Shelby County Public Schools Comprehensive District Improvement Plan (CDIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

1. State Assessment Results in Reading and Mathematics

Goal: Increase proficiency in reading and mathematics on the Kentucky Summative Assessment as reflected in the table below:

Level	Reading		Math	
	From Spring 2023	To Spring 2027	From Spring 2023	To Spring 2027
Elementary	38%	60%	35%	60%
Middle	35%	60%	28%	60%
High	37%	60%	30%	60%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase reading and math proficiency, as measured by the Kentucky Summative Assessment. **Reading** **Elementary**: from 38% (2023) to 60% (2027) **Middle:** from 35% (2023) to 60% (2027) **High:** from 37% (2023) to 60% (2027) **Math** **Elementary:** from 35% (2023) to 60% (2027) **Middle:** from 28% (2023) to 60% (2027) **High:** from 30% (2023) to 60% (2027)	**KCWP 1: Design and Deploy Standards** Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.	Monitor the *alignment* between standards, learning targets, and assessment measures through ● 30-60-90 day meetings to monitor and analyze the implementation of rigorous curricular standards ● District learning walks emphasizing instructional planning and feedback ● School-based walkthroughs to monitor fidelity of instruction	Increased student proficiency according to school, district, and state measures Increased rigor and instructional expectations for all learners	30-60-90 Meetings and CIA Meetings PLCs, NWEA, IXL, Mastery Prep, and Formative Classroom Data School and District Learning Walks Transitional Defenses of Learning (5th, 8th, and 12th Grades)	General Fund Title I
	KCWP 4: Review, Analyze, Apply Data Results Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	School and district systems allow for constant monitoring and improvement of student achievement through ● PLC teams regularly meeting to analyze data and make instructional adjustments ● District and school MTSS team meetings, with a focus on achievement for all	Increased student proficiency according to school, district, and state measures Gap closure and novice reduction in reading and math		
	KCWP5: Design, Align, Deliver Support Processes Personalized professional learning at the school level, with support from district personnel	Creating enriching professional development that ● Is grounded in practical curricular needs for teachers and students ● Reinforcing best-practices in mathematics and literacy instruction ● Providing hands-on opportunities for teacher and student learning	Increased teacher satisfaction with professional development Increased student proficiency, according to school, district, and state measures		

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

Goal: Increase proficiency in science, social studies, and writing on the Kentucky Summative Assessment as reflected in the table below:

Level	Science		Social Studies		Writing	
	From Spring 2023	To Spring 2027	From Spring 2023	To Spring 2027	From Spring 2023	To Spring 2027
Elementary	26%	60%	33%	60%	31%	60%
Middle	21%	60%	27%	60%	31%	60%
High	(Suppressed)	60%	25%	60%	29%	60%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase **science proficiency**, as measured by the Kentucky Summative Assessment. **Elementary**: from 26% (2023) to 60% (2027) **Middle:** from 21% (2023) to 60% (2027) **High:** from (Suppressed) to (2023) to 60% (2027)	**KCWP 1: Design and Deploy Standards** Ensure that K-12 curriculum tools in science are rigorous and properly aligned to KAS in science.	Complete a review of the K-12 science curriculum and instructional resources to ensure that they address the needs of all students. Deliver professional learning on inquiry-based science in K-12 classrooms to meet the needs of all learners.	An increase in the number of students scoring in the proficient or distinguished range on the KY Summative Assessment in science.	30-60-90 Meetings and CIA Meetings PLCs, NWEA, IXL, Mastery Prep, and Formative Classroom Data School and District Learning Walks Transitional Defenses of Learning (5th, 8th, and 12th Grades) Transitional Defenses of Learning	General Fund Grant Funds
	KCWP 2: Design and Deliver Instruction Focus Ensure that high quality classroom instruction is purposeful, engaging, and personalized to meet the needs of all students.	Deliver professional learning on personalized instruction in K-12 science classrooms to ensure that classroom instruction meets the needs of all learners. Science PLCs will design units that support students' deep understanding of practical science application to real-world concepts			
	KCWP 3: Design and Deliver Assessment Literacy Ensure that all science assessments accurately measure both content knowledge and inquiry skills. needs of all students.	Collect classroom formative assessment samples for building-level calibration and professional learning. Provide time for lead science teachers across the district to develop common formative assessments. Create a district bank of common formative assessments where science assessments are revised and updated in real time.			

