2020-21 Model Laboratory Schools Phase One: Continuous Improvement Diagnostic for Districts_09212020_15:31

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Model Laboratory School
John Williamson
521 Lancaster Ave
Richmond, Kentucky, 40475
United States of America

2020-21 Phase One: Continuous Improvement Diagnostic for Districts - 2020-21 Model Laboratory Schools Phase One: Continuous Improvement Diagnostic for Districts_09212020_15:31 - Generated on 12/18/2020

Model Laboratory School

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Districts - 2020-21 Model Laboratory Schools Phase One: Continuous Improvement Diagnostic for Districts_09212020_15:31 - Generated on 12/18/2020

Model Laboratory School

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

. The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with 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, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• Executive Summary for Districts
• The Superintendent Gap Assurance
• Professional Development Plan for Districts

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

2020-21 Phase One: Continuous Improvement Diagnostic for Districts - 2020-21 Model Laboratory Schools Phase One: Continuous Improvement Diagnostic for Districts_09212020_15:31 - Generated on 12/18/2020

Model Laboratory School

Please enter your name and date below to certify.

John R. Williamson 9/21/2020

2020-21 Model Laboratory Schools Phase Two: District Assurances_12032020_12:11

2020-21 Phase Two: District Assurances

Model Laboratory School
John Williamson
521 Lancaster Ave
Richmond, Kentucky, 40475
United States of America

2020-21 Phase Two: District Assurances - 2020-21 Model Laboratory Schools Phase Two: District Assurances_12032020_12:11 -

Generated on 12/18/2020

Model Laboratory School

Table of Contents

2020-21 Phase Two: District Assurances - 2020-21 Model Laboratory Schools Phase Two: District Assurances_12032020_12:11 -

Generated on 12/18/2020

Model Laboratory School

2020-21 Phase Two: District Assurances

2020-21 Phase Two: District Assurances - 2020-21 Model Laboratory Schools Phase Two: District Assurances_12032020_12:11 - Generated on 12/18/2020

Model Laboratory School

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

2020-21 Phase Two: District Assurances - 2020-21 Model Laboratory Schools Phase Two: District Assurances_12032020_12:11 - Generated on 12/18/2020

Model Laboratory School

District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

- ○ Yes
- ○ No
- **● N/A**

COMMENTS

Because of Model's unique situation, many aspects of the District Funding Assurances do not apply.

2020-21 Phase Two: District Assurances - 2020-21 Model Laboratory Schools Phase Two: District Assurances_12032020_12:11 - Generated on 12/18/2020

Model Laboratory School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Model Laboratory Schools Phase Two: The Needs
Assessment for Districts_09222020_10:15

2020-21 Phase Two: The Needs Assessment for Districts

Model Laboratory School
John Williamson
521 Lancaster Ave
Richmond, Kentucky, 40475
United States of America

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Table of Contents

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

2020-21 Phase Two: The Needs Assessment for Districts

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

All Model Lab faculty participate in data review and analysis; they then apply what they have reviewed in their classrooms. The Model Lab leadership team, consisting of the superintendent, assistant superintendent, elementary principal, secondary principal, and curriculum director, meets weekly to discuss district matters, analyze data, and develop plans for addressing areas for improvement. The superintendent sets the agenda and shares it via email, and members take notes to document the meetings. In addition to the leadership team, Model Lab also has an extended leadership team, which includes the elementary, middle, and high school counselors; the school psychologist; technology coordinator; academic achievement specialist; athletic director; and the gifted and talented/ESL coordinator. This team also reviews data and makes recommendations based on the data and the needs of the students. Like the leadership team, the superintendent sets the agenda and shares it via email with members taking notes to document meetings. Additionally, the curriculum director analyzes data as it becomes available, sharing it with parents and discussing it with teachers. The director schedules group meetings to discuss how to analyze and interpret the data; these meetings occur as needed and are documented through PowerPoint presentations and handouts shared with participants. Potential applications of the data and analysis are discussed, and teachers develop next steps for implementing supports in their classrooms.

