

COMPREHENSIVE SCHOOL IMPROVEMENT PLANNING

FRAMEWORK FOR SCHOOLS
APRIL 2004



Gene Wilhoit, Commissioner of Education

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PLANNING PROCESS OVERVIEW

Kentucky's school improvement planning process is designed to include all school stakeholders (parents, staff and administrators) in creating a plan to ensure that all students in a school show continuous academic improvement. The planning process accomplishes this task in several ways.

- It is used by schools to determine what their vision, mission, and belief statements are
- It drives the school's needs assessment process to determine what the school must do to increase student performance.
- It builds upon the role of school-based decision-making councils (SBDM) to provide a defined method of school improvement planning.
- The planning process also ensures that planning is comprehensive in that all grant programs and other initiatives are rolled into a single plan for school improvement.
- Finally, the planning process allows schools to integrate and leverage funding sources to make sure that each strategy in the plan is fully implemented.

The planning process is an on-going one. It should be driven by the needs of your school. When new needs arise, modifications should be made to the school's plan to address the new needs. There is no magical timeline to follow to make these modifications. The only requirement that a school has in regards to official modifications is that plans must be revised before April 1 of each year.

The process has multiple steps that should be followed in order to produce a plan of high quality and meaning. The planning process begins with the development of statements that reflect the vision, mission and beliefs of the school. This is followed by a needs assessment in which data is studied to determine the priority needs of the school. . Next is an analysis of the causes for those needs. Once root causes of the needs are identified, overall goals are written to address the priority needs. This is followed by measurable objectives that are designed to accomplish each goal and activities that are designed to implement the objectives. Then, the school must look at available resources to determine how to fund the activities.

Once the plan is developed, the school council and school improvement committee will monitor the activities laid out in the plan to ensure that they are implemented effectively. Once implemented, procedures must be put in place to evaluate the effectiveness of each activity. As these activities are evaluated the plan should be revised to modify or eliminate weak activities and create new ones if they are needed to accomplish the objective.

Always remember, a high quality plan is developed with input from all stakeholder groups. It has activities that are written by teachers and are focused on student learning. In addition, a high quality plan has strong vision, mission, and belief statements as the foundation to guide the people that must implement the plan.

This guidebook is designed to take your school step-by-step through a high quality planning process that will meet state and federal requirements and best practice standards.

NEEDS ASSESSMENT

ANALYZE STUDENT PERFORMANCE

Each year, each school council must analyze the data from its Kentucky Performance Report and Equity Analysis. That report shows results from the previous year's CATS testing, including progress toward accountability goals, data disaggregated by student groups, and breakdowns on each part of the Core Content. Each school council:

- Engages an appropriate set of other stakeholders in reviewing that data. Those stakeholders must include: parents, faculty, staff, and other interested parties. The ethnic diversity of the community must have reasonable representation, and minority participation must be continually encouraged.
- Analyzes the KPR data itself, looking at key numbers and listening to the thoughts from the other stakeholders who review the data.
- Analyzes other data on student performance, including results of testing for other grades and for college admissions, and also results of your classroom assessments of student progress.
- Considers how the results relate to the school mission, school and district goals, and the state goal of proficiency for all students.

This analysis will be used to make decisions on revising all portions of the school's Plan.

ANALYZE SCHOOL PRACTICE

The second part of a comprehensive Needs Assessment that created your current plan was an analysis of how your school's work compared to Kentucky's Standards and Indicators for School Improvement (SISI). The Standards and Indicators are designed to help your school take a close look at best practices in the areas of academic achievement, school environment, and efficient use of all of your resources.

This part of the analysis uses methods and a schedule that fit your local board of education's policy and procedures on improvement planning. There is no one state schedule or method for this part of the needs assessment.

As a school:

- Review your board policy and procedures on improvement planning and follow its directions.
- Engage an appropriate set of other stakeholders in reviewing that data. Those stakeholders must include: parents, faculty, staff, and other interested parties. The ethnic diversity of the community must have reasonable representation, and minority participation must be continually encouraged.
- Use the best available data from multiple sources.

This analysis will be used to make decisions on revising all portions of the school's Plan.

REVIEW YOUR IMPLEMENTATION AND IMPACT CHECK DATA

Remember that your Implementation and Impact Checks will also have data on the status of your Plan. Review that data and consider it as you make your revisions. (More information on these Checks can be found on page 20.)

REVISE PRIORITY NEEDS

Based on the data you have reviewed up until now and the input you receive from other stakeholders, your council:

- Decides if any of the Priority Needs currently listed is no longer a Priority, either because it has been met or because some other issue is now deemed more important. If you decide a Need is no longer a Priority, you will in effect be deciding to retire the component developed to address that need.
- Decides whether to revise any of the remaining Priority Needs to use more recent data.
- Decides if any new Priority Needs have emerged.

REVISE CAUSES

For Existing Priority Needs

Based on the data you have reviewed and the input from other stakeholders, your council:

- Decides whether the Causes listed for the existing Needs are still accurate.
- Decides whether to add, change, or remove any existing Cause statements.
- Decides how to revise the evidence showing each Cause that is still to be addressed.

For New Priority Needs

Based on the data and stakeholder input, your council:

- Decides which weaknesses shown in that analysis are the most important Causes of the new Need.
- Identifies the evidence that shows those Causes most clearly.

TAKE ADDED STEPS ON SUBSTANTIVE ACHIEVEMENT GAPS

Work on achievement gaps should be fully integrated with your analysis of Priority Needs and Causes, with some added notes.

First, your council must finish deciding which gaps are substantive by February 1 of each odd-numbered year, in order to set the legally required targets for the next two years.

Second, all gaps that you decide are substantive will need attention in your Plan. In most of your Planning work, you can choose some Needs as current Priorities and put off addressing Needs until later, but on achievement gaps, you must address all the gaps you identify as substantive.

DISTRICTWIDE COLLABORATION

Work with district leaders and other schools in each step of this work. Your Priority Needs and Causes may be related to the issues they are seeing, and their thoughts may help you understand your own situation better. In your Goals and Objectives, their ideas may also change your thoughts. If that dialogue provides reasons to revise your initial decisions, make the needed changes.

COMPLETE THE FORMS

New Components

Use a school improvement plan format that fits your local board policy and procedures. That format may be:

- The KDE Action Plan format (Download from KDE web page: <http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>) Click on KDE Planning Tools link.
- The KASC Action Plan format developed by the Kentucky Association of School Councils (Download from KASC web page: <http://www.kasc.net/>)
- Another Action Plan format developed locally, so long as the format includes recommended elements found in the Kentucky Department of Education Action Plan format.

For each new component, depending on which action plan format you use, you will need to enter information in the appropriate spaces. For example, if you use the KASC school plan format, you will enter the Priority Need in the appropriate space and then enter the Causes and their supporting evidence below the Need.

Revised Components

For each component you are revising, enter the appropriate changes.

Process Summary

When you compile your complete Plan, your Executive Summary section will include a description of the steps and participants that created the Plan. To explain the work you have done under this chapter, your Process Summary section will:

- List the dates the council made its decisions on Priority Needs, Gap Targets, Causes, Goals, and Objectives.
- Identify other stakeholders who participated, and include information on who represented parents, certified staff, classified staff, and the ethnic and cultural diversity of your community

More detailed instructions for the Process Summary begin on page 15.

Minutes

In the council minutes, include each decision on Priority Needs and Causes, including actions on substantive achievement gaps. Also include charges to any committees assigned to participate in this analysis.

In the minutes for any committee that participated in this work, include each decision made about recommendations to the council.

Other Records:

Information that is the basis for your current Plan needs to be available for review by local citizens and by district, state, and federal officials. Check your board policy and procedures for rules on how long to keep your files of data and other records about this work.

ACTION COMPONENTS

ORGANIZING FOR THIS WORK

Your components must be developed with active involvement of parents, certified and classified staff, and other interested stakeholders. The ethnic diversity of the community must be represented and minority participation must be continually encouraged.

It is best practice for the council to ask one or more committees to develop drafts of the revised and new components. This detailed work is where committees can make their best contributions, and their involvement broadens the understanding and support for the resulting components.

Your school council could decide to serve as the planning committee for your school, but would still have to build in wider participation to meet the requirements.

REVISE GOALS AND OBJECTIVES

For Existing Priority Needs

Based on the data and stakeholder input, your council:

- Decides if the Goal is still appropriate or if it needs revision. Those revisions may be as simple as changing a particular CATS result number or a date or as complex as a complete rewrite. If you have changed your Priority Need statement, check that the Goal is still a good match.
- For each Goal, decides if the Objectives are still appropriate or if they need revision. If you have changed some of your Causes, check that the Objectives are still a good match.
- Reviews the planned measures for each Objective, and decides on any needed updates and adjustments.

For New Priority Needs

Based on the data and stakeholder input, your council:

- Sets a Goal in relation to the Priority Need. Where the Priority Need describes a past situation that is not as strong as you would like, the Goal describes a better result for the school and the date by which it will be achieved.
- Sets Objectives in relation to the Causes. Again, you are stating the better future practices that will remove the Causes you identified, and that will also allow you to meet the goal.
- Sets measures for each Objective. These will not always match the evidence you used for Causes. The important thing is that you have some clear ways you will tell that you are making progress to each Objective.