2. State Assessment Results in Science, Social Studies, and Writing
Goal: Increase proficiency in science, social studies, and writing on the Kentucky Summative Assessment as reflected in the table below:

Level	Science		Social Studies		Writing	
	From Spring 2023	To Spring 2027	From Spring 2023	To Spring 2027	From Spring 2023	To Spring 2027
Elementary	26%	60%	33%	60%	31%	60%
Middle	21%	60%	27%	60%	31%	60%
High	Suppressed	60%	25%	60%	29%	60%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 2: Increase **social studies proficiency**, as measured by the Kentucky Summative Assessment. **Elementary**: from 33% (2023) to 60% (2027) **Middle:** from 27% (2023) to 60% (2027) **High:** from 25% (2023) to 60% (2027)	**KCWP 1: Design and Deploy Standards** Ensure that K-12 curriculum tools in social studies are rigorous and properly aligned to KAS in social studies.	Complete a review of the K-12 social studies curriculum and instructional resources to ensure that they address the needs of all students. Deliver professional learning on inquiry-based social studies in K-12 classrooms to meet the needs of all learners.	An increase in the number of students scoring in the proficient or distinguished range on the KY Summative Assessment in social studies.	30-60-90 Meetings and CIA Meetings PLCs, NWEA, IXL, Mastery Prep, and Formative Classroom Data School and District Learning Walks Transitional Defenses of Learning (5th, 8th, and 12th Grades) Review and revise social studies formative assessments Transitional Defenses of Learning	General Fund and Grant Funds
	KCWP 2: Design and Deliver Instruction Ensure that high quality classroom instruction is purposeful, engaging, and personalized to meet the needs of all students.	Deliver professional learning on personalized instruction in K-12 social studies classrooms to ensure that classroom instruction meets the needs of all learners. Social Studies PLCs will design units that support students' engagement in inquiry around real-world historical concepts.			
	KCWP 3: Design and Deliver Assessment Literacy Ensure that all social studies assessments accurately measure both content knowledge and inquiry skills.	Collect classroom formative assessment samples for building-level calibration and professional learning. District social studies teachers will develop common formative assessments. Create a district bank of common formative assessments where social studies assessments are revised and updated in real time			

2. State Assessment Results in Science, Social Studies, and Writing
Goal: Increase proficiency in science, social studies, and writing on the Kentucky Summative Assessment as reflected in the table below:

Level	Science		Social Studies		Writing	
	From Spring 2023	To Spring 2027	From Spring 2023	To Spring 2027	From Spring 2023	To Spring 2027
Elementary	26%	60%	33%	60%	31%	60%
Middle	21%	60%	27%	60%	31%	60%
High	Suppressed	60%	25%	60%	29%	60%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 3: Increase **writing proficiency**, as measured by the Kentucky Summative Assessment. **Elementary**: from 31% (2023) to 60% (2027) **Middle:** from 31% (2023) to 60% (2027) **High:** from 29% (2023) to 60% (2026)	**KCWP 1: Design and Deploy Standards** Ensure that P-12 curriculum writing components are rigorous and properly aligned to the district writing & literacy plans. **KCWP 3: Design and Deliver Assessment Literacy** Ensure the appropriate assessment design is used that will best evaluate the level of student learning for all learners.	Update the district's writing and literacy plans to address the needs of all students: ● Ensure that quality formative assessment items (including writing prompts and student exemplars) are available to teachers. ● Ensure students receive grade-level standards that emphasize both editing and mechanics _and_ writing instruction. PLC teams will meet to analyze student writing, and will adjust instruction to intervene and enrich based on individual student needs. Provide professional development to support staff with reviewing, analyzing and apply data to measure student progress with standards mastery so as to design targeted instruction. Co-teaching methods (parallel teaching and station rotation) will be used to differentiate writing instruction for students.	An increase in the number of students scoring in the proficient or distinguished range on the Kentucky Summative Assessment in writing.	30-60-90 Meetings PLC Team Data NWEA MAP, DRA, KSA, Common Formative Assessments School and District Learning Walks Transitional Defenses of Learning	General Fund and Grant Funds