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

In 2018-19, Model Elementary School was designated a four-star school by the Kentucky Department of Education in based on KPREP scores and other accountability measures. Model High School was designated a five-start school by the Kentucky Department of Education based on KPREP scores and other accountability measures. In 2019-20, Model Middle School was combined with Model High School. Due to the COVID-19 crisis, data was limited for the 2019-2020 school year. Therefore, the data on the current state is based on available 2019-2020 data and 2018-2019 data. Model Elementary was above the state average for students scoring proficient or distinguished in all KPREP areas: - 66.2% of students scored proficient or distinguish on KPREP Reading (74.2% in 2018) - 58.5% of students scored proficient or distinguish on KPREP Math (58.3% in 2018) - 54.7% of students scored proficient or distinguish on KPREP Writing (73.1% in 2018) - 71.1% of students scored proficient or distinguish on KPREP Social Studies (73.1% in 2018) - 51.3% of students scored proficient or distinguish on KPREP Science (60.8% in 2018) - Average national percentile rank for ELA on the IOWA Assessment: 59.2 (53.2 in 2018) - Average national percentile rank for Math on the IOWA Assessment: 56.8 (56.3 in 2018) - Attendance rate: 96.2% Model High School was

cognia

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

above the state average for students scoring proficient or distinguished in most KPREP areas (Writing was the exception): - 60.4% of students scored proficient or distinguished on KPREP Reading (76.4% in 2018) - 64.7% of students scored proficient or distinguished on KPREP Math (60% in 2018) - 45.1% of students scored proficient or distinguished on KPREP Writing (63.2% in 2018) - 43.1% of students scored proficient or distinguished on KPREP Science (63.2% in 2018) - Average national percentile rank for ELA on the IOWA Assessment: 82 (80 in 2018) - Average national percentile rank for Math on the IOWA Assessment: 73 (69 in 2018) - Graduation Rate: 100% in 2019-20 (94% in 2018-19) - Average ACT Composite Score: 22.6 - Attendance Rate: 95.6

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

The 2018-19 data revealed a gap between our students with disabilities and students who do not have a disability. This gap exists to varying degrees across grade levels and subject areas, although data is not available for the subgroup for Model High due to the small number of students in the subgroup. - 66.2% of all Model Elementary students scored proficient or distinguished on KPREP Reading, but only 40% of students with disabilities scored proficient or distinguished. - 58.5% of Model Elementary students scored proficient or distinguished on KPREP Math, but only 20% of students with disabilities scored proficient or distinguished.

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

The 2018-19 trend across both elementary and high school levels and in most content areas assessed by KPREP was a decrease in the percentage of students scoring proficient or distinguished. As outlined above, there were sharp declines in Writing at both levels and in Science at the high school level. Writing continues to be an area for improvement, although we would like to see improvements in Math and Reading as well. Social Studies remains our strongest area.

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[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](#)

New programs in ELA and Math have been adopted in order to ensure consistency across grade levels and make gains. In elementary school, one focus will be on delivering a high-quality math program that helps students develop skills and understandings that they can transfer to new and novel situations. We have instituted the UCSMP in middle and high school to develop students' mathematical abilities and their quantitative and computational thinking. We have also implemented Everyday Math 4 for students in grades K through 6, which is aligned to the UCSMP curriculum to provide students with a K-8 math program that spirals skills and understandings to ensure students have the mathematical knowledge necessary to succeed in high school and beyond. We will also continue to focus on reading and writing instruction with the adoption of the Journeys program in the elementary grades. The program integrates reading and writing to support students' success and development of writing skills.In high school, we will focus on increasing the amount of writing students will do in all of their classes, not just their English classes. In addition, teachers are encouraged to provide meaningful feedback to students on their writing, including through peer review and one-on-one feedback sessions. We purchased licenses for TurnItIn.com to assist teachers in their support of students' writing skills. Across all grades, we have undertaken to support our students with disabilities with increased instruction in reading, writing, and math. Special Education teachers are working regularly with students on the development of their skills in these areas, offering in-class and pull- out supports. 2019-2020 was also the first full school year in which we had a dedicated reading interventionist to work with students struggling in reading. Also, for the 2020-21 school year, we adopted a new science curriculum, Amplify, for grades K-8. With a focus on inquiry and science skills, we hope that the curriculum will support students' learning and result in improvement for our science scores.