ADDRESS SPECIAL REQUIREMENTS FOR GAP TARGETS AND TIME SCHEDULES

Achievement gap issues should be fully integrated into your work on Goals and Objectives, but there are some additional requirements to know about, as follows:

1. The council must set the two-year targets by February 1 of each odd numbered year, and include the time schedule in the revised plan by April 1 of those same years. That schedule is established statewide by statute. (KDE recommends that you set the targets months earlier—as early as November 1—so that you will have plenty of time to develop thoughtful, widely supported activities to meet them. Your Plan revisions to meet the targets will be due April 1.)
2. Each substantive achievement gap must be addressed by a two-year target. Those targets then become part of your statements of Goals and Objectives, either in a separate component or imbedded in multiple components.
3. The council, and the superintendent must agree on the two-year targets. If there is initial disagreement, council and superintendent must discuss their thoughts and concerns until they can agree on shared targets.
4. Next, the board must also adopt the targets. Again, if there is initial disagreement, the council, superintendent, and board must discuss their thoughts and concerns until they can agree on shared targets.. (For other aspects of Goals and Objectives, dialogue with district leaders is appropriate, but their formal approval is not a legal requirement.)
5. The time schedule must also address each substantive achievement gap. The time schedule includes the two-year target, and then continues out into the future, showing the results the council plans to reach in each cycle until that gap is completely eliminated. The time schedule does not require approval from superintendent and board, and does not carry possible legal consequences, but it is an important part of thinking through how your school is going to fully resolve gap issues over time.

CHECK YOUR COMBINED GOALS AND OBJECTIVES

When you have drafts of your complete set of Goals and Objectives, check them again to be sure that:

- You are aiming for CATS performance that will result in you meeting your school's Accountability Goals. Use the Kentucky's school accountability formula to combine the numbers you are aiming for in all subjects for students as a whole.
- You have included your school's targets for reducing all your substantive achievement gaps.

SELECT COMPONENT MANAGERS

Each component will need a person assigned to keep track of the overall progress of the work. He or she will have an ongoing role in helping the council, the people listed as responsible for specific activities, and others understand and carry out the component and achieve its Goals and Objectives.

Ideally, a component manager will be involved from the earliest work drafting the component until the goal is fully achieved. That creates the best “institutional memory” for the change process. Naturally, that is only an ideal: expect that sometimes that will not be possible, and adjust as needed.

DESIGN ACTIVITIES AND IMPACT

Your activities create a sequence of learning about change, implementing change, and tracking student results. Taken together, the activities are the school’s main change initiatives, altering classroom practice, professional development, technology, spending, and other facets of the school’s work.

The activities only matter if they have an impact. Some activities should have a direct effect on student performance. Others are preparing for student change by changing school practice. For example, many professional development activities equip teachers to change what they do in the classroom (school practice), but then when teachers use those new practices with students, the result should be greater learning (student performance).

For existing components, check activities to be sure they are strong enough to meet the Goals and Objectives. Add, subtract, reorganize or clarify as needed to have a clear, effective outline for the future.

For new components, develop a sequence of activities for each Objective. Then test each by writing down how it will have an impact on reaching that Objective and the Goal. If you cannot explain the impact, do some more thinking about the activity.

ADD START DATES AND END DATES

The starting and ending dates create a timetable for the work in each component. Often, the activities to achieve an objective will involve a sequence of steps starting with staff awareness, working through more advanced professional development and other preparation activities, followed by initial classroom implementation, followed by further collaboration and reflection to refine that classroom work, followed by steps to evaluate the impact. In a sequence like that, it is important to organize the start and end times for each activity so that the changes reach the classroom in a timely way so that they strengthen student results

For new components, arrange your activities for each Objective in a roughly chronological order. Because activities sometimes overlap, this may not be completely exact, but try to organize the Plan so that it is fairly easy to read as a narrative.

Then “begin with the end in mind.” Start with the last activity in your order, the last step in your plans for reaching your Objective and Goal. Decide when that work needs to be solidly in place, and make that the end date for that activity. Then work your way up the list, filling in an end date for each other activity, filling in end dates that will allow the whole sequence to work.

When you have a complete list of end dates, repeat the process to identify start dates, beginning at the end and working backward.

As you do this work, expect to learn some things about the activities and make some revisions to that part of your work. Those revisions are a healthy sign that your group is still analyzing and learning about the issues.

For existing components, use the same method to check the sequence of activities and fill in dates for any activities you have added.

ADD RESPONSIBLE PERSONS

For each activity, some named individual needs to provide energy, leadership and guidance. Frequently, many different people will do part of the work, so this role is about having someone who helps all those people remember, understand, and succeed. The responsible persons keep the activities on track for the whole team.

For new components, identify people by name that could provide good leadership for each step, and ask them to take on this responsibility. (Listing only a role, such as “5th grade teachers” does not help to ensure plan implementation.) Expect the person who is responsible to ask questions and contribute further ideas, and be willing to use what they say to make further adjustments in the Plan.

For existing components, discuss the activities with the people who are currently listed as responsible. You may need to change some of the names as a result of those discussions, and you may also receive some helpful additional thoughts on what may need to be clarified or revised.

COLLABORATE ACROSS THE DISTRICT

As you develop drafts, share them with district leaders and other schools, and review the drafts of the district Plan as they develop. Expect this to be a two-way dialogue, and expect it to give you some additional ideas. Use what you learn to revise and strengthen your later drafts.

COMPLETE THE FORMS

New Components

Enter each Goal beside the appropriate Priority Need, with Objectives and their evidence below that. Number the Objectives so that it will be easy to connect them to activities.

Enter each activity in a separate row, followed by an explanation of its impact, its start and end dates, and the person responsible, each in the appropriate column.

Put all the activities for each objective together, and be sure it is clear which objective is being addressed. In the KDE and KASC formats, the left most column of the activity page provides a space to do this.

Revised Components

Enter any needed revisions and additions in the appropriate spaces.

Process Summary

List the committees that developed each component. Identify the stakeholders who participated and their roles. Include information on who represented parents, certified staff, classified staff, and the ethnic diversity of your community.

Minutes

In the council minutes, report each time the council reviewed component drafts, and include any formal motions and actions the council took about those drafts. Also include charges to each committee that works on components.

In the minutes for each committee, summarize the work done at each meeting, and include each decision made about recommendations to the council.

BUDGET

A REMINDER

One purpose of Comprehensive Improvement Planning is to pull all your school's resources together in a systematic approach to moving all students to proficiency. To do that, you must look at the full range of money issues. Your council allocation needs to be included along with all the categorical programs, grants, and other funding available to your school.

ESTIMATE COMPONENT COSTS

The committee that works on each component should develop estimates for each activity they are designing, and share those with the council as early as possible. The estimates should be divided up by the school year when the money will be needed. That will allow discussions of how to balance the budget for the coming year, and also allow the council to think through the commitments that are likely to be needed for years after that.

ESTIMATE OTHER SCHOOL COSTS

Some things that contribute to proficiency do not fit under any component easily. A functioning copier is a good example. You probably could work out a way to list part of your copier costs in each component, but doing so would not make your Plan clearer or easier for people to understand. Instead, for some costs, it is simpler and clearer to list them under a heading like "continuing costs." Some staff positions, including the principal, may also fit best on a list like that.

A standing committee with budget responsibilities is a logical choice to work out these other costs for the coming school year. That committee should also share its estimates as early as possible with the council. The report should also include any available information on future years.

ESTIMATE AVAILABLE RESOURCES

A standing committee with budget responsibilities should also develop and update these estimates as you work on your Plan. Your school will have funding from several sources.

1. Your council's allocation for the coming year for staff and minimum needs, due March 1 each year.
2. Categorical programs that work at your school, with your share of funding being worked out through the school and district process.
3. Activity fund money that is not earmarked for a particular student group.
4. Section 7 money. That means Section 7 of the school council allocation formula, which specifies that any money in the district budget that is not set aside for district wide expenses or allocated on March 1 is distributed to schools by May

30. You can apply to your board for Section 7 funding for needs identified in your Plan.

Start out by accepting the fact that you will need to work from a series of estimates and revisions. To arrive at a shared, effective approach by April 1, you will need to be thinking about the money by January or earlier, and firm numbers will not be available. Instead, you may want to start with a list of the resources your school has for the current year, followed by any adjustments for next year that seem likely based on conversations with district leaders. Then those numbers will be revised repeatedly, and you will make appropriate adjustments as you go.

Once again, start out with numbers for the current school year, but remember to look at information on what might happen in the future.

MATCH THE COSTS AND THE RESOURCES

All that information needs to be combined into a spending plan where the resources cover the expenses. That usually involves some prioritizing work, cutting back a bit on some items to provide adequate funding for things that are more important.

ADD FUND SOURCES

Identify fund sources for each spending need.

For categorical programs, work to make each request fit the rules for that program—but know that your district leaders will also check those issues and give you further advice on any problems.

USE THE CSIP WORKBOOK TO STREAMLINE THIS WORK *(OPTIONAL TOOL)*

The Workbook is an Excel spreadsheet available for download from:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/Funding+and+Finance.htm>. You use a separate page for each component.