3. Achievement Gap

Goal: Increase proficiency through **novice reduction** in reading and math for African American students, Hispanic students, and students with IEPs, as measured by the Kentucky Summative Assessment:

Level	Novice Reading		Novice Math	
	From Spring 2023	To Spring 2024	From Spring 2023	To Spring 2024
Elementary (African American)	53%	26.5%	55%	27.5%
Middle (African American)	41%	20.5%	54%	27%
High (African American)	44%	22%	(Suppressed)	27%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency through novice reduction in reading and mathematics for **African American** students. **Reading** **Elementary**: from 53% (2023) to 26.5% (2024) **Middle:** from 41% (2023) to 20.5% (2024) **High:** from 44% (2023) to 22% (2024) **Math** **Elementary**: from 55% (2023) to 27.5% (2024) **Middle:** from 54% (2023) to 27% (2024) **High:** from *suppressed* (2023) to 27% (2024)	**KCWP2: Design and Deliver Instruction** Ensure systems and structures are in place to provide evidence-based core instruction to all students with fidelity.	Schools will target novice and apprentice students in reading and math, and come up with a personalized improvement plan for each child. Teachers will provide grade-level instruction to all students. Interventionists and MTSS teams will work strategically with struggling students on key strategies.	Decrease in the percentage of African American students scoring in the novice range on the Kentucky Summative Assessment in reading and math.	30-60-90 Meetings NWEA MAP, DRA, KSA, Common Assessments	General funds
	KCWP4: Review, Analyze and Apply Data Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction	Co-teaching opportunities will be provided with school interventionists and regular-education classroom teachers. PLC teams identify novice students and plan for intervention opportunities outside of the regular instructional sequence.	PLC conversations will monitor and plan for engagement & curricular strategies specific to African American students.	30-60-90 Meetings NWEA MAP, DRA, KSA, Common Assessments	No funds necessary
	KCWP 6: Establishing Learning Culture and Environment Bridge student culture with school and classroom cultures.	Ensure culturally responsive behaviors are modeled among faculty, staff, and students. Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students & staff accountable to rigorous academic and behavioral expectations.	Curricular resource review Classroom walkthrough feedback	School Climate & Safety Survey School disciplinary data	No funds necessary

3. Achievement Gap

Goal: increase proficiency through **novice reduction** in reading and math for African American students, Hispanic students, EL students, and students with IEPs, as measured by the Kentucky Summative Assessment:

Level	Novice Reading		Novice Math	
	From Spring 2023	To Spring 2024	From Spring 2023	To Spring 2024
Elementary (Hispanic)	50%	25%	52%	26%
Middle (Hispanic)	55%	22.5%	59%	29.5%
High (Hispanic)	52%	26%	55%	27.5%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency through novice reduction in reading and mathematics for **Hispanic** students. **Reading** **Elementary**: from 50% (2023) to 25% (2024) **Middle:** from 55% (2023) to 22.5% (2024) **High:** from 52% (2023) to 26% (2024) **Math** **Elementary**: from 52% (2023) to 26% (2024) **Middle:** from 59% (2023) to 29.5% (2024) **High:** from 55% (2023) to 27.5% (2024)	**KCWP2: Design and Deliver Instruction** Ensure systems and structures are in place to provide evidence-based core instruction to all students with fidelity.	Ensure administrators and teachers are provided ongoing, job embedded professional learning focused on culturally responsive teaching, co-teaching, co-planning, universal design for learning, and evidence-based practices for literacy and math. Ensure that co-teaching teams have time to co-plan unit instruction to meet the needs of EL students	Decrease in the percentage of Students with IEPs Close the Gap Classroom (CTG) Visits indicate increased inclusion and engagement, Master schedules indicate increased co-planning and co-teaching opportunities DPLC/PD structures	30-60-90 Meetings CTG visits analysis PLCs, NWEA, IXL, Mastery Prep, and Formative Classroom Data School and District Learning Walks	General Funds
	KCWP4: Review, Analyze and Apply Data Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction	Analyze student data (with all stakeholders) from district and state assessments to assist in making adjustments or changes necessary for increased language development and academic performance.	Decrease the number of students scoring in the novice range on the KSA		