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Model's graduation rate remains well above the state and national average at 100% with 100% of our graduates pursuing post-secondary education. Also, the average ACT score, at 26.2 in 2018-2019, remains competitive and improved from 25.3 in 2016-2017. Social Studies scores on KPREP remain high with 71.1% of elementary students and 83.6% of middle school students earning a proficient or distinguished score in 2018-19. The attendance rate remains high at over 95% across both levels in 2018-19.

2020-21 Phase Two: The Needs Assessment for Districts - 2020-21 Model Laboratory Schools Phase Two: The Needs Assessment for Districts_09222020_10:15 - Generated on 12/18/2020

Model Laboratory School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Model Laboratory Schools Phase Three: Executive Summary for Districts_12172020_12:39

2020-21 Phase Three: Executive Summary for Districts

Model Laboratory School
John Williamson
521 Lancaster Ave
Richmond, Kentucky, 40475
United States of America

2020-21 Phase Three: Executive Summary for Districts - 2020-21 Model Laboratory Schools Phase Three: Executive Summary for Districts_12172020_12:39 - Generated on 12/18/2020

Model Laboratory School

Table of Contents

2020-21 Phase Three: Executive Summary for Districts - 2020-21 Model Laboratory Schools Phase Three: Executive Summary for Districts_12172020_12:39 - Generated on 12/18/2020

Model Laboratory School

2020-21 Phase Three: Executive Summary for Districts

. Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Model Laboratory Schools is located in Richmond on the campus of Eastern Kentucky University. Although it is located in Madison County, the schools that make up Model Laboratory Schools is no longer part of the county school district. Of the 650 students who attend Model Laboratory Schools, most live within Madison County, though there are students who live in surrounding counties. The district has two schools - Model Elementary School and Model High School. Model Elementary School consists of grades K through 6, and Model High School consists of grades 7 through 12. Approximately 87% of Model students identify as white, a percentage that has been relatively consistent over the last three years. Approximately 12% of Model students report being eligible for free or reduced lunch, which is consistent with previous years. Approximately 12% of Model students receive services for disabilities, which is consistent with previous years. Because Model is part of Eastern Kentucky University, all of the teachers are employees of EKU and about 25% of the students are the children of EKU faculty and staff. These circumstances create a great deal of opportunities for collaboration between the school and the university and allow Model 11th and 12th grade students to take dual credit courses on campus. The school is host to pre-service teachers, counselors, occupational therapists, school psychologists, nurses, and others, creating a unique learning environment for students of all levels. Faculty at Model includes one Superintendent, one Assistant Superintendent for Student Services, one Director of Teaching and Learning, two principals (one for Model Elementary and one for Model High School), 1 school counselor for students in grades K-3/school psychologist, 1 school counselor for students in grades 4-8, 1 school counselor for students in grades 9-12, 1 nurse, 1 media specialist, 1 Gifted and Talented/ELL coordinator, 1 technology coordinator, and 35 teachers. Additionally, classified staff at Model include 2 office associates, 1 business and transportation manager, and 2 central office staff, as well 8 paraeducators, 1 part time licensed occupational therapist, 1 speech pathologist, and 1 resource officer. Model Laboratory Schools is located in Richmond, Kentucky. According to the latest census information Richmond is represented ethically as 83.3% white, 9.1% African American, 3.8% Hispanic, 1.3% Asian, and 2.3% identifying with two or more races. Of the 32,550 residents 98% live in an urban area and 2% is rural. Since the 2000 census the population of Richmond has grown by 18.3%. The average resident is 26 years old. The median household income is $27,560. The growth in Richmond has

2020-21 Phase Three: Executive Summary for Districts - 2020-21 Model Laboratory Schools Phase Three: Executive Summary for Districts_12172020_12:39 - Generated on 12/18/2020

Model Laboratory School

been spurred on by the influx of people to the Bluegrass Army Depot as well other industries located in Madison County. Model's population is made up of many students whose parents work at Eastern Kentucky University who is the largest employer in town. Northern Richmond is growing due to the proximity to the state's second largest city, Lexington in Fayette County.

. Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Mission: In a shared commitment with Eastern Kentucky University, Model Laboratory School will serve as the learning laboratory for P-12 education in the Commonwealth of Kentucky by providing an exemplar for research, best practices, and innovation in elementary and secondary education and teacher professional learning. Vision: In collaboration with other EKU programs, Model will establish pathways that provide a P-20 student-centered learning environment producing next generation college graduates and career professionals prepared to lead a global society. In addition, Model will serve as a professional learning and continuing education hub to provide opportunities for Kentucky's educators to become master teachers. Model embodies this mission and vision by encouraging teachers to engage in innovative and creative teaching strategies, while providing all students with a world-class education. That world-class education is founded on a series of competencies and transfer goals that align from kindergarten through 12th grade. Additionally, the school is host to numerous pre-service educators and a professional development center, and all faculty engage in service and scholarship.

. Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

At Model Laboratory School, students receive a world class education that focuses on creativity, innovation, entrepreneurship, and critical thinking. Model Lab consistently ranks among the best schools in the state based on state assessments. In 2019, the high school received a five-star rating from KDE, while the middle and elementary schools each received a four-star rating. Model also ranks among the best schools in the state according to U.S. News and World Report. Our graduation rate for 2020 was 100%, and all of our 2020 graduates report currently pursuing post-secondary education. Model Laboratory provides our students with many educational opportunities including utilizing the campus of Eastern Kentucky University, theatrical and dance programs at the EKU Center for the arts, and school trips to Washington, D.C., Chicago, and New York City. Enrichment is also utilized for

2020-21 Phase Three: Executive Summary for Districts - 2020-21 Model Laboratory Schools Phase Three: Executive Summary for Districts_12172020_12:39 - Generated on 12/18/2020

Model Laboratory School

RTI interventions for students who need extra supports in reading and math. Model continues to strive for excellence and evaluates its program regularly. The faculty and staff is committed to improving student achievement, especially in the areas of reading, math, and writing.

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

2020-21 Phase Three: Executive Summary for Districts - 2020-21 Model Laboratory Schools Phase Three: Executive Summary for Districts_12172020_12:39 - Generated on 12/18/2020

Model Laboratory School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Model Laboratory Schools Phase Three: Comprehensive District Improvement Plan_12032020_12:25

2020-2021 Phase Three: Comprehensive District Improvement Plan

Model Laboratory School
John Williamson
521 Lancaster Ave
Richmond, Kentucky, 40475
United States of America

2020-2021 Phase Three: Comprehensive District Improvement Plan - 2020-2021 Model Laboratory Schools Phase Three: Comprehensive District Improvement Plan_12032020_12:25 - Generated on 12/18/2020

Model Laboratory School

Table of Contents

2020-2021 Phase Three: Comprehensive District Improvement Plan - 2020-2021 Model Laboratory Schools Phase Three: Comprehensive District Improvement Plan_12032020_12:25 - Generated on 12/18/2020

Model Laboratory School

2020-21 Phase Three: Comprehensive District Improvement Plan

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

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.

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, 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.

   . a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template.](#)
b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.
   See attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
Model Lab Schools Comprehensive Improvement Plan for District		•

2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27

2020-21 Phase Three: Professional Development Plan for Districts

Model Laboratory School
John Williamson
521 Lancaster Ave
Richmond, Kentucky, 40475
United States of America

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27 - Generated on 12/18/2020

Model Laboratory School

Table of Contents

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27 - Generated on 12/18/2020

Model Laboratory School

2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

> 1. What is the district's mission?
>
> In a shared commitment with Eastern Kentucky University, Model Laboratory School will serve as a learning laboratory for K-12 education in the Commonwealth of Kentucky by providing an exemplar for research, best practices, and innovation in elementary and secondary education and teacher professional learning. In collaboration with EKU, Model will establish pathways that provide a K-20 student-centered learning environment producing next generation college graduates and career professionals prepared to lead a global society. In addition, Model will serve as a professional development and continuing education hub to provide opportunities for Kentucky's educators to become master teachers.