For each of your funding sources, enter what you will spend on each objective, and the spreadsheet automatically totals your entries. As you adjust your entries, it will update each total. The Workbook is a valuable tool that lets you see at a glance how much of your estimated funding is still available from each source. When your budget is completed, you can print a detail page for each component and a summary page for the entire Plan.

DEVELOP SECTION 7(a) REQUESTS

If you want funding to come from Section 7, you need to write up those requests and include them with your Plan. Be sure to explain how each item will strengthen your Plan, because the regulation requires that the requests come from your Planning process. If your board policy and procedures require a specific format or added information, be sure to include that as well.[Board decisions on your requests are discussed on pages 17-18.]

ADJUST OTHER ELEMENTS AS NEEDED

The council and its committees may find that as you work on financial issues, you see reasons to revise what you initially wrote for tasks and impact and for people and time. That's a positive sign that you're integrating all the parts of the Plan. In fact, the separation between this chapter and the ones before and after it is mainly a way of giving you manageable units of information: in your actual work, the ideal will be to see the steps as a unified whole.

COLLABORATE ACROSS THE DISTRICT

Ways to do this are already built into the instructions above. Your resource estimates should reflect what you learn from district leaders about likely developments. Your categorical program entries should be shared as you discuss Plan drafts, and those entries will be discussed more formally as the district makes final decisions about what categorical funds will be available to each school. Section 7 requests by their nature reflect council proposals and board responses. In all these steps, it is a good idea to go beyond written correspondence and have plenty of dialogue with district leaders throughout your work process.

COMPLETE THE FORMS

New Components

Enter dollar amounts needed for an activity in the resources column beside each activity. Enter the funding sources you want to use for that activity in the source column of the component form.

In the 2003 version of the KDE and KASC component forms, the final page is created using an Excel workbook. That workbook lets you use a row for each activity and a column for each fund source, and then adds up the dollar amounts you've entered. That gives you a summary page showing what you will spend from each source in each component, and makes it easier to be sure you're within your total resources.

Revised Components

Enter any needed revisions and additions in the appropriate spaces

Process Summary

List the dates the council reviewed drafts of the financial parts of the components and drafts of Section 7 requests. Identify other stakeholders who participated and their roles. Include information on who represented parents, certified staff, classified staff, and the ethnic diversity of your community.

Minutes

In the council minutes, report each time the council reviewed drafts of the financial parts of the components and drafts of Section 7 requests, and note any formal motions and actions taken on those issues.

In the minutes for any committee that participated in this work, include each decision made about recommendations to the council.

PULLING THE PLAN TOGETHER

BEGIN WITH A COVER PAGE AND MISSION STATEMENT

At the front, put a Cover Page that identifies the Plan, gives the date of the current edition, and has spaces for the signatures of all the school's council members and the date each person signed. On the copy you submit to the district, be sure the signatures and dates are complete.

Next, share your school's Mission Statement.

START YOUR EXECUTIVE SUMMARY WITH A PLAN SUMMARY

Begin your Executive summary with a very brief Plan Summary that lists the main things the school will be working on under this Plan. For readability, try to make this summary no longer than half a page.

CONTINUE YOUR EXECUTIVE SUMMARY WITH A PROCESS SUMMARY

The legal requirements for Planning involve how you developed the Plan as well as what you put in the Components, and this Process section shows that you are in compliance on those issues. In the Process Summary, answer the following questions:

1. When and how did your school develop its mission statement? When and how was it last reviewed by your school community?
2. Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement? If not, please identify and describe the process that was used.
3. When did the council complete each step of its Needs Assessment Work? If some parts were completed in past years and not repeated in the current school year, please identify those parts and when they were most recently completed.
4. When did the council decide on Priority Needs, Causes, Goals, and Objectives?
5. When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing the gaps?
6. When did the council review drafts of the components?
7. When did the council review estimates for costs and drafts of Section 7 requests?
8. When was the public meeting held to present the Plan to the community, and who attended?

9. When did the council officially adopt your revised Plan?
10. When did the council officially adopt any Section 7 requests?
11. When and why has the Plan been revised since that data?
12. How will you evaluate your Plan, and when?
13. For each step listed above, what other stakeholders were involved and how? Include names and identify those who represent parents, teachers, other staff, other stakeholders, primary parents, migrant parents, and your community's ethnic diversity.

In the early drafts of your Process Summary, the answers to questions 7-10 may still be in the future. Feel free to just say something like "This step is still in the future. As of today, March 7, the plan is to finish this step at the March 28 council meeting." You will have actual dates by the time you make the plan available to the public.

INSERT THE COMPONENTS, SECTION 7 REQUESTS AND TIME SCHEDULE FOR GAPS

The next three items are the work products of your efforts on Action Components and Budget. Include the current drafts of each when you first compile the revised Plan for others to review, and use the final versions when the council is to adopt the Plan officially.

REVIEW AND INCLUDE THE ASSURANCES

A final part of your Plan will be a set of school assurances, guaranteeing that your planning process and final plan document meet applicable legal requirements. The planning process above has been designed to put your school in full compliance and make it easy to meet all of the requirements. If you have followed it closely, you will be in good shape.

Before your council adopts the Plan, read through the list of assurances in the Appendix, so that all council members know what they are approving when they approve the school plan and agree that it is accurate. Do that read-through at least one meeting before you plan to officially adopt your plan, so that if you find any weaknesses, you have time to make corrections. Once the council has adopted the plan, all council members can sign the requirements list to show that they have read and understood them.

GATHER INPUT AND BUILD SUPPORT

Every Plan gets its strength from the people who are committed to it. To make sure your Plan will yield results, engage many parts of your community in understanding the Plan, helping you make it stronger, and ultimately becoming invested in making it work. This step also completes the principal's obligation to hold a hearing on efforts to close achievement gaps. The process described above includes many steps to build that support.

A final round of formal opportunities for participation in the Plan's development is a public meeting. To hold that meeting, your principal:

- Announces the meeting date and the availability of the plan for review. This announcement should be made in ways that will work for your community, such as school signs, newsletters, announcements in meetings, website notices, and (if possible) media publicity.
- Holds the public meeting to explain the Plan, gather feedback and discuss issues.
- Shares the feedback with the council and committees working on the Plan.

ADOPT THE UPDATED PLAN

The council approves an official copy of the Plan, if council members are confident that:

- The Plan explains clearly what will happen and how that will accomplish your Goals and Objectives.
- Your school community understands the Plan, supports it and is ready to make it succeed.
- The Plan complies with the school Assurances.

If the council sees serious problems, the Plan needs further work before it is officially adopted. Once the Plan is officially approved, each council member signs the cover page on the plan, and the assurances. The signed original is an official council document to be kept at the school permanently. The principal delivers a final copy to the district central office.

REVISIONS BASED ON DISTRICT RESPONSES

After council adopts the revised version of its Plan, work will still continue. The district will complete some further steps in revising its Plan and make some related budget decisions. Those district steps usually affect the school Plan as well. For example:

1. The district may find common issues and ways for schools to work together with better results or lower costs. The council can amend the school plan to use this cooperative approach or decide to keep the original design.
2. The district may identify ways that proposed categorical spending plans that do not fit the rules of that program. The council must change the school plan to fit within the program's legal rules.
3. The district will finalize decisions how categorical program money will be distributed among the schools. The council may need to revise the school plan to deal with lower funding than it requested.
4. The board will vote on which council requests for Section 7 money for specific needs will be granted, and then distribute any remaining Section 7 money based on

disaggregated data, average daily attendance or both. The council may need to revise the school plan to deal with lower (or higher) funding than it requested.

If the council does need to address these kinds of changes, it is a good idea to ask for help from the committees that worked on each part of the Plan.

WEB POSTING OF THE SCHOOL PLAN

- Post your plan on your school or district website. (Some districts want all school plans together on a main web page along with the district plan for easy access.)

Superintendents will notify KDE by July 1 of each year of where the school and district plans are posted by sending e-mail to KDEAssurances@kde.state.ky.us.

If you want to look at examples of how other schools and districts post their school plans, you can go to the KDE web page for a list of district web sites to visit:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/View+Comprehensive+School+and+District+Improvement+Plans.htm>

FORMS

The Completed Plan

Include the Cover Page, Mission, Executive Summary (both Plan Summary and Process Summary), Components, Time Schedule for Gaps, and Assurances. Keep a copy as a permanent school record.

Section 7 requests

If your district has specified a format for making your Section 7 requests, use that. If not, use any format that allows you to state what you need, what it will cost, and how it is based on your Plan.

Process Summary

In the process summary, include the date of the public meeting, the date the council approved the Plan, the date the council approved the Section 7 requests (if any), and the dates of any subsequent revisions.

Minutes

In the council minutes, show the motions and actions that approve the Plan, the Section 7 requests, and any revisions to the Plan. In the minutes for any committee that participated in this work, include each decision made about recommendations to the council.

Web posting: Post a complete copy of the Plan on the school or district website as per your district's instructions.