3. Achievement Gap

Goal: Increase proficiency through **novice reduction** in reading and math for African American students, Hispanic students, and students with IEPs, as measured by the Kentucky Summative Assessment:

Level	Novice Reading		Novice Math	
	From Spring 2023	To Spring 2024	From Spring 2023	To Spring 2024
Elementary (Students with IEPs)	58%	29%	58%	29%
Middle (Students with IEPs)	71%	35.5%	64%	32%
High (Students with IEPs)	61%	30.5%	(suppressed)	27%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency through novice reduction in reading and mathematics for **Students with IEPs** **Reading** **Elementary**: from 58% (2023) to 29% (2024) **Middle:** from 71% (2023) to 35.5% (2024) **High:** from 61 (2023) to 30.5% (2024) **Math** **Elementary**: from 58% (2023) to 29% (2024) **Middle:** from 64% (2023) to32% (2024) **High:** from *suppressed* (2023) to 27% (2024)	**Instruction (KCWP 1,2)** Monitoring systems are in place to ensure systems and structures such as Co-Teaching and Universal Design for Learning are in place to provide evidence-based core instruction to all students.	Ensure administrators and teachers are provided ongoing, job embedded professional learning focused on co-teaching, co-planning, universal design for learning, and evidence-based practices for specially designed instruction in literacy and math. Ensure that co-teaching teams have time to co-plan unit instruction to meet the diverse needs of students with disabilities. Ensure that students with disabilities have access to grade level content and assessments to the maximum extent appropriate as compared to their non-disabled peers	School and District Learning Walks indicate increased engagement, UDL and use of effective co-teaching structures Master schedules indicate increased co-planning and co-teaching opportunities DPLC/PD structures	30-60-90 Meetings District and School Learning Walk analyses NWEA MAP, DRA, KSA, Common Assessments	IDEA General Funds
	KCWP 4: Review, Analyze and Apply Data Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction	Analyze student data from various district and state assessments to assist schools in making adjustments or changes necessary for increased student performance with students with disabilities Schools will target novice and apprentice students in reading and math, and come up with a personalized improvement plan for each child. Ensure co-teaching teams have training and time to analyze data to drive instruction to close gaps.	Decrease in the percentage of students with IEPs scoring in the novice range on the Kentucky Summative Assessment in reading and math.		

4. English Learner Progress

Goal: Increase proficiency through **novice reduction** in reading and math for English Learners, as measured by the Kentucky Summative Assessment:

Level	Novice Reading		Novice Math	
	From Spring 2023	To Spring 2024	From Spring 2023	To Spring 2024
Elementary (English Learners)	62%	31%	62%	31%
Middle (English Learners)	(Suppressed)	36.5%	(Suppressed)	39%
High (English Learners)	(Suppressed)	38.5%	(Suppressed)	41.5%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase proficiency through novice reduction in reading and mathematics for **English Learners**. **Reading** **Elementary**: from 62% (2023) to 31% (2024) **Middle:** from (s) (2023) to 36.5% (2024) **High:** from (s) (2023) to 38.5% (2024) **Math** **Elementary**: from 62% (2023) to 31% (2024) **Middle:** from (s) (2023) to 39% (2024) **High:** from (s) (2023) to 41.5% (2024)	**KCWP2: Design and Deliver Instruction** Ensure systems and structures are in place to provide evidence-based core instruction to all students with fidelity.	Curate EL strategies and provide resources to classroom teachers. Provide professional development to Admin, Teachers, and IAs on best practices in teaching EL students; with specific focus on Co-Teaching, UDL, Language Objectives, Anchor Charts, etc.	Teachers' lessons will show EL strategies Walkthrough Data with 100% evidence of strategies and co-teaching being implemented	30-60-90 Plans CIA Meetings School PLC Meetings School and District Learning Walks	Title III General Funds
	KCWP4: Review, Analyze and Apply Data Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction	Analyze student data (with all stakeholders) from district and state assessments to assist in making adjustments or changes necessary for increased language development and academic performance.	Decrease the number of students scoring in the novice range on the KSA Increase growth on ACCESS assessment		
	KCWP6: Establishing Learning Culture and Environment Systems are in place to ensure that classrooms are culturally responsive and establish communication with community stakeholders	Host District Wide EL Family Nights to create a partnership with parents, guardians, and community members that supports inclusion. Build relationships with community stakeholders through partnerships with Centro Latino and the Shelby County Industrial Foundation. Assemble task force to organize a celebration of cultures in Shelby County.	Increase family involvement through attendance of events		

5. Quality of School Climate and Safety

Goal: Increase the number of students who identify bullying and hurtful behavior as _**not**_ a problem at their school as measured by the Kentucky Summative Assessment:

Level	"Bullying is _**NOT**_ a problem for this school"	
	From: Agree and Strongly Agree (2023)	To: Agree and Strongly Agree (2024)
Elementary	42%	52%
Middle	36%	46%
High	53%	63%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase the number of students who identify bullying and hurtful behavior as **NOT** a problem, as measured by the Kentucky Summative Assessment. **Elementary**: from 42%(2023) to 52% (2024) **Middle:** from 36% (2023) to 46%(2024) **High:** from 53% (2023) to 63% (2024)	**Social Emotional Learning (KCWP 5, 6)** District helps schools ensure students develop their understanding of school-wide behavioral expectations, their awareness of how their behavior affects others, and the character strengths to help them act responsibly in the academic setting.	District provide training and consultation to support schools in delivering instruction to support character and life skills competency development (preschool-12th grade) ● Evidence-based character development and life skills curriculum ● Staff training ● Supplementary activities via school counseling programs ● Principal Monitoring life skill instruction	Students will report a higher level of bullying and hurtful behavior as **NOT** a problem at their school All students, preschool-12th grade will receive explicit instruction in the social emotional competencies.	30-60-90 Meetings District PBIS Meetings District Walkthroughs SRSS-IE Behavior Data District MTSS Meetings	General Fund
	Positive Behavior Interventions and Supports (KCWP 5, 6) School leaders must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.	District will provide training and consultation to support schools in sustaining PBIS systems by ● Facilitating district-wide MTSS meetings to refine school-based PBIS processes, protocols, and data-based decision-making ● Provide specific and targeted feedback via walk-throughs to help schools evaluate their PBIS and Character and Life Skills Development systems ● PBIS recalibration for Admin staff at each school thru OVEC	Students will report a higher level of bullying and hurtful behavior as **NOT** a problem at their school All schools will use a data-based decision making system when preventing and responding to systemic misbehavior Decrease in student office discipline referrals	30-60-90 Meetings District MTSS Meetings District Walkthroughs SRSS-IE Behavior Data	

6. Postsecondary Readiness

Goal: By May 2024, SCPS Postsecondary Readiness index will increase from 81.9 to 90.0 as measured by the Kentucky Department of Education Postsecondary Readiness Index

Post Secondary Readiness	KDE Post Secondary Readiness Index	
	Spring 2023	Spring 2024
	81.9	90.0

