2025-2026 Phase Three: Comprehensive District Improvement Plan_10022025_07:06

2025-2026 Phase Three: Comprehensive District Improvement Plan

Boone County
Jeff Hauswald
8330 Us 42
Florence, Kentucky, 41042
United States of America

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Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive district improvement plan (CDIP) is a plan developed by the local school district with the input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the CDIP cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Accountability Indicators

The accountability indicators for districts include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

The Comprehensive District Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Districts. Districts must download and complete the Comprehensive District Improvement Plan Goal Building Template to develop both short- and long-term targets and outline the activities the district will implement to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When developing goals, all districts are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

- **a. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

Boone comprehensive district improvement plan 2025-26

Boone County TSI Addendum CDIP 2025-26

Attachment Summary

Attachment Name	Description	Associated Item(s)
Boone comprehensive district improvement plan 2025-26	Boone County Schools CDIP for 2025-26	• 1
Boone County TSI Addendum CDIP 2025-26	Boone County TSI Addendum	• 1

2025-26 Comprehensive District Improvement Plan (CDIP)

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Operational Definitions

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

- **Goal:** Long-term three- to five-year targets based on the district-level state assessment results. Long-term targets should be informed by the Needs Assessment for Districts;
- **Objective:** Short-term yearly target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal;
- **Strategy:** An approach to systematically address the process, practice or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
    - KCWP 1: Design and Deploy Standards
    - KCWP 2: Design and Deliver Instruction
    - KCWP 3: Design and Deliver Assessment Literacy
    - KCWP 4: Review, Analyze and Apply Data Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the district will take to deploy the chosen strategy. There can be multiple activities for each strategy;

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

Goal Setting

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

Required Goals

Achievement Gap:

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

One Year Objective(s):

Increase the proficiency rates for Economically Disadvantaged students in 2026:

Elementary Reading: From 47% in 2025 to 54.6% in 2026.

Elementary Math: From 44% in 2025 to 51.6 % in 2026.

Middle School Reading: From 41% in 2025 to 59.3% in 2026.

Middle School Math: From 39% in 2025 to 47.5% in 2026.

High School Reading: From 40% in 2025 to 50.9% in 2026.

High School Math: From 29% in 2025 to 47.5% in 2026.

Increase the proficiency rates for English Learners plus Monitored in 2026:

Elementary Reading: From 36% in 2025 to 47.7% in 2026.

Elementary Math: From 37% in 2025 to 52.2% in 2026.

Middle School Reading: From 22% in 2025 to 37.3% in 2026.

Middle School Math: From 19% in 2025 to 34.6% in 2026.

High School Reading: From 7% in 2025 to 26.4% in 2026.

High School Math: From 7% in 2025 to 27.6% in 2026.

Increase the proficiency rates for Students with Disabilities in 2026:

Elementary Reading: From 21% in 2025 to 40.7% in 2026.

Elementary Math: From 18% in 2025 to 38% in 2026.

Middle School Reading: From 16% in 2025 to 37.4% in 2026.

Middle School Math: From 15% in 2025 to 30.2% in 2026.

High School Reading: From 12% in 2025 to 36.9% in 2026.

High School Math: From 11% in 2025 to 32.4% in 2026.

Strategy 1:

KCWP 2: Design and Deliver Instruction

Activities:

- The District will identify evidence-based, effective instructional practice expectations for every classroom, to include expectations for planning (intellectual preparation), managing, delivering, and assessing instruction.
    - Teachers will consistently and with integrity utilize district-identified evidence-based effective instructional practices (e.g., modeling, discussion, questioning, feedback) and newly adopted High Quality Instructional Resources (HQIR) for Reading and Math instruction to ensure cognitive student engagement.
    - Teachers will design lessons that are relevant and responsive to students' cultural, social, and developmental needs through the lesson internalization process.
    - Principals will employ instructional leadership by monitoring the implemented HQIR and district-identified evidence-based effective instructional practices, and provide specific feedback to teachers in a cadence of accountability.
- The district will provide professional development for effective and rigorous co-teaching practices, specially designed instruction, and increasing opportunities to respond in the classroom for both special education and general education co-teachers and school-based administrators
- School administrators will conduct walkthroughs to identify areas of strength and need in co-teaching and resource settings for students with disabilities.