> 2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27 - Generated on 12/18/2020

Model Laboratory School

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

Model Lab Schools' top two priorities relate to closing the gap between our students with disabilities and those without and to improve science scores across grade levels. The achievement gap between students with disabilities and those without exists across grade levels and subjects. Model Lab Schools is focused on reducing this gap. Additionally, science scores on standardized assessments are among the lowest scores for our students.

3. How do the identified **top two priorities** for professional development relate to district goals?

In order to prepare all students for college and career and to lead in a global society, Model Lab Schools must ensure that all students have the opportunity to develop the skills and understandings necessary to lead. In order for all students to succeed and develop these skills and understandings, we need to ensure that students with disabilities have the same opportunities and can achieve at the same levels as their peers, so that they leave us ready for college and career. In addition, the skills of inquiry that are necessary in science are also necessary in many other areas that prepare students for college, career, and beyond.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Professional development related to closing the achievement gap for students with disabilities will: - introduce teachers and staff to policies and procedures related to students with disabilities - identify best practices for working with students with disabilities - identify instructional strategies and resources in reading and math to support learning and achievement for students with disabilities, including strategies and resources for remote/virtual learning - provide opportunities for classroom teachers, special education teachers, and paraeducators to plan and collaborate

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results include: - Understanding by classroom teachers and staff that all faculty and staff have a responsibility to support all students and help them achieve, including students with disabilities - Increased by 10% or more the

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27 - Generated on 12/18/2020

Model Laboratory School

percentage of students with disabilities demonstrating proficiency on standardized assessments in reading - Increased by 10% or more the percentage of students with disabilities demonstrating proficiency on standardized assessments in math

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

All staff, including classroom teachers, describing policies and procedures related to students with disabilities and how they will/do modify their instruction to adhere to these policies and procedures. All staff implementing strategies and using resources learned about in the professional development sessions. Improved performance on standardized and other assessments by students with disabilities.

4d. Who is the targeted audience for the professional development?

All teachers and staff who work directly with students with disabilities.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All faculty and staff, including principals, and all students, especially students with disabilities, are impacted by this component.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Teacher and staff time to attend professional development and to plan and implement what they have learned. Experts in policies, procedures, strategies, and resources to plan and conduct the professional development sessions. Examples of resources that could be utilized in the classroom.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Principals will follow up and reinforce learnings with teachers in their professional learning communities and faculty meetings. Director of Special Education will meet with paraeducators and special education teachers to follow up and reinforce learnings. Additional professional development sessions will be planned.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments,

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27 - Generated on 12/18/2020

Model Laboratory School

classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Teachers will gather data on a quarterly basis and include student work samples and classroom assessments. Principals and the Director of Special Education will also conduct classroom observations of teacher implementation of strategies and resources. Counselors will review student grades at the mid-point of the quarter and the end of each quarter, and they will meet with students, teachers, and parents to discuss progress. Standardized assessments will be administered as scheduled with data analysis and review to follow once scores are returned.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Professional development related to improving science scores will: - introduce teachers and staff to a new science curriculum focused on inquiry and skill development - identify best practices for teaching inquiry and skill development in science - identify instructional strategies and resources in science to support learning and achievement, including strategies and resources for remote/virtual learning - provide opportunities for classroom teachers, special education teachers, and paraeducators to plan and collaborate

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results include: - Implementation by classroom teachers of the Amplify curriculum and its resources - Lesson development and instructional strategies that emphasize inquiry and scientific skills development - Increased by 10% or more the percentage of students with disabilities demonstrating proficiency on standardized assessments in science

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

All K-3 classroom teachers and science teachers in grades 4-8 will be able to describe and explain the Amplify curriculum, its goals and aims, the resources available, and its implementation. All staff implementing strategies and using resources learned about in the professional development sessions. Improved performance on standardized and classroom assessments in science.

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27 - Generated on 12/18/2020

Model Laboratory School

5d. Who is the targeted audience for the professional development?

All K-3 teachers and teachers of science in grades 4-8, as well as faculty and staff that support students in these grades (e.g., special education teachers, paraeducators).