IMPLEMENTATION AND IMPACT

IMPLEMENT SCHOOLWIDE

For the Plan to work, each person listed as responsible for activities must understand their roles and follow through, helping other participants complete the work, stay on schedule, and use the funding as planned. In addition, school leadership – administrators, the council, and relevant committees-- must take responsibility for keeping the work on track, knowing what is scheduled for each month and asking questions about how it is going and what results are developing.

CHECK IMPLEMENTATION AND IMPACT

The school council:

- ✓ *Reviews complete, accurate, specific information on implementation, meaning what work is being done.* For example: Are activities starting on time? Are activities completed on schedule? Are planned purchases fitting within the allowed budgets? Are those listed as the persons responsible carrying out their tasks? Or are delays, unexpected costs, or confusion about roles piling up, and putting the overall goals of the plan in danger?
- ✓ *Reviews good information on impact on student performance.* This means that the school council can see the evidence that this activity has made the impact that the council expected on student performance. To measure impact effectively, the school needs a systematic approach to classroom assessment, a regular way of collecting that data and presenting it for discussion. Although some impact can be measured with the release of test scores each Fall, the council needs to measure data much more frequently using classroom level data and results.
- ✓ *Digests the implementation data and impact data and determines where Plan adjustments are needed.*
- ✓ *Repeats this process frequently enough to allow effective solutions when problems appear.* Complete this process at least as often as required by your district policy and procedures on planning. KDE recommends that councils complete a full Implementation and Impact Check at least three times each year. This is best practice, and will help ensure effective implementation. This also helps the council to stay focused on their most important responsibility – providing an environment in their school that will improve student achievement.

REVISE COMPONENTS AS NEEDED

To keep the Plan on track, the council must:

- Identify areas that need revision through your implementation and impact check discussions.
- Decide main directions for the revisions.

- Decide on the wording of those revisions or charge committees to write up the revisions for council approval.
- Discuss what is happening with district leaders and other affected stakeholders.
- Implement the revised Plan.

COMPLETE THE FORMS

IMPLEMENTATION AND IMPACT CHECK FORMS

Use a format that fits with your district's policy and procedures on Planning. That could be:

- The KDE format available for download from:
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/Implementation+and+Impact+Checks.htm>
- The Daviess County format for Implementation and Impact Checks:
<http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/Implementation+and+Impact+Checks.htm>
- Any other method that provides clear records of attention to the status of activities and results for the Plan.

Component Revisions

Record the changes you decide on in a format that fits with your district's policy and procedures on Planning.

Minutes

In the council minutes, report on each Implementation and Impact Check, including decisions about what needs to be revised, charges to committees to work on those revisions, and formal approval of revised versions of the Plan.

In the minutes for any committee that participated in this work, include each decision made about recommendations to the council.

APPENDIX A

SCHOOL LEVEL ASSURANCES

WHO PARTICIPATED IN DEVELOPING THE PLAN

Parents, faculty and staff were involved in setting the school's biennial targets for eliminating any substantive achievement gaps.

Parents, faculty and staff participated in the development of this plan. That includes parents, teachers, and support staff in the primary program if the school serves the primary level. It also includes representation of all persons affected by the professional development program.

If the school is a high school with a Title 1 school wide program, students also participated in the development of the plan.

All committees working on this plan had reasonable representation of the ethnic diversity of the school community and continually encouraged minority participation.

All committees working on this plan facilitated the involvement of parents, classified staff, and other interested parties.

HOW THE PLAN WAS DEVELOPED

The school council reviewed the most recent year's CATS data on its students' performance, including performance levels of all students tested, and data on the performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program.

A comprehensive needs assessment, consistent with local board policy, supports this plan. If the needs assessment is aligned with *Kentucky's Standards and Indicators for School Improvement*, the Department accepts it as comprehensive. Other methods may count as comprehensive but should be discussed with KDE before they are used. 704 KAR 3:035, Section 1 (1) and Section 3(3); 704 KAR 3:445, Section 13(1); 704 KAR

A current needs assessment, consistent with local board policy, supports this plan. If all elements of the needs assessment have been analyzed within the last three years, the Department accepts it as current. Other timetables may count as current, but should be discussed with KDE before they are used.

If the school serves migratory children, their academic performance and needs were analyzed.

The school has a process for developing its professional development program and has followed that process.

The council has reviewed the budgets for all state and federal categorical programs and has provided comments to the board prior to the adoption of the district budgets. Submission of the school's plan counts as submitting those comments.

The principal has convened a public meeting at the school to present and discuss the plan prior to submitting it to the local board of education.

WHAT THE PLAN CONTAINS

The plan ensures that each student will make progress toward meeting Kentucky's Academic Goals,

Learner Expectations, and standards for proficient and distinguished/ advanced achievement.

The plan includes biennial targets for eliminating any achievement gaps.

The plan includes a time schedule for eliminating the achievement gaps among various groups of students.

The plan identifies strategies to reduce achievement gaps that include:

- Curriculum alignment within the school and within schools that send or receive the school's students;
- Evaluation and assessment strategies within the school;
- Professional development for adults in the school; Parental communication and involvement strategies;
- Attendance improvement and drop-out prevention strategies; and
- Technical assistance that the school will access.

If the school serves the primary level, the plan includes the steps to be taken to improve the quality of the primary program.

If the school serves primary through grade 8, the plan identifies purchases, including necessary replacements, to be made with state instructional resource funds according to the adoption cycle, and assures that an instructional resource is available in a format designed to provide any reading accommodation required for a student with an individual education program or a student identified as needing an accommodation in a Section 504 plan.

For professional development, the planning process includes evidence of needs assessment, planning, implementation, and evaluation relative to defined standards, goals, or objectives.

The mission of the school is clearly stated in the plan.

If the school receives Title 1 funds, the plan includes strategies to increase parent involvement.

If the school uses Title 1 Part A funds, the council has or will promptly develop a policy on parent involvement.

The mission of the schools is clearly stated in the plan.

APPENDIX B

LEVEL 1, 2 & 3 ASSISTANCE SCHOOL PLAN REQUIREMENTS

Main KDE Web Page:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Assistance+to+Schools/default.htm>

KDE Contact Person:

Patricia Hurt, Director, School Improvement Division
500 Mero Street, 6th Floor
Frankfort, KY 40601
Phone: (502) 564-2116
E-mail: phurt@kde.state.ky.us

Schools In Assistance Levels 1, 2 & 3

In Fall 2002 and each even-numbered year thereafter, schools receive accountability classifications under Kentucky's CATS system. Regulatory requirements for planning in schools in Assistance Levels 1, 2 & 3 are established in 703 KAR 5:120 and are currently in effect. [View 702 KAR 5:120: <http://www.lrc.state.ky.us/kar/703/005/120.htm>]

Districts with Schools In Assistance Level 3

Under 703 KAR 5:130, each local school district is responsible for providing all of its schools with appropriate and effective instructional leadership and instructional support. A local school district is required to modify its Comprehensive District Improvement Plan when a school in the district receives a Level 3 Assistance classification. Regulatory requirements for planning in schools in Accountability Level 3 are established in 703 KAR 5:120 and will go into effect when schools receive their test scores beginning in fall 2002.

[View 702 KAR 5:130 Sections 4 and 5: <http://www.lrc.state.ky.us/kar/703/005/130.htm>]

Commonwealth School Improvement Funds

The Commonwealth School Improvement Fund (CSIF) established in [KRS 158.805](#) was created to assist local schools in pursuing new and innovative strategies to meet the educational needs of the school's students and raise the school's performance level.

For current information about specific plan requirements for schools in assistance and access to Commonwealth School Improvement Funds for those schools, go to the KDE web page and download the *Commonwealth School Improvement Fund Technical Assistance Guide*:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Assistance+to+Schools/Commonwealth+School+Improvement+Fund/default.htm>

APPENDIX C

SCHOOL AND DISTRICT IMPROVEMENT UNDER NCLB

NCLB Title I, Part A, Section 1111 and 1116

As part of the *No Child Left Behind Act of 2001* (NCLB), states must use academic assessments and other indicators to annually review the progress of each school to determine whether the school makes adequate yearly progress. This technical assistance document briefly explains Kentucky's process for identifying schools and districts that do not make adequate yearly progress. The document also contains information about the NCLB consequences for Title I schools and districts that do not make adequate yearly progress.

MAIN KDE WEB PAGE:

<http://www.kde.state.ky.us/KDE/Administrative+Resources/Finance+and+Funding/Federal+Program+Funding/Title+Programs/Title+I%2c+Part+A%2c+Improving+Academic+Achievement+of+the+Disadvantaged.htm>

KDE CONTACT PERSON:

[Diane Robertson](#)

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Phone: (502) 564-3791

Email: droberts@kde.state.ky.us

ADEQUATE YEARLY PROGRSS (AYP)

Adequate yearly progress (AYP) is the measure a state uses to determine if a school is making continuous and substantial improvement.

