 100%, as measured by state reporting requirements.

Strategy:

Monitor and clarify District-Wide scheduling expectations to ensure all students are completing graduation requirements. **(KCWP-2)**

Monitor and clarify district-wide expectations for identifying at-risk students and provide options for students to graduate. **(KCWP - 2)**

Activities:

The District Instructional Team will assist school personnel with completing schedules that match students' planned program/pathway after data analysis from ILP completion is reviewed.

The District Leadership Team will support school personnel in the utilization of the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.

The District Instructional Leadership Team will ensure that attendance and behavioral issues are rectified so as not to interfere with the educational process of students. Once schools have identified students who are not on target for on-time graduation, the district instructional team will support schools in exploring available programs/resources. options for the student to graduate on time, including Virtual School, Alternative Placement, and Credit Recovery through programming such as APEX, Evening School, and Summer School.

Progress Monitoring:

District Instructional Team will ensure

The 30-60-90 Day Plan will be monitored and updated monthly during the 25-26 school year at the **30, 60, 90 120-day** calendar mark.

Counselors will check ILP progress **monthly** during the 25-26 school year.

The **District Digital Learning Coach** will utilize the District Monitoring Tool to monitor individual student ILP Progress **once per semester** toward completion during the 25-26 school year.

School Schedules will be monitored by the **District Administrators** and **counselors** to ensure that all student-required classes for graduation are in place **once per semester** for the 25-26 school year to meet graduation requirements.

DPP will review student attendance **weekly** and hold meetings to set individual student goals for attendance improvement for the 2025-26 school year.

Funding:

Title I Funding

Parent Involvement Funding

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

By spring of 2027, Floyd County district will increase the percentage of students who “agree or strongly agree” in elementary from 97% to 100%; in middle school from 90% to 100%; and in high school from 95% to 100%, as measured by the School Climate and Safety Survey.

Objective(s):

By spring of 2026, Floyd County district will increase the percentage of students who “agree or strongly agree” in elementary from 97% to 98.5%; in middle school from 90% to 95%; and in high school from 95% to 97.5%, as measured by the School Climate and Safety Survey.

Strategy:

Monitor and clarify expectations for District-Wide PBIS in order to ensure behaviors and consequences in all schools are well-defined and consistent. **(KCWP-6)**

Create a Prepare Crisis Management Plan including Prevention, intervention, and post-intervention strategies

Utilize the district trauma-informed care plan

Activities:

District leadership will periodically examine the results of surveys from elementary, middle, and high schools to ensure surveys are completed

The District Mental Wellness Team, in conjunction with the counselor cadre and FRYSC, will create and implement a rewards store in each school to provide incentives for the PBIS system in place.

District leadership will monitor and refine a systemic approach to ensure the deployment and use of School Resource Officers in all schools in the district have clarity around purpose and goals.

Every nine weeks, district leadership will review and monitor master schedules to ensure adequate time for the appropriate implementation of all PBIS and SEL programs

District and school-level MTSS teams will monitor behavior and SEL data to determine needs and hotspots within the district and student populations

The District Mental Wellness Team will review data to determine in monthly meetings to monitor needs for prevention and intervention strategies.

District crisis management team will utilize postvention plan in the aftermath of a crisis.

District Mental Wellness Team will review THRIVE goals in monthly meetings to monitor needs for prevention and intervention strategies

Progress Monitoring:

District Instructional Team will ensure

30-60-90 Day - The plan will be monitored and updated monthly during the 25-26 school year at the **30, 60, 90 120 day calendar mark.**

Each school will utilize Student Surveys to be conducted **each semester** during the 25-26 school year to measure school climate and safety.

District Administrators will complete School visits/Walkthroughs **monthly** and monitor via district hub etc. during the 25-26 school year.

MTTS Team will utilize the IC Discipline Report will be analyzed **monthly** during District MTSS meetings to monitor student behavior needs during the 25-26 school year.

School MTSS Team will utilize Agendas from PBIS and MTSS meetings which will be monitored via District Hub **monthly** during the 25-26 school year to make informed instructional topic decisions.

Principals: Master Schedules will be analyzed throughout the school year **each semester** to ensure effective use of instructional time during the 25-26 school-year.

Funding:

SRO Officers in each school- General fund

Professional Development Funding

THRIVE

Priority Indicator #4: Postsecondary Readiness

Three- to Five-Year Goal:

By spring of 2027, Floyd County district will increase the percentage of students who “agree or strongly agree” in elementary from 97% to 100%; in middle school from 90% to 100%; and in high school from 95% to 100%, as measured by the School Climate and Safety Survey.

Objective(s):

By spring of 2026, Floyd County district will increase the percentage of students who “agree or strongly agree” in elementary from 97% to 98.5%; in middle school from 90% to 95%; and in high school from 95% to 97.5%, as measured by the School Climate and Safety Survey.

Strategy:

Monitor and clarify expectations for District-Wide PBIS in order to ensure behaviors and consequences in all schools are well-defined and consistent. **(KCWP-6)**

Create a Prepare Crisis Management Plan including Prevention, intervention, and post-intervention strategies

Utilize the district trauma-informed care plan

Activities:

Progress Monitoring:

District leadership will periodically examine the results of surveys from elementary, middle, and high schools to ensure surveys are completed

The District Mental Wellness Team, in conjunction with the counselor cadre and FRYSC, will create and implement a rewards store in each school to provide incentives for the PBIS system in place.

District leadership will monitor and refine a systemic approach to ensure the deployment and use of School Resource Officers in all schools in the district have clarity around purpose and goals.