Strategy 2:

KCWP 4: Review, Analyze and Apply Data Results

Activities:

- Learning Support Services (LSS) will strengthen Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS) by establishing clear and specific expectations. This will ensure that teachers elicit, interpret, and act on student learning results to inform instructional Tier 1 and Tier 2/3 intervention decision-making.
- Learning Support Services will ensure that School leaders utilize student data to meet the needs of all students (e.g. movement through intervention tiers, grouping, and regrouping of students)
    - Schools will ensure that students are actively involved in knowing their own data, setting explicit goals in MAP, and making decisions about their own learning.
- The Special Education Department will ensure that school teams employ effective PLC practices for special education teams to review, analyze, and interpret data for students with disabilities to inform educational programming for students with Individual Education Programs (IEPs).
- The Special Education Department will ensure that School Principals and the Admissions and Release Committees employ inclusive practices for student placement that prioritize student participation in grade-level instruction as indicated by student-specific data.

Progress Monitoring:

- The District will ensure that schools have the support necessary so that at least 80% of students have their instructional needs met through Tier I universal instruction with an intentional use of scaffolding and differentiation, and that the remaining 20% of students have their instructional needs met through Tier 2 and 3 interventions. This will be monitored at the district level via …
    - LSS classroom walk-throughs; data and action steps will be reported to the Curriculum Cabinet in January and May
    - Interim assessment and common unit assessment data were reviewed and reported to the Curriculum Cabinet in September, January, and May.
    - LSS attendance at PLC and MTSS Tier 2/ 3 meetings to ensure fidelity and adherence to established requirements and protocols, with observations and actions reported to Curriculum Cabinet in December and April.
- The Special Education Department will monitor PLC practices for special education teams ensure that educational programming for students with Individual Education Programs (IEPs) is appropriate, with progress reports being provided to the Curriculum Cabinet in December and April.

Strategy 3 for English Learners:

Provide guidance and training on effective Tier 1 instructional practices, expectations for Clear Connect translation routines, HQIR supports, and scaffolding strategies that support EL and EL plus monitored students in reading and math.

Activities:

- Conduct regular walkthroughs focused on effective Tier 1 instruction, including the intentional use of Clear Connect translation tools and EL supports.
- Provide professional learning focused on student interaction, engagement structures, and academic talk to support EL and monitored students.
- Deliver coaching and materials to support HQIR reading implementation at elementary and high school levels, with explicit guidance for scaffolding materials and routines for ELs.

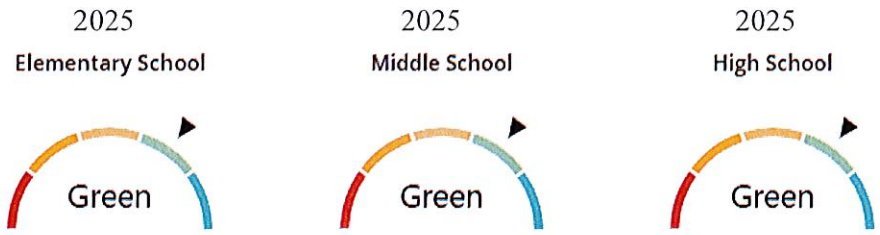
Progress Monitoring:

- Walkthrough data tracking EL student access to grade-level standards, student engagement structures, and appropriate use of scaffolds, including Clear Connect translations.
- MAP data for EL plus monitored in reading and math

Funding:

General Fund, Title I and Title II, SBDM. By May 2026, determine the 2025-26 financial alignment between achievement gap goals and funding sources.

State Assessment Results in Reading and Mathematics



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

Three- to Five-Year Goal:

Increase the proficiency / distinguished rates for ALL STUDENTS in 2030:

Elementary Reading: From 59% in 2025 to 75.6% in 2030.

Elementary Math: From 57% in 2025 to 73.4% in 2030.

Middle School Reading: From 56% in 2025 to 79.4% in 2030.

Middle School Math: From 49% in 2025 to 72% in 2030.

High School Reading: From 50% in 2025 to 73.8% in 2030.

High School Math: From 48% in 2025 to 71.8% in 2030.