1. Beginning with data from 2002-03, a school is determined to have made adequate yearly progress (AYP) for a school year if the school and all subpopulations of sufficient size:
 - a. Met annual measurable objectives (AMO) in reading and mathematics. The objectives are expressed as the percent of students at proficient and above in reading and mathematics.
 - b. Showed progress (i.e., met requirements) on the "other academic indicator."
 - i. The other academic indicator is the accountability index (lagged one year) at the elementary and middle school levels. An elementary or middle school is considered to have demonstrated growth on the "other academic indicator" if the school's prior year accountability index is 80 or higher; or the school's prior year accountability index is at or above the corresponding biennial goal; or the school's prior year's accountability index is greater when compared to the accountability index from the year before.
 - ii. The other academic indicator is graduation rate at the high school level. A high school is considered to have demonstrated growth on the "other academic indicator" if the school shows progress on the prior year graduation rate when compared to the year before; or meets the goals set for each year by the Kentucky Board of Education.
 - c. Tested at least 95% of enrolled students and subpopulations of sufficient size.

2. The specific subpopulations required for reporting NCLB AYP determinations are: All students, White (non-Hispanic), African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, and Students with Disabilities.
3. A subpopulation of sufficient size is defined for reading and mathematics AMOs as at least 10 students per grade where NCLB assessments are administered **and either** at least 60 students in these combined grades **or** the number of students in the subpopulation is at least 15% of the students in these combined grades.
4. A subpopulation of sufficient size is defined for participation rate as at least 10 students per grade where NCLB assessments are administered **and** at least 60 students in these combined grades.
5. As a safe harbor, a school that has not met the reading or mathematics AMO is considered to have met the objective if the school:
 - a. Students in the particular population or subpopulation(s) have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). **AND**
 - b. Students in the same population or subpopulation(s) have improved their academic index **or** have obtained an academic index of 100 or greater.
6. The method of calculation for district accountability is consistent with the method for calculating school accountability. All schools, regardless of whether they receive Title I services or not, are counted in the district accountability.
7. Adequate yearly progress (AYP) determinations are made annually for all schools. A school that receives Title I-A funds is **identified for improvement** if it fails to make AYP for two (2) consecutive years.
8. A Title I school is no longer identified for improvement once it has made AYP for 2 consecutive years.

NCLB CONSEQUENCES FOR TITLE I SCHOOLS NOT MAKING AYP

If a **Title I school** does not make adequate yearly progress (AYP) for two (2) consecutive years, the school is identified for improvement and continues to be identified for improvement until it has made AYP for two (2) consecutive school years. The following information outlines the consequences while a Title I school is identified for improvement. Kentucky is using the term *tier* to define the years of not making adequate yearly progress (AYP) and the NCLB consequences. The consequences continue until the Title I school has made AYP for two (2) consecutive years.

Tier 1 of Consequences = 2 consecutive years of not making AYP. Tier 1 includes the following:

- **Parent Notification** – The district must notify parents with the reasons the Title I school is identified and what is being done to address the problem of low achievement.
- **Student Transfer Option (School Choice)** – The district must notify parents of students in a Title I school of the option to transfer to another public school.
- **District Technical Assistance** – The district must provide technical assistance as the Title I school develops and implements revisions in the comprehensive school improvement plan.
- **Revised Comprehensive School Improvement Plan** – The Title I school must revise its comprehensive improvement plan to address academic issues that caused the school to be identified.

- **Funds for Professional Development** – The Title I school must spend at least 10% of the Title I school allocation on professional development.

Tier 2 of Consequences = 3 years of not making AYP. Tier 2 includes all of the consequences listed in Tier 1 and the following:

- **Supplemental Educational Services** – The district must implement supplemental educational services for eligible students in a Title I school that has not made AYP for 3 years.

Tier 3 of Consequences = 4 years of not making AYP. Tier 3 includes all of the consequences listed in Tier 1 and Tier 2 and the following:

- **Corrective Action** – The district must take corrective action toward a Title I school that has not made AYP for 4 years.

Tier 4 of Consequences = 5 years of not making AYP. Tier 4 includes all of the consequences listed in Tier 1, Tier 2 and Tier 3 and the following:

- **Plan for Restructuring** – The district must write a plan for alternative governance for a Title I school that has not made AYP for 5 years.

Tier 5 of Consequences = 6 years of not making AYP. Tier 5 includes all of the consequences listed in Tier 1, Tier 2, Tier 3, Tier 4 and the following:

- **Implement Restructuring** – The district must implement the plan for alternative governance for a Title I school that has not made AYP for 6 years.

District Responsibilities for a Title I School in Tier 1 Consequences

The district should ensure that all schools understand the components of adequate yearly progress and assist schools in interpreting the NCLB federal accountability report. The district may facilitate planning for public school choice before assessment results are available. For example, transportation and communication plans may be developed before implementation is required. When one of its Title I schools is identified for improvement (Tier 1), the district must:

- Ensure that parents are notified regarding identification for improvement;
- Ensure that public school choice is provided for children whose parents wish to transfer them from the Title I school identified for improvement; and
- Ensure that the identified school receives technical assistance, both during the revision of its comprehensive school improvement plan and throughout the plan's implementation.

Notification to Parents

Meaningful parental involvement is one of the cornerstones of reform contained in the *No Child Left Behind Act*. It is essential that the district and school communicate with parents throughout the school improvement process and welcome them as key partners in addressing the academic issues that led to the school being identified for improvement. Information to parents must be in an understandable and uniform format. It must also, to the extent practical, be in a language the parents can understand. The initial notification to parents must include the following:

1. An explanation of what the identification means and how the school compares in terms of academic achievement to other schools served by Title I in the district and in Kentucky;
2. The reason(s) for the school being identified for improvement;
3. An explanation of what the school is doing to address the problem of low achievement;
4. An explanation of what the district is doing to help the school address the achievement problem;
5. An explanation of how the parents can become involved in addressing the academic issues that led to identification; and
6. An explanation of the parents' options to transfer their child to another public school that is not identified for improvement.

Student Transfer Option (Public School Choice)

The district is required to offer students enrolled in the identified school the option to transfer to another public school in the school district that has **not** been identified for improvement. The school of choice does **not** have to receive Title I services as long as it is not identified for improvement.

There may be very limited circumstances under which the option to transfer may not be possible, particularly in some sparsely populated areas. For example, a district with only one school at a particular grade level, or a district in which all schools at a grade level are identified for improvement, will not be able to offer the option to transfer to another public school in the district. In such cases, to the extent practical, the district must enter into cooperative agreements with other nearby school districts to permit transfers. In limited circumstances

where the option to transfer is not possible, the district may offer supplemental educational services during the school's first year of improvement.

As soon as the Title I school is identified for improvement, the district must immediately notify parents of the school choice option. The district must make choice available for students the first day of the school year. The notification must provide parents with enough relevant information to help them decide what school is best for their child. At a minimum, the district must inform parents about the academic achievement level of students at the school or schools to which the child may transfer, but it may also choose to include other information, such as a description of special academic programs, facilities, before-or-after school programs, the professional qualifications of teachers in the core academic subjects or parent involvement opportunities.

The district must give all students in the identified school the opportunity to transfer to another public school. In implementing this option to transfer, there may be circumstances in which the district needs to give priority to the lowest-achieving children from low-income families. For example, if not all students can attend their first choice of schools, the district would give priority in assigning spaces to the low-achieving low-income students. If the district does not have sufficient funding to provide transportation to all students who wish to transfer, it would apply this priority in determining which students would receive transportation. The district must determine low-income using the same data that it uses in allocating Title I funds to schools. Usually low-income is based on free and reduced meal data. The district has flexibility in determining which students from low-income families are lowest achieving. Students from low-income families might be rank-ordered based on their achievement levels (determined by using objective educational measures).

The district must offer more than one choice to students attending an identified school if there is more than one school in the district that is not identified for improvement. The district may **not** use lack of capacity to deny students the option to transfer but may take capacity into consideration in deciding which choices to make available to students in the identified school.

The district may set timelines for parents to make their decision on choice. The district must set a reasonable deadline by which parents must apply and ensure that the parents have a sufficient time and information to make an informed decision about selecting a school. The district should ensure that policies for receiving choice-related communications from parents do not impede parents' opportunities to exercise choice options. Parents should be able to communicate their choices in a variety of ways, including by standard mail, email or fax. The district should confirm with parents that it has received their communication regarding choice.

The district makes the final decision on the school each eligible child will attend. The district must take parent's preferences into consideration in making the decision. The district might allow parents to rank-order their preference among the schools that are available to receive transfer students. Once the district has made its decision, parents must have the option to decline the opportunity to move their child to the new school.

The district may use Title I funds as well as other federal, state, local and private resources to pay for transportation for school choice required as part of the school improvement process. The district must offer choice to all students in an identified Title I school until the school has made AYP for 2 consecutive years and is no longer identified for improvement. The district must provide transportation for those students choosing the option to transfer while the school is identified for improvement. The district must permit the student to remain in the new school until he or she has completed the highest grade in the school. However, the district is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for improvement.

District Technical Assistance

The district must provide technical assistance to the Title I school(s) identified for improvement. The technical assistance must be provided as the school revises and implements its comprehensive school improvement plan. Technical assistance is practical advice that addresses specific areas for improvement. The technical assistance may be provided by the district, the Kentucky Department of Education, an institution of higher education, a private not-for-profit organization or a for-profit organization, an education service agency or another entity with experience in helping schools improve academic achievement. The technical assistance must include:

1. Assistance in analyzing data from CATS and examples of student work to identify and to address problems in instruction and problems, if any, in implementing Title I parental involvement requirements and to address solutions to the identified problems;
2. Assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically-based research and that have been proven effective in addressing the specific instructional issues that caused the school to be identified for improvement;
3. Assistance in analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status.