Every nine weeks, district leadership will review and monitor master schedules to ensure adequate time for the appropriate implementation of all PBIS and SEL programs

District and school-level MTSS teams will monitor behavior and SEL data to determine needs and hotspots within the district and student populations

The District Mental Wellness Team will review data to determine in monthly meetings to monitor needs for prevention and intervention strategies.

District crisis management team will utilize postvention plan in the aftermath of a crisis.

District Mental Wellness Team will review THRIVE goals in monthly meetings to monitor needs for prevention and intervention strategies

Funding:
Thrive Grant etc.

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: The District has created a School Support Team to focus weekly on the needs of Adamas Middle School. This team is composed of a district instructional supervisor, DAC, MTSS consultant, Sp Education Director, School Support Officer, SIF coaches and the schools administrative team. This team will provide supports weekly in the school from principal coaching, teacher coaching, Professional Development needs, schedules, MTSS systems etc. This team will work with the school admin team and teachers from AMS to implement the CSIP strategies and assist in that implementation. The plan will be monitored weekly as the Support Team meets once per week to plan supports, analyze data and plan for effective Professional Learning opportunities. The Floyd County School Board will review and approve the CSIP for Adamas Middle School during the January 2026 regularly called board meeting. Administration will present the plan to board members and superintendent and be available to answer any questions they may have about the improvement 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: At the present time, the Floyd County School District has one school in ATSI status: Adams Middle School (6-8 Students with Disabilities) The district has a comprehensive plan in place to support and monitor these schools as they implement school improvement plans.

The district plan includes the following supports: AMS has a board-assigned instructional supervisor to assist with CSIP implementation within the school. The supervisor will complete instructional walkthroughs to provide teacher coaching, participate in Administrative PLC meetings, assist with data PLC meetings, etc. School supervisors will meet individually with each school once per month to review the district monitoring tool located on the District Instructional Hub. Teacher/coach to model high-yield instructional strategies, and assist with MTSS planning and progress monitoring, district administrators will assist school administrators in developing systems.

The district trained all district principals on "Clarity for Learning" to increase teacher clarity in the classroom. The district Lesson Plan template, and coaching document have been deeply rooted within the clarity work. Teachers at all district schools, including the ATSI school, are being trained on the implementation of these district systems to ensure they are improving in teacher clarity within the classroom for more effective teacher instruction. New teachers at the ATSI school will attend monthly New Teacher Cohort Sessions offered by the District Instructional Team. These sessions focus on effective lesson planning, classroom management strategies, MTSS instructional strategies, assessment, etc.

The district has created and assigned a District Support Team for Adams Middle School. The team is composed of the District Instructional supervisor, building principals, District DAC, District Sp Education Director, District MTSS consultant, SIF coaches etc. This team meets weekly and plans needed support for AMS, as well as, analyzes data weekly to monitor school progress. Support includes: Principal coaching, classroom coaching visits complete with feedback, district participation in weekly PLC and faculty meetings, MTSS coaching, Professional development planning etc.

Adams Middle School was monitored through a district walkthrough observation tool twice the previous school year. This information was collected and shared with the school administrative team. The data was utilized to determine student learning needs and to locate barriers for student learning. AMS is currently completing the IMPACT survey that will provide information that directly links to student learning within the school. That information will be analyzed to determine barriers to learning along with weekly lesson plan analysis and weekly classroom coaching visits from the school administration team.

Adams Middle School will implement co-teaching strategies for students with disabilities to improve student achievement scores. The faculty will participate in co-teaching professional learning that encompasses all of the approaches, with a primary focus on team teaching, parallel teaching, and station teaching. The faculty will learn how to implement each type of co-teaching approach and when it is appropriate to implement that approach. The co-teaching teachers will have the opportunity to visit HUB schools and model sites with co-teaching implementations. They will meet with school counselors to discuss options and see examples of developing a master schedule for co-teaching implementation. The Co-teaching teams will be provided additional in-person coaching from district special education consultants and instructional coaches. Monitoring of co-teaching models and implementation was added to the walkthrough instrument for district administrators to monitor co-teaching implementation. MAP scores will continue to be analyzed throughout the 25-26 school year with additional training and coaching being provided by KVEC, District Special Education Consultants, and District Instructional Coaches as a follow-up. Special Education Consultants will hold weekly PLC meetings with Special Education Teachers to discuss students' specially designed instruction needs.

Additional/More Rigorous Actions

Special Education teachers will have common planning time with general education teachers to allow for the co-planning necessary to deliver the instruction effectively. This will allow students with disabilities the individualized instruction necessary to be successful in the general education setting while receiving core instruction. This evidenced-based strategy will be monitored through lesson plans, walkthrough visits, data PLCs, and daily schedules.

Special Considerations for Districts with Comprehensive Support and Improvement (CSI) Schools

KRS 160.346(7)(a)(6) requires an evaluation of a principal's capacity to lead the turnaround efforts during the audit process. This assessment supports identifying effective strategies and actions needed to improve school performance. It also helps determine whether the principal has the skills to implement and sustain turnaround efforts. When making this determination, the audit team considers evidence aligned with the Professional Standards for Education Leaders (PSEL) Standard 10: School Improvement. The outcome of this assessment becomes a formal part of the school's audit.

Based on the findings from the audit, please respond to the following question. If you answer "yes", additional information will be required.

1. Did the assessment of any principal's capacity during the audit result in a determination of *intensive support* needed for the principal to successfully lead the turnaround process in a school identified for CSI?
 Yes (If yes, please complete the [Training and Support Plan for Principals Requiring Intensive Support form](#).)
 No (If no, no further action is needed.)