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All faculty and staff, including school principals, who teach students in grades K-3, as well as science teachers in grades 4-8. Also, all students in grades K-8.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Teacher and staff time to attend professional development and to plan and implement what they have learned. Experts in Amplify's curriculum to plan and conduct the professional development sessions. Examples of resources that could be utilized in the classroom, as well as the classroom materials for the Amplify curriculum.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Principals will follow up and reinforce learnings with teachers in their professional learning communities and faculty meetings. Additional professional development and/or coaching sessions with Amplify will be planned, as needed.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Teachers will gather data on a quarterly basis and include student work samples and classroom assessments. Principals will conduct classroom observations of teacher implementation of strategies and resources. Counselors will review student grades at the mid-point of the quarter and the end of each quarter, and they will meet with students, teachers, and parents to discuss progress. Standardized assessments will be administered as scheduled with data analysis and review to follow once scores are returned.

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27 - Generated on 12/18/2020

Model Laboratory School

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

2020-21 Phase Three: Professional Development Plan for Districts - 2020-21 Model Laboratory Schools Phase Three: Professional Development Plan for Districts_12032020_12:27 - Generated on 12/18/2020

Model Laboratory School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Model Laboratory Schools Phase Three: The
Superintendent Gap Assurance_12032020_12:26

2020-21 Phase Three: The Superintendent Gap Assurance

Model Laboratory School
John Williamson
521 Lancaster Ave
Richmond, Kentucky, 40475
United States of America

2020-21 Phase Three: The Superintendent Gap Assurance - 2020-21 Model Laboratory Schools Phase Three: The Superintendent Gap Assurance_12032020_12:26 - Generated on 12/18/2020

Model Laboratory School

Table of Contents

2020-21 Phase Three: The Superintendent Gap Assurance - 2020-21 Model Laboratory Schools Phase Three: The Superintendent Gap Assurance_12032020_12:26 - Generated on 12/18/2020

Model Laboratory School

2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

● **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.**

○ Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.

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.

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.

Explanations/Directions

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): *Increase the percentage of students scoring Proficient/Distinguished by 25% in both math and reading on the state assessment by 2024.*					
Objective	**Strategy**	**Activities to Deploy Strategy**	**Measure of Success**	**Progress Monitoring Date & Notes**	**Funding**
Objective 1 Increase the percentage of students scoring Proficient/Distinguished by 10% in math on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data Monthly math curriculum team meetings to discuss curriculum, adopt math program, and develop plans for vertical alignment Weekly PLCs	Students scoring Proficient/Distinguished will increase from 58.5% to 64.5% in elementary; from 57% to 62.7% in middle; and from 64.7% to 71.2% in high school	Administration walkthroughs and principal observation Curriculum team meetings to analyze data and make recommendations	Instructional fees and general funds
Objective 2 Increase the percentage of students scoring Proficient/Distinguished by 10% in reading on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data Monthly reading curriculum team meetings to discuss curriculum, adopt reading program, and develop plans for vertical alignment Weekly PLCs	Students scoring Proficient/Distinguished will increase from 66.2% to 72.8% in elementary; from 77.4% to 85.1% in middle; and from 60.4% to 66.4% in high school	Administration walkthroughs and principal observation Curriculum team meetings to analyze data and make recommendations	Instructional fees and general funds

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): *Increase the percentage of students scoring Proficient/Distinguished by 25% in science, social studies, and writing on the state assessment by 2024.*

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students scoring Proficient/Distinguished by 10% in science on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data Monthly curriculum team meetings to discuss curriculum and develop plans for vertical alignment Weekly PLCs	Students scoring Proficient/Distinguished will increase from 51.3% to 56.4% in elementary; from 44.3% to 48.7% in middle; and from 43.1% to 47.4% in high school	Administration walkthroughs and principal observation Curriculum team meetings to analyze data and make recommendations	Instructional fees and general funds
Objective 2 Increase the percentage of students scoring Proficient/Distinguished by 10% in social studies on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data Monthly curriculum team meetings to discuss curriculum and develop plans for vertical alignment Weekly PLCs	Students scoring Proficient/Distinguished will increase from 71.7% to 78.9% in elementary; from 83.6% to 92% in middle school	Administration walkthroughs and principal observation Curriculum team meetings to analyze data and make recommendations	Instructional fees and general funds
Objective 3 Increase the percentage of students scoring Proficient/Distinguished by 10% in writing on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data Monthly curriculum team meetings to discuss curriculum and develop plans for vertical alignment Weekly PLCs	Students scoring Proficient/Distinguished will increase from 54.7% to 60.2% in elementary; from 46.3% to 50.9% in middle; and from 45.1% to 49.6% in high school	Administration walkthroughs and principal observation Curriculum team meetings to analyze data and make recommendations	Instructional fees and general funds