It is crucial that the district align its assistance with the comprehensive improvement plan being revised by the school. The revisions in the improvement plan and the district assistance should be based on a close analysis of the school's demographic and achievement data, such as subpopulation performance and a comprehensive needs assessment that identifies both strengths and weaknesses. This close analysis will enable the district to target more accurately available resources to address identified deficiencies. The goals, objectives and actions that result from the comprehensive analysis must realistically address the school's needs and systematically move it toward improvement.

District Obligation for the Option to Transfer (School Choice) and Supplemental Services

The district's obligation for choice-related transportation and supplemental educational services is equal to 20 percent of its district's Title I-A allocation unless a lesser amount is needed. Within the 20 percent, the district must spend:

1. An amount equal to 5 percent for choice-related transportation;
2. An amount equal to 5 percent for supplemental educational services; and
3. An amount equal to 10 percent for choice-related transportation or supplemental educational services or both, as the district determines.

The phrase "an amount equal to" means that the funds required to pay the costs of choice-related transportation and supplemental services need not come from the Title I allocation but may be provided from other federal, state, local and private sources. Title I improvement funds; regular Title I-A funds; Title V-A funds; and state/local funds may be used. Additionally, the district may use funds transferred to Title I-A from other federal education programs to pay such costs. Programs eligible for transfers include Title II-A Improving Teacher Quality Grants; Title II-D Educational Technology Grants; Title IV-A Safe and Drug-Free Schools and Communities Grants; and Title V-A Innovative Program Grants. A district not identified for improvement under Title I may **transfer up to 50 percent** of each fiscal year's funds for the applicable programs. A district identified for improvement under Title I may **transfer up to 30 percent** of each fiscal year's funds for the applicable programs. When a district is identified for improvement,

transferred funds must be used for district improvement activities. A district identified for corrective action may **not** transfer funds from one program to another.

The 20 percent must be applied to the total Title I-A allocation including any transferred funds. The 20 percent must be calculated before the district takes any reservations “off the top” of its Title I-A allocation for administrative costs, parent involvement, private school equitable participation or other purposes.

Some districts, in a given year, will not be required to provide supplemental educational services because they have no schools identified for Tier 2 consequences. In this situation, the district must spend the equivalent of 20 percent of the Title I-A allocation on choice-related transportation or a lesser amount that satisfies all of the demand from the parents of students attending identified schools.

School Responsibilities for a Title I School in Tier 1 Consequences

The process of school improvement begins with the school revising its comprehensive improvement plan to address the academic issues that caused it to be identified for improvement.

Revision of Comprehensive School Improvement Plan

A Title I school identified for Tier 1 consequences must revise its comprehensive improvement plan. The purpose of the plan is to improve the quality of teaching and learning in the school. The plan must continue throughout the time that the school is identified for improvement. The school must revise its plan in consultation with parents, school and district staff and outside specialists. If applicable, the school council should consider the recommendations of the scholastic audit/review and decide how to amend the plan in light of the scholastic findings. The revised plan must:

1. Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for improvement and may include a strategy for the implementation of a comprehensive school reform model;
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students (economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and students with limited English proficiency) enrolled in the school will meet the proficient level of achievement by 2014 as measured by CATS;
3. Provide an assurance that the school will spend at least 10% of its Title I school allocation for professional development that directly addresses academic achievement;
4. Specify how the professional development funds will be used to remove the school from its improvement status;
5. Establish specific annual, measurable objectives for continuous and substantial progress of each group of students that will ensure that all groups of students meet the proficient level of achievement by 2014 as measured by CATS;
6. Describe how the school will provide written notice about the identification to parents of each student enrolled in the school, in a format and, to the extent practical, in a language that the parents can understand;
7. Specify the responsibilities of the school, the district and the Kentucky Department of Education, including the technical assistance to be provided;
8. Include strategies to promote effective parental involvement in the school;
9. Incorporate, as appropriate, activities before school, after school, during the summer and during any extension of the school year; and
10. Incorporate a teacher-mentoring program.

The district must establish a peer review process for the revised school comprehensive improvement plan. Peer reviewers should include teachers and administrators from schools or districts similar to the one in improvement but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the quality of the plan and make suggestions. Once the peer review has been completed, the district must work with the school

to make any necessary changes and must approve the plan as soon as it satisfactorily meets the requirements. The school must begin implementing the revised plan as soon as the district approves the plan.

Funds for Professional Development

As a part of revising its comprehensive school improvement plan, the **identified school must spend at least 10% of its Title I-A school allocation for each fiscal year that the school is in school improvement status for professional development.** The funds must be used to provide the teachers, paraprofessionals and principals high-quality professional development that:

- Directly addresses the academic achievement problem that caused the school to be identified for school improvement. In most cases, the professional development will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies and the alignment of classroom activities with academic content standards and assessments.
- Meets the requirements for highly qualified teachers and paraprofessionals. The academic success of students correlates highly with the qualifications and skills of their teachers. **and**
- Is provided in a manner that affords increased opportunity for participating in the professional development.

District Responsibilities for a Title I School in Tier 2 Consequences

The district must continue all of the consequences in Tier 1 and must make supplemental educational services available for low-income students attending a school that does not make AYP after one year of school improvement (3 years of not making AYP). Parents of eligible students may continue to choose the option to transfer **or** may choose supplemental services.

Supplemental Educational Services

Supplemental educational services provide extra academic assistance for low-income students attending a school identified for Tier 2 consequences. The purpose of these services is to ensure that the students increase their academic achievement, particularly in reading, language arts and mathematics. These academic services may include assistance such as tutoring, remediation, and academic intervention. Instruction must take place outside the regular school day, such as before or after school, on weekends, or during the summer. Supplemental educational services must be of high quality, research based and specifically designed to increase student academic achievement. Parents select a supplemental service provider from the state-approved provider list.

District responsibilities focus on notifying parents about the availability of supplemental educational services, arranging for the services to be provided and monitoring the services for the purpose of improving academic achievement. Specifically, the district must:

1. Notify parents of the supplemental educational services option;
2. Give parents a list of state-approved providers and help parents choose a provider, if requested;
3. Determine how the lowest-achieving eligible students will be selected to receive services if not all eligible students can be served;
4. Agree, along with the parents and provider, on “achievement goals” for the student; **and** enter into an agreement with a provider selected by parents of an eligible student;
6. Assist the KY Department of Education in identifying potential providers within the district;
7. Provide the information the KY Department of Education needs to monitor the quality and effectiveness of the services offered by providers;
8. Protect the privacy of students who receive supplemental educational services;

Eligible children are those children from low-income families attending Title I schools identified for Tier 2 consequences. In most districts in Kentucky, low-income is based on eligibility for free/reduced meals. In circumstances where more students request services than the district can fund, the district must place a priority on serving those low-income students who are the lowest achieving. In this situation, the district should use objective criteria to determine the lowest-achieving students. For example, the district may focus services on the lowest-achieving eligible students in the subject area that caused the school to be identified for improvement. The services should be tailored to meet the instructional needs of eligible students to increase their academic achievement and help them attain proficiency in meeting the state’s achievement standards.

Parents are to be active participants in the supplemental educational services program. At the **local level**, parents will choose the supplemental educational service provider for their children from among the providers approved by the state. In general, the district must work to ensure

parents have easy-to-understand information about supplemental educational services. The district must provide parents with information on the availability of supplemental educational services; the identity of approved service providers; and, at a minimum, a brief description of the services, qualifications, and demonstrated effectiveness of each provider. In addition, the district must assist parents in selecting a provider, if such help is requested. The district may provide additional information, as appropriate. Such communications with parents must occur at least annually and must be in an understandable and uniform format. To the extent possible, communications must also be in a language parents can understand.

The district may establish a reasonable deadline by which parents must request services. In establishing this timeframe, the district must ensure that the parents have sufficient time and information to make an informed decision about requesting supplemental educational services and selecting a provider. The district should work together with parents to ensure that parents have ample information, time, and opportunity to take advantage of supplemental educational services.

At the **provider level**, parents, the school district, and the provider chosen by parents must develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement. In the case of a student with disabilities, or a student covered under Section 504, these decisions must be consistent with the student's individualized education program under section 614(d) of the IDEA or with the student's individualized education services under Section 504. All parents whose children receive supplemental educational services must be regularly informed of their student's progress.

Once parents select a provider for their child, the provider must enter into an agreement with the district that includes the following:

1. Specific achievement goals for the student, which must be developed in consultation with the student's parents;
2. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress;
3. A timetable for improving the student's achievement that, in the case of a student with disabilities, must be consistent with the student's individualized education program under section 614(d) of the Individuals with Disabilities Education Act and in the case of a student covered under Section 504, must be consistent with the provision of an appropriate education under Section 504;
4. A provision for termination of the agreement if the provider fails to meet student progress goals;
5. Provisions governing payment for the services by the district that may include provisions addressing missed sessions;
6. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents; and
7. An assurance that supplemental educational services will be provided consistent with applicable health, safety and civil rights laws.