One Year Objective(s):
Increase the proficiency / distinguished rates for ALL STUDENTS in 2025:

Elementary Reading: From 59% in 2025 to 68.1% in 2026.

Elementary Math: From 57% in 2025 to 65.2% in 2026.

Middle School Reading: From 56% in 2025 to 73% in 2026.

Middle School Math: From 49% in 2025 to 63.4% in 2026.

High School Reading: 50% in 2025 to 65.7% in 2026.

High School Math: From 48% in 2025 to 63.1% in 2026.

Strategy 1:

KCWP 2: Design and Deliver Instruction

Activities:

- The District will identify evidence-based, effective instructional practice expectations for every classroom, to include expectations for planning (intellectual preparation), managing, delivering, and assessing instruction.
    - Teachers will utilize district-identified evidence-based effective instructional practices (e.g., modeling, discussion, questioning, feedback) and newly adopted HQIR consistently and with integrity for Reading and Math instruction to ensure cognitive student engagement.
    - Teachers will design lessons that are relevant and responsive to students' cultural, social, and developmental needs through the lesson internalization process.
    - Principals will employ instructional leadership by monitoring the implemented HQIR and district-identified evidence-based effective instructional practices, and provide specific feedback to teachers in a cadence of accountability.

Strategy 2:

KCWP 4: Review, Analyze and Apply Data Results

Activities:

- MTSS systems and data-driven decision making will be strengthened with clearer expectations from the district to ensure that teachers elicit, interpret, and act on student learning results to inform Tier 1 instruction during PLCs and Tiers 2/3 interventions.
- School leaders will ensure that triangulated data is used to meet the needs of all students (e.g. movement through intervention tiers, grouping, and regrouping of students)
- Schools will ensure that students are actively involved in knowing their own data, setting explicit goals in MAP, and making decisions about their own learning.

Progress Monitoring:

- The District will ensure that schools have the support necessary so that at least 80% of students have their instructional needs met through Tier I universal instruction with an intentional use of scaffolding and differentiation, and that the remaining 20% of students have their instructional needs met through Tier 2 and 3 interventions. This will be monitored at the district level via …
    - o LSS classroom walk-throughs; data and action steps will be reported to the Curriculum Cabinet in January and May
    - o Interim assessment and common unit assessment data were reviewed and reported to the Curriculum Cabinet in September, January, and May.
    - o LSS attendance at PLC and MTSS Tier 2/ 3 meetings to ensure fidelity and adherence to established requirements and protocols, with observations and actions reported to Curriculum Cabinet in January and May.

Funding:
General Fund, Title I and Title II, SBDM. By May 2026, determine the 2025-26 financial alignment between reading / math achievement goals and funding sources.

Alignment to Needs: Optional Goals

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

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

Priority Indicator Goals:
Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: English Learner Progress

Three- to Five-Year Goal:
Increase English proficiency at the Elementary level from 50.8% in 2025 to 58.5% in 2030.
Increase English proficiency at the Middle School level from 27.2% in 2025 to 44.6% in 2030.
Increase English proficiency at the High School level from 19.1% in 2025 to 44.9% in 2030.

One Year Objectives:
Increase English proficiency at the Elementary level from 50.8% in 2025 to 55% in 2030.
Increase English proficiency at the Middle School level from 27.2% in 2025 to 31.8% in 2026.
Increase English proficiency at the High School level from 19.1% in 2025 to 28% in 2026.

Strategy:
KCWP 5, Design, Align and Deliver Support

Activities:

- Develop and implement a student progress monitoring system to ensure every EL student is building English language proficiency.
- Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students

Progress Monitoring:

- English Learner teachers will set annual proficiency goals for their schools and with their individual students. The English Learner Coordinator will monitor student achievement with EL teachers and report monthly to the Directors of Teaching and Learning, bi-monthly at Learning Support Services meetings, and quarterly to building principals.

Funding:
General Fund, SBDM, Title II, Title III EL for instructional scaffolding material and supports. By May 2026, determine the 2025-26 financial alignment between English learning goals and funding sources.

