

KDE Guidance Document for Focus and Priority School and Focus School and District Comprehensive Plans

This is a companion document to [What You Need to know if you are Building a Comprehensive School or District Improvement Plan](#)

Additional Guidance for Priority and Focus School and District Plans	Have we done this yet? Once completed, prioritize and write activities to address under goals
Curriculum alignment for schools within the district and within individual schools ensuring the instructional program:	
<ul style="list-style-type: none"> Is research based (If you are teaching Quality Core this one is covered) 	
<ul style="list-style-type: none"> Is rigorous (have you intentionally addressed rigor in your assignments and assessments?) 	
<ul style="list-style-type: none"> Is aligned with Kentucky Core Academic Standards 704 KAR3:303 	
<ul style="list-style-type: none"> Is based on student needs (data and needs assessment) 	
<ul style="list-style-type: none"> Includes provision of time for collaboration on the use of data to inform evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work (How do you know intentional professional learning communities are working; is adequate time allowed?) 	
<ul style="list-style-type: none"> Includes activities to target the underperforming areas of achievement, gap, growth, college and career readiness or graduation rate (KDE will be providing some examples) 	
<ul style="list-style-type: none"> Has activities to target demonstrators of weakness in program reviews (what did you learn from your Program Review that needs to be improved?) 	
<ul style="list-style-type: none"> Has activities to target areas of need identified in teacher and leader effectiveness measures (either in the pilot or other means of identifying including TELL/student performance/failure rates, etc.) 	
<ul style="list-style-type: none"> Targets school safety, discipline strategies, other non-academic factors that impact student achievement (social, emotional, health needs) (What does your data tell you that you need to do here? If this data hasn't been analyzed and turned in to action steps, it is time). 	
<ul style="list-style-type: none"> Focuses on design of school day, week or year to include additional time for student learning and teacher collaboration (What are you doing differently?) 	
<ul style="list-style-type: none"> Offers specific strategies to address gaps in achievement and graduation rates between the highest achieving student performance group and the lowest achieving student performance group (Is this data open and transparent and have you addressed it in your plans?) 	
<ul style="list-style-type: none"> (Priority requirement, recommendation for Focus)short- term/monthly plans for the first 90 days with establishment of turnaround teams with training focused on teacher effectiveness and school improvement in the professional development component of the plan (30-60-90 day plans that show impact of activity across the 30 day period using leading indicators; monitoring) 	
<ul style="list-style-type: none"> Includes a parent component (required for Priority schools along with administration of the Missing Piece Rubric; recommended for Focus) (It's time to figure this one out! Missing Piece Rubric should help you narrow areas to address) 	