The district is encouraged to use cost-effective methods in designing the agreement. For instance, the district may want to design a generic agreement that can be tailored to a particular student and provider. A district that is an approved provider must prepare an agreement that contains the information listed. Although the district is not formally entering into an agreement with itself as the provider, the information is necessary so that parents know the achievement

goals for the student, how progress will be measured and the timetable for improving the student's achievement. If the district fails to meet the student's progress goals, the parent should be able to request services from another provider, if one is available. If one is not immediately available, the district should contact the Kentucky Department of Education.

After consultation with the parents, the district and the provider must agree to a schedule of informing parents and the child's teacher(s) about student progress. The intent of this requirement is to ensure that students are improving their academic achievement and that instructional goals are being met. The district may, at its discretion, use funds reserved for supplemental education services to transport students to and from approved providers.

The provider must continue to provide supplemental educational services to students who are receiving the services until the end of the school year in which the services were first received. However, the sufficiency of funds and the intensity of services selected (such as the number of sessions per week) may limit the availability of services to a shorter period of time.

The district needs to be prepared to terminate agreements with the provider if the established goals and timetables are not met, or if the provider fails to comply with applicable health, safety, and civil rights laws. The process for terminating services should be written into the initial agreement between the district and provider. Parents may withdraw their child from services if they are not satisfied with the program. In such instances, the district may allow the parent to select another provider that school year, if funds are available.

The district may use Title I funds as well as other federal, state, local and private resources to pay for supplemental educational services required as part of the school improvement process. The per-child cost for supplemental educational services must be the lesser of the actual cost of the services or the per-child allocation of Title I funds to the district. The per-child allocation is determined by dividing the district's Title I-A allocation by the number of children from families below the poverty line (based on Census poverty data, not federal school lunch data) in the district. This cap applies to the cost of instructional services only. The district may incur additional per-child costs related to the administration of supplemental educational services, transportation of students to a provider or appropriate accommodations for students with disabilities. The district may provide transportation to service providers but is not required to do so. Transportation costs to service providers may not be counted toward satisfying the district's obligation to spend up to an amount equal to 20 percent of its Title I-A allocation on choice-related transportation and supplemental educational services.

The district may arrange for paying a provider for services in a number of ways. The district may pay the provider directly for such services. Alternatively, the district may issue certificates or coupons to parents of an eligible student for them to "purchase" services from an approved provider. For example, a certificate may entitle parents to obtain, from a provider of their choice from the state's approved list, a certain number of hours of services or sessions for their student. As the student receives the services, the parent would redeem the certificate, which the provider would then submit to the district for payment. With any payment system, the district must still establish an agreement between the district and provider. Supplemental educational services must be provided until the school has made AYP for 2 consecutive years and is no longer identified for improvement.

School Responsibilities for a Title I School in Tier 2 Consequences

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to implement the revisions in its comprehensive improvement plan. The school must continue to spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development.

District Responsibilities for a Title I School in Tier 3 Consequences

The district must continue all of the consequences in Tier 1 and Tier 2 and must take **corrective action** toward a Title I school if it fails to make AYP after two (2) years of improvement (4 years of not making AYP). If a Title I schools fails to make AYP after two (2) years of improvement, the district must take at **least one** of the following actions:

1. Replace school staff relevant to the improvement;
2. Institute and implement a new curriculum;
3. Significantly decrease management authority in the school;
4. Appoint an outside adviser;
5. Extend the school day or year; or
6. Restructure the internal organization of the school.

The district must publish and disseminate information regarding any corrective action taken at a school to the public and to the parents of each student enrolled in the school in an understandable and uniform format. The information should, to the extent practical, be provided in a language that the parents can understand. The information may be disseminated through such means as the Internet, the media and public agencies. The replacement of staff would require due process and would have to be done within the constraints of the appropriate Kentucky revised statutes.

School Responsibilities for a Title I School in Tier 3 Consequences

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to implement the revisions in its comprehensive improvement plan. The school must continue to spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development.

District Responsibilities for a Title I School in Tier 4 and Tier 5 Consequences

The district must continue all of the consequences in Tier 1, Tier 2, Tier 3 and must **develop** a restructuring plan for a Title I school if it fails to make AYP after one year of corrective action (5 years of not making AYP). The district must prepare a plan and make necessary arrangements to carry out alternative governance arrangements for the school consistent with state law. If the school fails to make AYP after 2 years of corrective action (6 years of not making AYP), the district must then **implement** the restructuring plan. The plan must include one of the following:

1. Reopening the school as a public charter school.
2. Replacing all or most of the school staff (including the principal) that are relevant to the failure to make adequate yearly progress.
2. Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
3. Turning the operation of a school over to the state educational agency if permitted under state law and agreed to by the state.
4. Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.

School Responsibilities for a Title I School in Tier 4 and Tier 5 Consequences

The consequences continue until the identified school has made AYP for 2 consecutive years. The school must continue to implement the revisions in its comprehensive improvement plan. The school must continue to spend at least 10% of its Title I school allocation for each fiscal year that the school is in school improvement status for professional development.

District Responsibilities for a District Identified for Improvement

Data for all schools (regardless of whether they receive Title I funds or not) are counted in the district AYP determination. The district is accountable based on the same measures used to determine if a school made AYP. Tested subpopulations of students that are not large enough to meet the minimum group size at an individual school will, in many cases, reach or surpass that number at the district level and be included in the calculation of whether or not the district made adequate yearly progress.

When a district does not make AYP for 2 consecutive years, there are requirements for revising the district comprehensive improvement plan.

Revisions to the District Comprehensive Improvement Plan

The purpose of the plan is to improve student achievement throughout the district. Therefore, the plan overall must identify actions that, if implemented, have the greatest likelihood of accomplishing this goal. Specifically, the plan must:

1. Incorporate scientifically based research strategies;
2. Identify actions with the greatest likelihood of improving student achievement;
3. Address professional development needs of staff;
4. Include specific measurable achievement goals and targets for each subpopulation of students;
5. Address the teaching and learning needs and academic problems of low-achieving students;
6. Incorporate, as appropriate, activities before school, after school, during the summer and during an extension of the school year;
7. Specify responsibilities of the state and district;
8. Include strategies to promote effective parental involvement in the schools served by the district.

When a district is identified for improvement, it must reserve at least 10% of its Title I-A allocation for professional development for instructional staff that is specifically designed to improve classroom teaching. The district must continue to reserve and use these funds for professional development for each fiscal year it is identified for improvement. In this 10% total the district may include the Title I-A funds that a school within the district reserves for professional development when it is identified for improvement. However, the district may not include in the total any part of the funds designated to help teachers who are not highly qualified become highly qualified. The district is identified for improvement until it has made AYP for 2 consecutive years.

State Responsibilities for a District Identified for Improvement

Notification to Parents and Technical Assistance

When a district is identified for improvement, the Kentucky Department of Education must promptly notify the parents of each student enrolled in the schools served by that district. In the notification the state must explain the reasons for the identification and how parents can participate in improving the district. In addition to notifying parents, the state must broadly disseminate its findings using methods such as the Internet, the news media and public agencies. If requested, the Kentucky Department of Education must provide or arrange for the provision of technical or other assistance to the district identified for improvement.

Corrective Action

The Kentucky Department of Education must take corrective action in a district that has not made AYP for 4 years. Because the healthy functioning of the district is so crucial to school and student academic success, the state may, at any time during the improvement process, identify the district for corrective action. The state must continue to provide technical assistance while instituting any corrective action. The state must take **at least one** of the following corrective actions, as consistent with state law, in a district that has not made AYP for 4 years:

1. Deferring programmatic funds or reduce administrative funds;
2. Instituting and fully implementing a new curriculum, including appropriate professional development;
3. Replacing district personnel relevant to the failure;
4. Removing particular schools from the jurisdiction of the district and establishing alternative arrangements for public governance and supervision of the schools;
5. Appointing a receiver or trustee to administer the affairs of the district in place of the superintendent and school board;
6. Abolishing or restructuring the district.
7. Authorizing students to transfer from a school operated by the district to a higher-performing public school operated by another district. If it offers this option, the state must provide transportation (or the costs of transportation) to the receiving school. This corrective action must be carried out in conjunction with at least 1 additional action.

The consequences continue until the district had made AYP for 2 consecutive years.

Resources

1. For questions about **adequate yearly progress (AYP)**, contact Cindy Owen or Rhonda Sims in the Office of Assessment and Accountability at (502) 564-2256 or 564-4394.
2. Guidance from the U.S. Department of Education may be helpful and provide additional information. The guidance may be found at the U.S. Department of Education's web site at <http://www.ed.gov/policy>. The following are available:
 - a. **LEA and School Improvement** – This guidance explains the school and district improvement provisions in NCLB and Title I regulations.
 - b. **Public School Choice** – This guidance explains the school choice consequence.
 - c. **Supplemental Educational Services** – This guidance explains the supplemental educational services consequence.
3. For information and questions about **supplemental educational services**, contact Corlia Logsdon in the Division of Equity and Federal Program Resources at (502) 564-3791 or by email. For information on becoming a supplemental educational services provider, go to the Kentucky Department of Education's web site at <http://www.education.ky.gov/>.
4. For questions regarding **district and school improvement and public school choice**, contact any of the following in the Division of Equity and Federal Program Resources at (502) 564-3791 or by email.