3: Growth

Goal 3 (State your growth goal.): *Decrease the percentage of students scoring Novice by 25% in math and reading on the state assessments by 2024.*

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Decrease the percentage of students scoring Novice by 10% in math on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data Monthly math curriculum team meetings to discuss curriculum, adopt math program, and develop plans for vertical alignment Weekly PLCs	Students scoring Novice will decrease from 14.6% to 13.1% in elementary; from 5.9% to 5.3% in middle; and from 11.8% to 10.6% in high school	Administration walkthroughs and principal observation Curriculum team meetings to analyze data and make recommendations	Instructional fees and general funds
Objective 2 Decrease the percentage of students scoring Novice by 10% in reading on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data Monthly reading curriculum team meetings to discuss curriculum, adopt reading program, and develop plans for vertical alignment Weekly PLCs	Students scoring Novice will decrease from 9.2% to 8.3% in elementary; from 6.5% to 5.8% in middle; and from 3.8% to 3.4% in high school	Administration walkthroughs and principal observation Curriculum team meetings to analyze data and make recommendations	Instructional fees and general funds

4: Achievement Gap

Goal 4 (State your achievement gap goal.): *Increase the percentage of students in identified gap groups scoring Proficient/Distinguished by 25% in in math and reading on the state assessment by 2024.*

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students eligible for free or reduced lunch scoring Proficient/Distinguished by 10% on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data	Students eligible for free or reduced lunch scoring Proficient/Distinguished will increase by at least 10% in both math and reading at all levels	Administration walkthroughs and principal observation	Instructional fees and general funds
		Monthly curriculum team meetings to discuss curriculum and develop plans for vertical alignment		Curriculum team meetings to analyze data and make recommendations	
		Weekly PLCs			
Objective 2 Increase the percentage of students with disabilities scoring Proficient/Distinguished by 10% on the state assessment	KCWP 2: Design and Deliver Instruction	Data analysis of current and previous years state assessment data	Students with disabilities scoring Proficient/Distinguished will increase by at least 10% in both math and reading at all levels	Administration walkthroughs and principal observation	Instructional fees and general funds
		Monthly curriculum team meetings to discuss curriculum and develop plans for vertical alignment Weekly PLCs		Curriculum team meetings to analyze data and make recommendations	

5: Transition Readiness

Goal 5 (State your transition readiness goal.): *All graduates will demonstrate college and career readiness by 2023.*

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 90% of graduates with meet college and career readiness benchmarks	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures, especially as they pertain to college and career readiness measures	Students meet benchmarks for college and career readiness on the ACT and/or SAT	Assessments (e.g., IOWA, PSAT) to monitor student progress toward benchmarks	Instructional fees and general funds
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations		Documentation of tiered interventions	N/A

6: Graduation Rate

Goal 6 (State your graduation rate goal.): *Maintain the graduation rate at 95% or higher through 2023*

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Maintain a graduation rate of 95% or higher.	KCWP 6: Establishing Learning Culture and Environment	Establish school-wide and classroom policies and procedures that promote learning and a culture of high expectations	All students and parents are aware of school and classroom policies and procedures	Parents and students receive handbook and sign acknowledging their receipt of the handbook	N/A
		Encourage student and parent conferencing to discuss student progress, supports, and resources	All students have at least one conference with their teachers quarterly; students have at least one conference with their counselor quarterly; parents have at least one conference with their child's teacher	Teacher and counselor records of conferences	
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures, especially as they pertain to college and career readiness measures	Students meet benchmarks for college and career readiness on the ACT and/or SAT	Assessments (e.g., IOWA, PSAT) to monitor student progress toward benchmarks	Instructional fees and general funds
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations		Documentation of tiered interventions	N/A
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems		Documentation of parent/guardian communications and student progress reports	N/A

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

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:**