Priority Indicator #2: Quality of School Climate and Safety (QSCS)

Three- to Five-Year Goal:
The district high school's overall school climate and safety indicator rating is in the highest category of performance (very high). However, the district Elementary rating for this category is "medium," and the district Middle school rating for this category is "medium", indicating an overall need for growth among these schools. The three to five-year goal for the School Climate and safety ratings for both elementary and middle schools is to move the performance indicator ratings to the "very high" range.

One Year Objective(s):
The yearly objective for growth for the QSCS at each school level within the district at each identified level of need is as follows:

- Elementary QSCS rating: From 76.1 (medium) in 2025 to 77.5 (high) in 2026.
- Elementary QSCS rating: From 77.5 (high) in 2026 to 80 (high) in 2027.
- Elementary QSCS rating: From 80 (high) in 2027 to 85 (very high) in 2028.
- Middle School QSCS rating: From 66.9 (medium) in 2025 to 68 (high) in 2026.

- Middle School QSCS rating: From 68 (high) in 2026 to 73 (high) in 2027.
- Middle School QSCS rating: From 73 (high) in 2027 to 78 (very high) in 2028.

Strategy:
KCWP 4: Design, Align, and Deliver Support

Review, analyze, and apply data results to strategies for each school within the elementary and middle school levels.

The district MTSS system will be implemented with fidelity, with a focus on district support for Social Emotional Behavior (SEB) learning in individual schools to analyze data to determine actions to promote positive, equitable, and inclusive learning experiences for all students. The district MTSS team will support buildings to implement the processes outlined in the Boone County Schools Social/Emotional Behavioral MTSS guidance framework.

Activities:
- LSS and Student Services will provide professional development to all stakeholders (certified, classified, administration) for MTSS SEB implementation to include: attendance, Positive Behavior Intervention Supports (PBIS), SEL, and mental health supports.
- LSS and Student Services will attend MTSS meetings in buildings throughout the year to support data-driven decision-making and fidelity of implementation.
- Walkthroughs will be conducted by LSS, Student Support, and school-based staff with feedback to inform practices to meet goals within their school action plans for SEB, as well as consistency among the elementary and middle schools.
- Student and staff input will be elicited and analyzed to inform practices and fidelity of implementation.
- School-based teams will develop and continually modify their action plans for implementation of SEB interventions, coaching, and professional development with support from the district teams.
- The District Universal screener, Student Competency Survey, will be completed 3 times per year and the results will be utilized to inform actions and interventions for each school to make instructional decisions considering the whole child using the Student Success Dashboard
- School-based teams will analyze subgroup data from the school climate and safety surveys to inform focused interventions and ensure fidelity of implementation
- Districtwide safety team will meet and collaborate between the MTSS team and the administrative school based teams to ensure fidelity of processes related to discipline
- District staff will meet with each school team once per quarter to review and analyze disciplinary data and determine areas of need for any subgroups or schoolwide systems.

Progress Monitoring:
The District will monitor the following data and report impact to the Curriculum Cabinet in February and June, 2026:

- Results Cross-Referenced with Student Competency Survey Results Spreadsheet

- Student Success Dashboard (Panorama) showing holistic data for Universal Screener (Student Competency Survey), attendance, SEB interventions, behavior incidents, restraints/seclusions, exclusionary discipline
- Universal Screener results compared with Tier 1 SEB Curriculum implemented
- Infinite Campus Behavior Reports
- Tiered Fidelity Inventory Tier 1 and 2/ 3 School-based teams complete twice per year
- Self-assessment survey completed annually by school staff
- SEB Walkthrough data analysis
- MTSS meeting feedback compiled to determine fidelity of data-driven decision-making
- Statewide PBIS Fidelity met by each school based on National PBIS Guidelines

Funding:
General funds, SBDM, TISS Grant for Competency Survey used for Universal Screener. By May 2026, determine the 2025-26 financial alignment between Quality of School Climate and Safety goals and funding sources.

Priority Indicator #3: Postsecondary Readiness

Three- to Five-Year Goal: By the end of the 2028–2029 school year, Boone County Schools will increase the district's overall postsecondary readiness rate from 83.5% to 90% or higher, while substantially reducing readiness gaps among student subgroups. Over this period, the district will improve postsecondary readiness for Students with Disabilities from 52.9% to at least 65%, English Learners including Monitored from 54.6% to at least 70%, and Economically Disadvantaged students from 71.4% to at least 80% through sustained, systemwide implementation of equitable access to readiness pathways, targeted academic supports, and data-driven postsecondary planning.