Diane Robertson

droberts@kde.state.ky.us

Robert Simpson

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APPENDIX D

Reading First Literacy Plan Requirements

The ultimate goal of all Reading First related activities is to provide the greatest impact on teaching and learning at the classroom level. The grant program is designed to help schools ensure that every child can read at grade level or above by the end of primary grade (grade 3). This impact will be greatly determined by the teacher's level of expertise to make instructional decisions that are grounded in scientifically based reading research as a part of daily classroom instruction. The grant funds the implementation of instructional programs and materials, assessments, and professional development grounded in scientifically based reading research.

MAIN WEB PAGE (Click on Reading First link)

<http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/default.htm>

KDE CONTACT INFORMATION:

Felicia Cumings-Smith
500 Mero Street, 18th Floor
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Phone: (502) 564-2106
Fax: (502) 564-9848
E-mail: <mailto:fcumings@kde.state.ky.us>

Any school plan developed by a participating school in Kentucky should include professional development and technical assistance in the Reading First program that is designed to provide teachers and administrators with guidance, as they make effective instructional decisions grounded in scientifically based reading research. The Comprehensive School Improvement Plan process and school council policies should support the following key characteristics of effective reading classrooms:

SUPPORTIVE ENVIRONMENT

- A protected 90 minutes for effective reading instruction
- Students are actively engaged in reading activities
- Collections of books and texts to support units of study, genre, and reading abilities are accessible
- Multiple grouping techniques (i.e. whole group, small and flexible groups, and one-to-one instruction) can be observed
- Evidence of clear expectations for student reading achievement are present
- Established routines are in place so children can focus on literacy tasks
- Teacher-child is open-ended and elicits child-to-child discourse and interactions
- Student work is displayed in the classroom
- Family and community involvement support the Reading First classroom

CLASSROOM INSTRUCTION

- Implementation of a comprehensive reading program and materials based on scientifically based reading research
- Direct and explicit instruction in the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, comprehension, and fluency)
- Instructional reading program is aligned with state mandated Program of Studies, explicit instructional strategies, coordinated instructional sequence
- Modeling, coaching, and scaffolding strategies are used to enable the students to experience reading success
- Decodable texts are used to support early reading development and skills
- Explicit, planned skill development is present during flexible group instruction, based on student needs and assessment
- Flexible groups are fluid, allowing movement, based on ongoing assessment data
- Ample practice opportunities are provided daily to support individual reading progress
- Daily instructional decisions are driven by data gathered from using a comprehensive set of assessment tools (screening, diagnostic, and classroom-based monitoring)
- Intervention strategies, aligned with classroom instruction, are implemented systematically to target students not making sufficient progress
- Intensive assistance reading plans are designed for students who are struggling in reading.

READING FIRST TEACHER CHARACTERISTICS

- Teacher knowledge is demonstrated about learning theory, scientifically based reading research, and effective reading instruction
- Teacher understands and can effectively teach the five essential components of reading instruction (phonemic awareness, phonics, vocabulary development, comprehension, and fluency)
- Teacher understands a variety of strategies that will meet the needs of a diverse group of students
- Teacher uses screening, diagnostic, and ongoing assessments and progress-monitoring strategies that inform instructional decisions
- Teacher implements effective classroom management strategies that allows for flexible grouping and high levels of time on task to maximize student learning
- Teacher actively participates in professional development focused around Reading First concepts
- Teacher explicitly models and scaffolds reading instruction for all students

Daily instructional decisions will be made based on the results of ongoing, classroom monitoring assessment tools. Reading First teachers will follow a systematic plan for assessing students on a frequent and regular basis. This information will be used to identify struggling students early and provide immediate classroom intervention when necessary. Research states *“some children, including those with special needs, may never learn to read unless they are taught in an explicit, systematic way by a knowledgeable teacher using a well-designed instructional approach that is adapted to their unique strengths and needs”* (National Research Council, 1998). Classroom teachers and the School Reading/Literacy Team will be required to create an intensive reading assistance plan for individual students identified at risk of reading failure.

Intervention practices in all Reading First classrooms will be designed to alter the conditions of instruction, such as providing extra instructional time during the school day (National Research Council, 1998). The effective reading interventions outlined below will ensure that students have the knowledge and skills that will have the highest impact on learning to read using screening, diagnostic, and classroom-based assessments.

Effective Reading Interventions

- Group students into groups of three to five according to their instructional needs
- Provide targeted instruction three to five times per week
- Assure additional instruction aligns with core reading instruction
- Provide ongoing and systematic corrective feedback to students
- Provide extended practice in the critical elements of reading instruction based on students' needs
- Increase time for word study and build fluency to improve automatic word recognition and rate of reading
- Use systematic, classroom-based instructional assessment to document student growth and inform instruction

Source: National Reading Panel, 2000; National Research Council, 1998; Vaughn, Gersten, and Chard, 2000.

The goals in a school plan implementing Reading First strategies, assessments, and instructional intervention methods and materials should accelerate the performance of students who may be reading below grade level to on grade level by the end of the primary years (third grade). Any school improvement plan in a school receiving Kentucky Reading First funding should show evidence of the consistent use of scientifically based reading research to support good teaching in the primary grades. This set of best practices is recommended for all primary schools, regardless of funding.

School Needs Assessment Process

USDOE has approved the following assessments for the Kentucky Reading First Program. Schools implementing this program should use the data from the following assessments, as part of their school's needs assessment process:

1. **GRADE: Group Reading Assessment and Diagnostic Evaluation**
This accurate group test helps you confidently assess core reading skills, plan focused instruction, and document students' progress.
2. **DIBELS: Dynamic Indicators of Basic Early Literacy Skills**
The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
3. **School Based Terra Nova and KCCT data in reading and additional reading assessments**
collecting information on vocabulary and reading comprehension for the purpose of progress monitoring.

Required Use of Disaggregated Data

All data from each assessment must be disaggregated in accordance with NCLB and SB168 requirements.

APPENDIX E

REACHING ACHIEVEMENT GAP TARGETS

MAIN KDE WEB PAGE:

[HTTP://WWW.EDUCATION.KY.GOV/KDE/INSTRUCTIONAL+RESOURCES/CLOSING+THE+GAP/DEFAULT.HTM](http://www.education.ky.gov/kde/instructional+resources/closing+the+gap/default.htm)

KDE CONTACT:

Roger Cleveland, Ed. D.
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Legislation detailed in the federal No Child Left Behind legislation and KRS 158.649 (SB 168) require schools to identify and address achievement gaps between majority and minority groups of students. Schools must analyze achievement data each year to determine if significant performance differences exist between majority students and minority groups, and set two-year targets beginning in 2003 that will close the achievement gaps in their school by 2014. Specifically targeted are racial minorities, students with disabilities, gender disparities, low socioeconomic groups, and students with Limited English Proficiency or who qualify for English as a Second Language Programs. This planning framework for schools is designed to meet all of the initial requirements for the No Child Left Behind act, and KRS 158.649, which are listed below.

- Curriculum alignment within the school and between schools that send or receive the school's students that will help to reduce achievement gaps
- Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work that will help to reduce achievement gaps
- Professional development to address the goals of the plan that will help to reduce achievement gaps
- Parental communication and involvement that will help to reduce achievement gaps
- Attendance improvement and dropout prevention that will help to reduce achievement gaps
- Technical assistance that will be accessed that will help to reduce achievement gaps

Local Board Determination of Biennial Targets

Based on the disaggregated biennial assessment results, the local board will determine if each school achieved its biennial targets for each group of students. Only data for a group of students including ten (10) or more students will be considered when the board makes its determination. This local board action will occur for the first time in September 2005, and in each odd numbered year after that.

The school-based decision making council (or the principal if there is not a council) will not be required to seek superintendent and board approval of the plan as soon as the school meets its

biennial target for reducing the gap in student achievement for the various groups of students identified, including racial minorities, students with disabilities, gender disparities, low socioeconomic groups, and students with Limited English Proficiency or who qualify for English as a Second Language Programs

When Targets Are Missed in the First Biennium

If a local board determines that a school has not met its biennial target to reduce the identified gap in student achievement for a group of students, the local board shall require the council (or the principal if no council exists) to submit revisions to the comprehensive school improvement plan. Once the revisions are complete the superintendent will review and approve the plan. The revised plan must include the following:

- A description of how the school will use professional development funds and funds allocated for continuing education to reduce the school's achievement gap
- A description of how the school will meet the academic needs of the students including racial minorities, students with disabilities, low socioeconomic groups, and students with Limited English Proficiency. Gender disparities must also be addressed.

When Targets Are Missed for Two Biennia

If a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) successive biennia, the superintendent is required to report this information to the commissioner of education. Then, the comprehensive school improvement plan will be subject to review and approval by the Kentucky Department of Education and the school will be required to submit an annual status report on their progress to KDE. The Department of Education may provide assistance to schools as it deems necessary to assist a school in meeting targets for reducing achievement gaps.

Resources to Assist Schools

The Division of Equity provides resources on their web page to assist schools in identifying gaps and the development and implementation of appropriate educational interventions at student and systems levels.