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase Postsecondary Readiness for Class of 2024.	**Review, Analyze, Apply Data Results (KCWP 4, 5, 6)** District leaders use all of the data and information to improve opportunities and reduce the number of students who are not post secondary ready by graduation.	Continue tracking students, grades 10-12, for school leadership teams to monitor post secondary readiness progress. Utilize data wise questions as a district to evaluate "as is" state at a minimum of every 30 days.	All students not yet Post Secondary Ready will have an articulated plan by December 20, 2023 Tracking system shows movement every 30 days toward post secondary readiness attainment.	30-60-90 Meetings Monthly meetings with high school BACS Monthly school admin team reports	General Fund Perkins LAVEC SBDM KHEAA: Work Ready/Dual Credit Scholarships
	Design, Align, Deliver Support Processes (KCWP 4, 5, 6) District leaders use data points to inform modification to student post secondary readiness plans..	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations for grades 10-12 in the area of post secondary readiness	Data tool used monthly to drive post secondary opportunities for all students. Increase the number of students post secondary ready by graduation.	30-60-90 Meetings Monthly meetings with high school BACS Monthly school admin team reports	none
	Establish Learning Culture and Environment (KCWP 4-6) District leaders will ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	All students have access to programming that leads to post secondary readiness. Focus on sub-group students attaining post secondary readiness will increase by increasing enrollment in pathways and dual credit when applicable	30-60-90 Meetings Monthly meetings with high school BACS Monthly school admin team reports Monthly meeting with district and school based EL and ECE teams	none

7. Graduation Rate

Goal: Increase our district's graduation rate as indicated below:

Graduation Rate	Four Year Cohort		Five Year Cohort	
	Spring 2023	Spring 2024	Spring 2023	Spring 2024
	89.3	90.5	88.6	91.0

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
Objective 1: Increase graduation rate across all demographic groups.	**Review, Analyze, Apply Data Results (KCWP 4, 5)** District leadership will ensure that school administration and teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?.	Utilize data wise questions to evaluate "as is" state at a minimum of every 30 days. (Data wise questions include: What does the data tell us? What does the data not tell us? What are the causes for celebration? What are causes for concern? What are the next steps for school/district improvement?)	Data provides the district and school so earlier interventions can be deployed. Students understand their progress so they can be participants in the process.	30-60-90 Meetings Monthly meetings with high school BACS Monthly school admin team reports	None
	Design, Align, Deliver Support Processes (KCWP 4, 5.) The district will develop partnerships, both internal and external (e.g., outside agencies, community support, etc.) that will mentor our must at risk students.	Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline (30-60-90 day planning), and defining timelines for communication updates.	At-Risk students will be connected to a community partner adult mentor (L3 partnerships)	30-60-90 Meetings Monthly meetings with high school BACS Monthly school admin team reports	SBDM

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:** Shelby County Public Schools has a strategic process for monitoring and providing support for out TSI schools. Each school takes place in a 30-60-90 process, and shares academic data monthly. In these meetings, our Central Office team provides connections to supports and resources, and helps each school identify adjustments and next steps based on the continuous examination of student achievement data. Each TSI school's academic goals on their 30-60-90 document directly reflect their identified area of support for TSI. For example, if a school is TSI in Students with Disabilities, a school will track and identify the achievement data and the strategies and structures their school is using to support both proficiency and novice reduction efforts with Students with IEPs. Furthermore, our district is adjusting our short and long term professional development offerings and focuses to incorporate strategies for gap closure and increased student proficiency by giving schools more opportunities for personalized offerings with support from SCPS Central Office. We also partner closely with the Kentucky Department of Education on support measures and initiatives, not limited to state-wide and school-based trainings with KDE representatives, instructional feedback rounds, and coaching and support from various members of the department.   This CDIP was created with a district team that included central office staff members, principals, and a school board member. Each school reports to our school board annually, and in these meetings, they outline the steps they are taking to address their identified areas of growth and improvement. Each school's TSI status is examined at these meetings, and the school board discusses and explores additional ways to support student achievement.