- 2026–2027: Postsecondary Readiness will improve for All Students: 88.5%; for Students with Disabilities: 62.5%; for English Learners (including Monitored): 66%; and for Economically Disadvantaged: 78%

- 2027–2028: Postsecondary Readiness will improve for All Students: 89.5%; for Students with Disabilities: 64%; for English Learners (including Monitored): 68%; and for Economically Disadvantaged: 79%

- 2028–2029: Postsecondary Readiness will improve for All Students: ≥90%; for Students with Disabilities: ≥65%; for English Learners (including Monitored): ≥70%; for Economically Disadvantaged: ≥80%

One Year Objective(s):
2025–2026: Postsecondary Readiness will improve for All Students: 87%; for Students with Disabilities: 60%; for English Learners (including Monitored): 62%; and for Economically Disadvantaged: 76%

Strategy:
KWP 5: Design, Align, and Deliver Support Processes

The district will support schools in establishing coherent, equitable systems of academic, behavioral, and transition supports that ensure all students successfully meet postsecondary readiness expectations.

Activities:

- **Academic Supports for Postsecondary Readiness**
  Implement targeted interventions (e.g., SAT / ACT preparation, academic labs, tutoring, co-taught dual credit courses, scaffolded instruction for English Learners, and IEP-aligned supports for Students with Disabilities).

- **Early Identification and Monitoring of Readiness Risk**
  Use district and school-level data to identify students as early as middle school who are at risk of not meeting postsecondary readiness indicators.

- **Individualized Postsecondary Planning and Advising**

  Collect and analyze data on current school practices for developing and reviewing individualized postsecondary transition plans to determine how effectively schools are aligning student goals with academic, career, and credential pathways. Use findings to identify strengths, gaps, and opportunities for improvement.

- **Expanded Access to Readiness Pathways**
  Increase equitable access to dual credit, AP, industry certifications, and work-based learning through targeted outreach.

- **Cross-Department Collaboration to Deliver Supports**
  Establish regular collaboration among administrators, counselors, special education staff, EL staff, and instructional leaders to monitor readiness data and adjust supports.

Progress Monitoring:
Conduct quarterly reviews of postsecondary readiness data, including pathway participation and subgroup performance, to refine supports. LSS will report impact to Curriculum Cabinet in November and March of 2026.

Funding:
General Fund, SBDM. By May 2026, determine the 2025-26 financial alignment between post secondary readiness goals and funding sources.

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval. **Response:** The Learning Support Services (LSS) Assistant Superintendent and Directors conducted a root cause analysis with each principal of the schools identified as TSI, and strategies were implemented to address the identified barriers to learning. The district will monitor the implementation and impact of these strategies via classroom observations and quarterly meetings where the Chief Academic Officer, Assistant Superintendent and Directors from LSS will review observation data and student performance data with the school principal and make recommendations to effect improvement. The TSI plan for each identified school will be reviewed and approved by the Board of Education along with the school CSIP at the January 2026 Board of Education meeting.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions
Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions? **Response:** The schools identified as TSI are Boone County High School, Conner High School, Florence Elementary School, Jones Middle School, Ockerman Elementary School, Cooper High School, Stephens Elementary School, Yealy Elementary School. The supervisors of the principals are responsible for the implementation and monitoring of the following rigorous actions to assist and support the schools: - Conduct a root cause analysis with the TSI school principal to determine areas of growth and strategies for addressing these areas. Some of these strategies include the implementation of an effective collaborative teaching model for students with disabilities; implementation of peer interaction strategies (Kagan); and specialized differentiated instruction - Monitoring implementation of strategies via classroom observations and regular meetings with the school principal

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

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

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

1. Did the assessment of any principal's capacity during the audit result in a determination of *intensive support* needed for the principal to successfully lead the turnaround process in a school identified for CSI?

   ☐Yes (If yes, please complete the Training and Support Plan for Principals Requiring Intensive Support form.)
   ☒No (If no, no further action is needed.)